

**Ministry of Education and Science of Ukraine  
Dnipro State Agrarian and Economic University  
Philology Department**

## **Collective Monograph**



**Linguistic and Methodological Training of  
Students for Future Professional Activities**



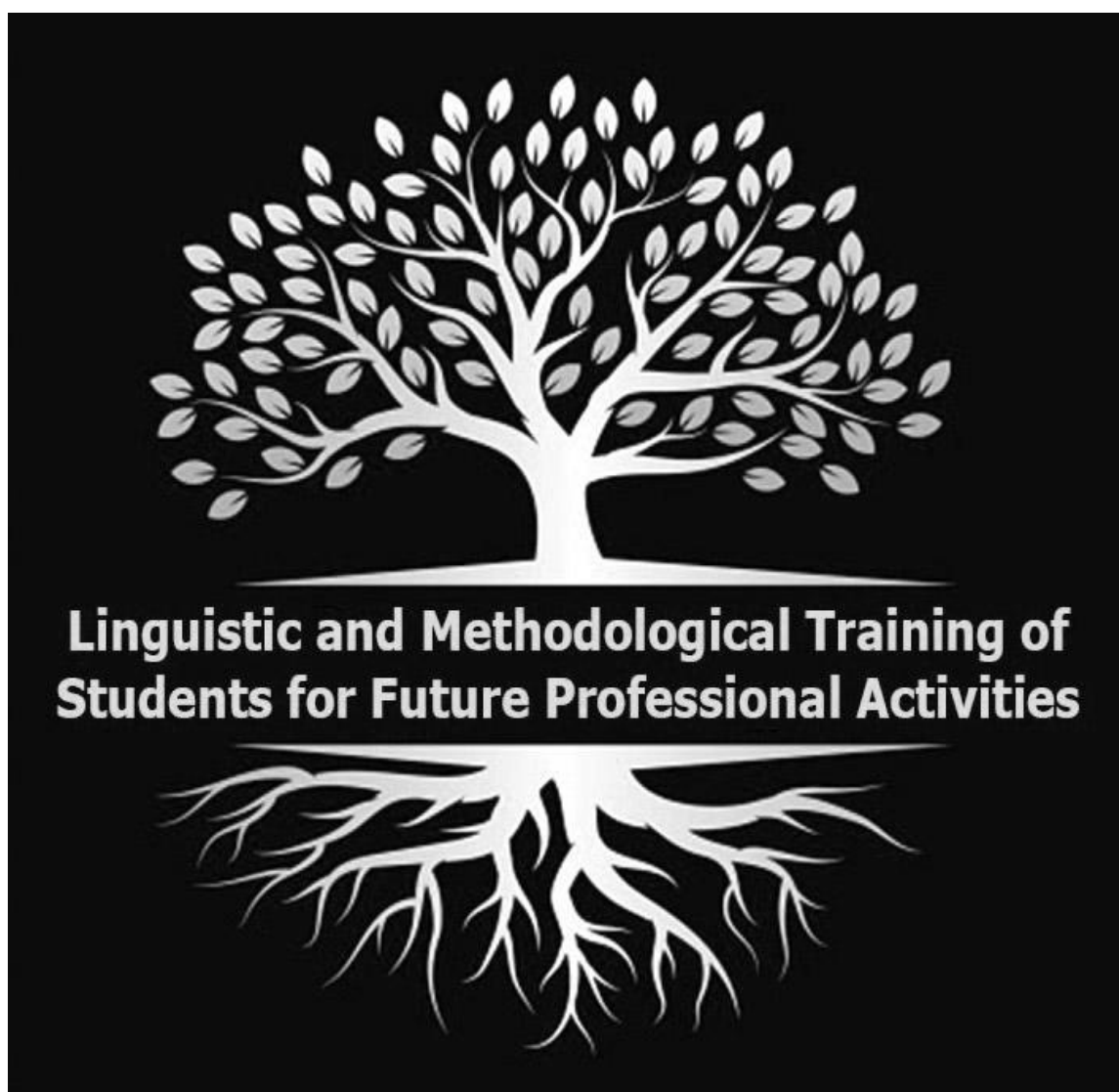
**Philology and Pedagogy**

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## IMPLEMENTATION OF THE INNOVATIVE GENDER APPROACH IN THE FORMAL EDUCATION SYSTEM IN SOME FOREIGN COUNTRIES

*Kateryna Pantileienko*

*Lecturer of Philology Department  
Dnipro State Agrarian and Economic University, Ukraine*

**Abstract.** *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.*

**Key words:** *gender, education, equity, identity, stereotype, norms.*

**Introduction.** 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 inequalities 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 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 (i.e. girls as a proportion of boys).

**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.

This collection of ESRC-DFID-funded research provides valuable evidence on strategies to ensure that we meet our pledge to eliminate gender inequalities in education. Beyond ensuring that every child (both girls and boys) is in school and learning, it highlights new approaches to how gender equality in and through education can be measured, which is crucial to achieving more than just gender parity in education.

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 with the trans 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.

**Objectives of the study.** Achieving gender equality is at the heart of the Sustainable Development Goal (SDG) agenda. SDG 5 (gender equality) explicitly targets key areas of inequality, and SDG 4 (education) outlines a number of gender equality-related targets. These targets are brought together in General Recommendation 36 by the Committee on the Elimination of Discrimination against Women, which sets out the ambition to achieve gender equality not only in but also through education.

Building on these targets and recommendation, Accountability for gender equality in education. Critical perspectives on an indicator framework for the Sustainable Development Goals' project (known as AGE) is moving forward the debate around gender and girls' schooling by exploring what gender inequality and equality in education looks like, and how it can be measured.

The technique of measuring gender parity (the number of girls vs boys) does not sufficiently capture the range of relationships and values associated with the notion of gender equality in education, and what learning outcomes relating to gender equality might entail. Measuring gender parity tends to underplay a connection between education, women's rights, and social justice. Used alone, it is not a clear enough indicator of the relationships within and beyond education and therefore, what needs to be changed.

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.

This nuanced approach to understanding and measuring gender inequality and equality forms an important contribution to the discussions on metrics under consideration for two targets (SDG 4.7 and SDG 4a) on education that have a focus on practices around gender equality.

**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.

**Intersectionality** is the understanding that a person's identity is made up of multiple, intersecting factors such as age, poverty, class, race, ethnicity, caste, language, migration or displacement status, HIV status, disability, gender identity and/or sexual orientation, which combine to both benefit and disadvantage them, and which cannot be separated [5].

**In all their diversity** the term 'in all their diversity' means recognizing, accepting, celebrating and finding strength in individual differences such as gender,

age, nationality, race, ethnicity, ability, sexual orientation, socio-economic status, religious beliefs, political beliefs, or other ideologies. For stakeholders, this implies respecting this diversity and finding ways to support its positive expression.

**Stereotype** a stereotype is a widely held, fixed idea or image of a particular type of person or thing.

**Whole school approach** a whole school approach is a strategy that takes into account the interconnectedness of schools, communities, and families in order to improve the school environment for students, staff, and community members.

**Scientific novelty.** 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 [6]. 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. For some, this right is curtailed by socially constructed gender norms and expectations that are as arbitrary as they are discriminatory. First and foremost, we are human. A person's gender should not determine how they are treated, nor the services they can access. Their very humanity should be enough to warrant respect and equal treatment, not to mention social and economic investment. There is still much to do to improve access to quality learning for all children in all their diversity around the world. And much more to do to address gender norms that permeate education systems and limit opportunities. Girls and women are excluded and discriminated against simply because they are girls and women. They are marginalized



within education systems for a number of reasons: prioritization of boys' and men's education in households where resources are scarce; a disproportionate burden of domestic responsibilities; early and forced marriage; adolescent pregnancy and early motherhood; and unsafe learning environments, including lack of sanitation facilities for girls or risk of gender-based violence in and around education spaces [7]. Conflict exacerbates vulnerabilities – teenage pregnancy can increase by as much as 65 per cent during an emergency and some 54 per cent of the world's out-of-school girls are in crisis-affected countries [8, 9,10].

Boys and men are affected by gender norms too, restricted by harmful norms of masculinity. Early in adolescence, boys may start to face expectations to become incomeearners or join armed groups, for example. Or they may conform to social norms that lead to disengagement from school and perpetuation of violence against girls [11]. Finding ways to breakdown that patriarchal grip is every bit as beneficial to boys as girls. When it comes to teaching and learning positive gender norms, if we leave boys behind, then the problem becomes greater.

Gender norms reinforce stereotypes of what children and young people are expected to become – and how they are expected to behave and define themselves. Children and young people who do not identify themselves within the confines of traditional gender and sexual orientation norms face the difficult and sometimes distressing task of fitting in. Gender norms and power relations limit – and try to shape – children and young people before they have had a chance to explore their unique gifts, abilities and preferences that often do not fit within traditional gender norms. Moreover, forms of discrimination often intersect. Most people who experience one inequality experience injustice and exclusion on multiple fronts: poverty, class, race, ethnicity, caste, language, migration or displacement status, HIV status, disability, gender identity and/or sexual orientation. This intersectionality intensifies injustice and amplifies vulnerabilities [3].

Marginalization and discrimination – and the exclusion and vulnerability they breed will continue in an intergenerational cycle if action is not taken. Indeed, without a deeper focus on transformative change to the way we educate, the gains mentioned

above are easily reversible. As the COVID-19 crisis has shown us, progress is fragile. And the encroaching threat of climate change threatens to exacerbate inequalities everywhere, including in education.

Gender norms are extremely challenging to address because they are entrenched in every aspect of society. Indeed, education systems themselves can often reflect and perpetuate prevailing harmful gender norms and power relations in teaching practices, curricula, and textbooks. But the potential of education is irrefutable. Some of the most important influences on children and young people are in educational spaces. Outside the home, the school is at the heart of socialization and a space in which young people are exposed to role models. It is where children learn about the world, their interests, and their capabilities. Education can reinforce existing norms or challenge and transform them, not just for children, but for their parents, communities, and nations. After all, children go home after school and talk about what they learn. Research shows that verbal and physical spaces in school are gendered, such as boys tending to take charge of the playground, supported by teachers. Girls and LGBTQI children can struggle to navigate these spaces. They are often expected to be in the background, not engaging in play or sport or leadership positions [12]. In some countries, adolescent girls who have had children are not allowed to go to school, but adolescent boys who are fathers are allowed to continue their education. To unlock this potential, we need education systems to become gender transformative. This needs to start right from early childhood when ideas about gender identity and expression start forming.

Gender Transformative Education is about inclusive, equitable, quality education (SDG 4, particularly target 4.7) and nurturing an environment of gender justice for children, adolescents and young people in all their diversity (SDG 5, particularly target 5.1). 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. Gender Transformative Education makes sense for children and young people in all their diversity, as well as for communities and economies. Educating girls

to the same level as boys could benefit developing countries to the tune of at least \$112 billion a year [15]. As well as this, advancing gender equality could contribute \$12 trillion to global growth [16]. A study of sexuality and HIV education programmes from high-, middle- and low- income countries showed that programmes that addressed gender or power were five times more likely to be effective than those that did not. Fully 80 per cent of them were associated with a significantly lower rate of STIs or unintended pregnancies [17]. In other words, 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.

Current approaches to gender equality by the education community have brought us forward. Gender-sensitive education acknowledges existing differences between genders. Gender-responsive education goes a step further, actively exploring ways to address inequalities and reduce harmful gender norms and practices. Both approaches offer essential tools in education, but they work within the existing system; they treat the symptoms. Gender norms and power relations must be dismantled to make any real difference to the opportunities for all children and young people in all their diversity. Gender Transformative Education completely transforms education systems by uprooting inequalities.

**Research material.** Gender Transformative Education seeks to utilize all parts of an education system from policies to pedagogies to community engagement to transform stereotypes, attitudes, norms and practices by challenging power relations, rethinking gender norms and binaries, and raising critical consciousness about the root causes of inequality and systems of oppression. Gender Transformative Education moves beyond simply improving access to education for girls and women towards equipping and empowering stakeholders students, teachers, communities and policy makers to examine, challenge, and change harmful gender norms and imbalances of power that advantage boys and men over girls, women and persons of other genders. So, with a gender transformative approach, education systems are equitable, inclusive and do no harm. In these systems, everyone is safe and on a level playing field; boys are not favoured above girls, nor are girls pulled out of school to work in the home.

Children and young people who do not identify with the traditional gender binary are not discriminated against. Children and young people are free to challenge norms without thinking twice. They are respected and learn how to respect difference, diversity and each other. They can aspire to the best educational outcomes, regardless of their gender. Gender Transformative Education opens up their life choices and opportunities, leading to health, social and political participation, and job opportunities and employment. Note the emphasis on systems, not just schools: policy, administration, data collection and communities. Moreover, this approach tackles all levels of education and all ways in which children and young people learn: early learning centres, schools, universities and college, online classrooms, and vocational education centres. It also includes multiple and flexible pathways for marginalized children and young people with limited options, such as adolescent girls who have left school due to pregnancy, but still want to learn. The specific arena is not important; education is.

Gender Transformative Education applies in all contexts by unlocking the true potential of children in all their diversity. And while educational settings are critical sites for Gender Transformative Education, they cannot shift gender norms and power relations independently. Addressing the social structures that cause discrimination and inequality means going beyond the classroom, into communities in which children live. We need to broaden perceptions. Gender is a social construct that individuals and institutions can reimagine. If they do, they have the potential to be transformative.

## **HOW CAN WE MAKE PROGRESS TOWARDS GENDER**

### **TRANSFORMATIVE EDUCATION BY ACTING INTENTIONALLY?**

There are no approximations, there is no lip service, there is no tokenism. Gender Transformative Education requires strategies and programmes that intentionally challenge inequalities in gender roles and power dynamics both in the education system and in communities. Given the complex causes of gender inequality, multi-sectoral approaches that work at all levels with all stakeholders will have the greatest impact. We need to ask: what are the things that affect children and young people because of gender? How can we address them? What intersectionalities are at play?

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 important thing is that our intention is sustained. The following points offer robust ideas and strategies for stakeholders to pursue.

## **TRANSFORM POLICIES AND POLITICAL ENGAGEMENT**

Power structures need leadership from the top in order to transform. Political leaders, ministers, parliamentarians, civil servants and heads of government must make commitments to Gender Transformative Education and be held accountable for progress. This starts with increasing investment in evidence-based approaches and solutions that have gender equality and inclusive education as a primary objective in formal and non-formal education. Leaders need to put gender equality at the heart of education sector plans, budgets and policies. This start with the Gender-responsive education sector planning (GRESP) approach, which includes allocating public education budgets to benefit the most marginalized children and prioritizing the areas in the country with the largest gender gaps from pre-primary to secondary, with low numbers of female teachers and high prevalence of gender-based violence in communities. Finally, leaders themselves must champion leadership roles across education systems for people who are marginalized because of gender norms.

## **GRESP: MAKING A COUNTRY'S EDUCATION**

### **BLUEPRINT TRANSFORMATIVE**

Gender-responsive education sector planning (GRESP) is the tool for embedding gender equality into a country's education sector plan. GRESP guides Ministries of Education and partners to identify gender barriers within education systems and put strategies and policies are in place to address them – in the classroom, teacher education and practice, curriculum and materials development, and leadership and administration. To date, UNGEI and partners including ANCEFA, AU/CIEFFA, FAWE, the Global Partnership for Education (GPE), IIEP-UNESCO, Plan International and UNICEF have led national and regional GRESP workshops for

education stakeholders in 28 countries across Africa and Asia. Participants learn how GRESP is applied, to transform national systems at all stages of planning [18].

### **TRANSFORM PEDAGOGY**

Teachers are the cornerstone of an education system. Their very role as educators marks them out as change agents and role models for children. For them to make the most of these roles, schools need:

- Teacher training on how to actively promote gender equality in their teaching practices. Teachers need to be able to examine their own gender biases, and identify and challenge inequalities in the classroom. Rather than accepting a learning environment that reflects discrimination in the wider society, they can foster an environment that challenges it.
- Reformed curricula, including gender transformative modules and teaching and learning materials.
- Teacher-to-teacher peer learning and exchange mechanisms, through which teachers can learn from each other, share experiences and support each other in their efforts to deepen transformative classroom practices.

### **FORUM FOR AFRICAN WOMEN EDUCATIONALISTS, UNICEF, UNESCO AND UN GIRLS' EDUCATION INITIATIVE: GENDER RESPONSIVE PEDAGOGY (GRP)**

This toolkit targets teachers and all other practitioners who engage with students. The GRP model trains teachers to be more gender aware and equips them with the skills to understand and address the specific learning needs of all genders. It develops teaching practices that engender equal treatment and participation of girls and boys in the classroom and in the wider school community. A practical guide, it can be adapted to any context and is also a useful resource for researchers, school-parent committees and governing bodies, civil society organizations, community leaders and education policy makers [19]. NEPAL: CHALLENGING GENDERED MATERIAL IN TEXTBOOKS. Following a review of gender representation in textbooks in 1999, the Government of Nepal initiated a change process. As a starting point, a house style was

introduced for the drafting of gender responsive teaching and learning materials, requiring that textbooks represent men and women in a similar way to each other. Gender-biased words such as headmaster, chairman, salesman would be replaced with words such as principal, chairperson and salesperson. To help monitor implementation, a 2007 policy set up a process to review materials every five years and reform them every ten years [20].

UGANDA: TEACHERS' ACTION FOR GIRLS (TAG), UGANDA NATIONAL UNION OF TEACHERS. The intensive in-service TAG workshops provide teachers with the knowledge, understanding, skills, and resources to improve girls' experiences at school, and their own efficacy in the classroom, whereby teachers can challenge stereotypes and their own biases. Through the TAG approach, girls' safety and equal opportunity at school is treated as a teacher's professional responsibility. Community awareness is raised at the end of workshops with marches and rallies, led by participants. Some districts have reported that girls are enjoying increased safety and a more positive experience of schooling, with schools reporting increased girls' enrolment [21].

## **TRANSFORM THE SCHOOL ENVIRONMENT**

Ultimately, children and young people of all genders need to feel secure in their learning environment – in school and online. This necessitates: adopting a whole school approach so that schools are safe spaces for all students, whatever their gender identity, gender expression and sexual orientation. School regulations and teachers' professional codes of conduct need to include actions to prevent school related gender-based violence. They should also include identifying and amending gendered rules and practices such as school uniforms (allowing children in all their diversity to wear the uniform that they feel matches their identity) or gendered assignment of school roles and forms of discipline.

Linking education with gender-responsive health and protection services. Tackling complex gender barriers to education requires coordinated investment and

interventions across sectors – including water, sanitation and hygiene, child and social protection, gender-based violence, comprehensive sexuality education, and sexual and reproductive health and rights.

Exposing children and young people to a broad representation of teachers, including teachers from minority groups – women, disabled, LGBTQI, minority ethnic or racialized groups – as educators and role models who have a breadth of world views. ZIMBABWE. SRGBV PREVENTION PILOT. A WHOLE SCHOOL APPROACH. Forum for African Women Educationalists, Miske Witt and Associates International and UNGEI. The pilot focused on identifying and addressing gendered beliefs, attitudes and practices around violence. The findings on integrating the minimum standards were shared in the Education Sector Analysis of Zimbabwe, informing the education sector plan response to school-related gender-based violence in Zimbabwe schools [22].

ARGENTINA. CLASSROOMS FOR PREGNANT OR PARENTING ADOLESCENTS. Becoming parents or caring for younger siblings is one of the reasons why 1 in 2 adolescents cannot complete secondary school in Argentina. So that they can finish their studies, provincial governments in Argentina are opening ‘Maternity Rooms’ in secondary schools. Working with trained teachers, they follow the curriculum and have access to resources and space to discuss issues related to early childhood, sexuality and gender norms. Their children aged between 45 days and two years of age participate in early childhood development sessions in the Maternity Rooms. This tackles a barrier for girls, while also kick-starting their children’s development, helping to break the cycle of inequality [23].

SIERRA LEONE: GLOBAL PROGRAMME TO END CHILD MARRIAGE (UNFPA AND UNICEF). This multisectoral programme has taken on board a number of strategies and interventions to prevent child marriage and empower girls and young women. In addition to the essential community engagement communication, the programme empowers adolescents with sexual and reproductive health, life-skills, financial literacy and livelihood skills. In 2019, Sierra Leone developed a road map for



implementation of comprehensive sexuality education, which includes integrating CSE into the national curriculum [24].

## **TRANSFORM PARTICIPATION OF CHILDREN AND YOUNG PEOPLE**

Listen to the voices of children and young people by including them in decision-making with local government and in communities and securing their participation at the policy-making level. For example, on issues like trafficking, or female genital mutilation. Children and young people need opportunities to build their skills and confidence to challenge gender inequality and acts of violence and exploitation when they occur. For girls and young women, this can be extended to create opportunities for vocational training that could lead to active participation in the economy and prevent economic exploitation. For boys and young men, this includes learning that expressions of masculinity do not need to rely on repressing girls and women, and how they can take an equal part in promoting and benefiting from gender equality. Also, with very limited opportunities for children and young people who are marginalized because of gender norms to have their voices heard, dedicated outreach and participation options must be created. All these shifts demand support systems at home and in the community.

Rapantaran means transformation in Nepali. This programme helps girls to find their voice and to exercise their agency. The core of the training is social and financial skills for adolescent girls. Participants report feeling more confident, well-informed and excited about education at the end of the nine-month course. Crucially, the programme is supported by an adult version, helping to change parents' and caregivers' mindsets about girls' education and facilitate creation of a safe, protective and enabling environment for their adolescent girls. A web-based reporting system is being developed to help adjust the programme as it progresses.

Champions of Change for Girls' Rights and Gender Equality promotes gender equality and social norm change through youth engagement and peer-to-peer mobilization. The programme, developed by Plan International, includes adaptable and adolescent-friendly activities that encourage girls and boys to build their knowledge,

attitudes and skills, through separate but interrelated curricula. The journey of change for girls focuses on empowerment, self-esteem, and rights awareness. The boys' journey focuses on unpacking dominant, harmful and restrictive masculinities, and how boys can support girls' rights and gender justice for all. The programme is currently active in 41 countries [25].

### **TRANSFORM COMMUNITY LEADERSHIP**

Schools are critical arenas for change, but children still have to go home after school. They also learn from people in the home and the village. For any real transformation to occur, communities must take ownership of the process of challenging and transforming harmful and discriminatory gender norms and stereotypes. Grassroots organizations, especially women's and girls' rights organizations, often have the knowledge and understanding of prevailing restrictive norms and practices. They need to be supported with social and behavioural change communication tools and resources to engage parents and community-based structures, including traditional and religious leaders, committees for school management and parent-teacher committees. All of these community institutions have an important role in socializing children to have a critical stance towards harmful and discriminatory gender norms. This is part of lifelong Gender Transformative Education. In 2017, some parents of LGBTQI children formed a support group to embrace their children's diverse identities. Over time, the group initiated informal workshops to support other parents in India and the diaspora who were struggling with family acceptance of their children's identities. Sweekar has expanded, now using media engagements, film festivals, acceptance meets and other community events to dispel prejudice against LGBTQI children within their families and other spaces – including schools. As a first and critical step to true inclusion across communities, Sweekar facilitates parents to share their stories of embracing their children's diverse identities in their communities.

### **TRANSFORM STAKEHOLDER ENGAGEMENT**

Strengthen institutional partnerships between government, civil society, grassroots youth and women's movements and the private sector, and within

government, across ministries. Structural change, especially at the institutional level, requires bold partnerships to review and reform processes that lead to gender-based exclusion. Action needs to be taken to link education to labour market entry points to address gender discrimination, including mentor and role modelling programmes for children and young people. Apart from helping the transition process from school to the workplace, it would expose children and young people to job choices that are not constrained by gender stereotypes. In Makoko, an urban slum community located on the Lagos Lagoon, boys make money by driving boats. But girls are often limited to helping their families with petty trading on the Lagoon. Girls fall pregnant or are married off early, perpetuating the cycle of poverty and disempowerment. In 2016, Kindle Africa recruited traditional leaders, religious leaders and community volunteers, training them in behaviour change techniques so that they could talk to families about the need for girls' education and encourage girls to pursue vocational skills training. This opens up opportunities for girls, exposing them to a wide range of skills, from textile designing to shoe making and hairdressing.

Named for the country's Vision 2030, Zambia Girls 2030 helps vulnerable girls transition from primary to secondary, and from secondary to further study or the workplace. It includes: school career and skills clubs (grades 5 to 12), covering sexual and reproductive health, financial literacy and career guidance; district career and skills camps (grades 8 and 9) for girls to work with role models; and an internship programme (grades 10 to 12) for girls to work in a two-week work placement during school holidays. In early 2021, the programme worked in 150 schools with 5,560 girls in school clubs, 256 girls attending career camps and 50 internship placements. The programme is run by the Ministry of General Education with UNICEF and Restless Development.

## **TRANSFORM EVIDENCE GENERATION**

Gender Transformative Education strategies and intervention packages must be informed by a nuanced understanding of the gender roles and norms, and underlying power relations specific to the local context. This process requires.

An audit of existing interventions for Gender Transformative Education, to help understand what works, what does not work and how to scale-up workable strategies and intervention packages. This evidence can then be used to advocate for sustained investment.

A shift in how we view and measure progress. This will require moving beyond assessment of learning outcomes and current measures of gender equality to measuring changes in gender norms and attitudes in schools and the community. For example, monitoring changes in girls' individual agency or tracking community perceptions around the acceptability of gender-based violence, not just reporting on literacy rates.

Leaders within education systems to be equipped to apply gender analysis, and to understand and unpack gender inequality and how it manifests in the education system. Democratic republic of the Congo mobilizing policy makers with evidence. A 2020 UNICEF study found that 7 out of 10 students aged 12-18 years suffered verbal or psychological violence at school or online. Four out of 10 students were subject to physical violence and 3 out of 10 were victims of sexual violence. The Government used this study to inform a roadmap to address violence, including gender-based violence, in schools. Furthermore, the Government, with support from UNICEF and UNFPA, established a multi-sectoral technical committee with key ministries to coordinate and monitor implementation. As a starting point, government departments organized prevention campaigns in schools during a designated 16 days of activism.

Accountability for Gender Equality in Education (AGEE) is working to develop indicator frameworks that look beyond parity in numbers and try to measure gender equality more broadly, both in and through education, for use at the national and international levels [27].

Harnessing the transformative power of education to achieve gender equality and increase social justice is more urgent now than ever. Building back better from the global pandemic demands us to optimize the gifts and talents of all children and young people – and to ensure none are left behind. Building back better means building back equal.

Implementation of Gender Transformative Education is a gradual and complex journey and it needs to start now. Everyone is a changemaker and all stakeholders need

to commit using this paper and other resources to start a Gender Transformative Education journey. Governments, communities, schools, donors and other partners must start by committing to change committing to positively transform the lives of all children and young people.

Together, we must break down barriers, dismantle harmful norms, challenge power relations and systems of oppression and build up norms that are based on equality, respect and inclusion so that children and young people find steps to climb, not hurdles to jump.

The dualism between man and woman is the fundamental fact of our existence and the attitudes towards this issue are diverse in different cultures. The differentiation of humankind in males and females is conditioned not only by biology and genetics, but also by those socially learned roles, functions, norms, behavioral patterns and expectations that are associated with maleness and femaleness in the concrete society. That is the reason for the clear distinction between the biological sex and the gender socio-cultural meaning of the sex outlined in various scientific literatures.

Only by mastering own gender identity a human being, who is determined by birth with biological gender, can obtain the sense of being a man or a woman. Formation process of a child into a girl or a boy proceeds in the socialization, which is the process of learning the life styles typical for her or his groups. Existence of the certain expectations and evaluations towards a new born child are determined by gender. By strengthening the gender corresponding actions and behaviors the adults give a child the sense of being a girl or a boy. One of the most important socialization agents together with the family are the school and the peers. Very often the teachers and generally the environment at schools unconsciously support the gender formation and reproduction [34].

The main aim of this essay is to examine an influence of stereotypes existing at schools and in educational system on formation of gender roles. In addition, I will consider the differences between the female and male pupils at schools and educational centers regarding their academic performance, their attitudes, expectations and typical behavioral patterns and try to analyze the biological or social reasons and bases for

these differences. Besides, I will try to provide the analyses of current situation in Georgia regarding this matter.

At a glance, the problem of gender stratification in the modern educational system does not exist; girls and boys have equal opportunities for the education. The issue of gender equality in the educational system is particularly underlined in the Universal Declaration of Human Rights stating that everyone has the right to education without distinction of any kind, such as race, social origin or sex. At least for the considerable part of the world's population a problem of women's access to education does not exist anymore. On elementary and secondary educational levels the female pupils and students have better academic performance than the male and this tendency also continues at the higher educational levels. But despite of these optimistic facts the certain stereotypes with gender content and expectations do exist in the educational system that still influence the pupils' and students' academic performances.

Mainly the clearly distinguished traditional masculine and feminine subjects reveal the existing gender inequality at schools and very often a gender determines the pupils' academic performance. As a rule, boys perform better than girls in mathematics, physics, informatics and engineering while girls are better in literature, languages, history and art. Later, this fact serves as the base for selecting the further course of education: the boys continue their studies mostly in natural and technical sciences, and the girls choose to study humanitarian, pedagogical and art fields. As for the social sciences, the tendency of equalized data is noticeable. The pattern of educational system of above mentioned type serves as a base for the further gender distribution of labor. The men well qualified in economics, engineering and informational technologies get employed at well-paid and high status jobs while the women with humanitarian education occupy only the low income and no prestigious vacancies existing in spheres of service and education [34].

There are two reasons explaining the existing differences in the educational system. As a rule, when considering and analyzing almost every gender issue, the two kinds of approaches are used. The differences are explained either by biology or by

upbringing. The biological argument is based on an assumption that the genetic heritage from the human ancestors determines the differentiated specializations of brains of men and women. Considering that men's main activity was hunting, the specialization of right hemisphere occurred as a result of the filogenetical development. The right hemisphere is responsible for space-visual and mathematic skills. In case of women the specialization of the left hemisphere occurred; this is responsible for the verbal and perceptual skills. The specialization of a woman's brain is correspondent to her role as a mother [34]. These arguments are used by supporters of the biological approach to explain the better academic performances of boys in mathematics, geometrics and technical subjects and of girls in languages and other humanitarian subjects.

According to the second approach, the gender differences in educational are due to the external processes such are the socialization and the upbringing; and especially the socialization that takes place at schools. A school and a kindergarten are particularly important places; in this environment a child at the first time meets and recognizes his/her peers and while playing and relating to them uses the classroom as a "laboratory" for learning the gender roles, the masculinity and femininity. In this new atmosphere they are predisposed to establish relations with only the children of the same gender. In addition, school completely changes the child's previous life and replaces home-concentrated life with school-concentrated one [35]. Besides the relationships with peers, the second factor that forms the gender identity is the differentiated attitudes and expectations of teachers towards female and male children. In this case as well, the teachers' expectations coincide with the borders of gender division of subjects mentioned previously. As an example, if a girl gets a high credit in one of the masculine subjects, this achievement of hers will be attributed not to her talent which is completely normal to have, but to her hard work and diligence; whereas, the failure of a boy in the very same subject will be explained with the following stereotypical phrase, he is talented but lazy. Also, the encouragement and punishment techniques for boys and girls are differentiated at school. The majority of teachers still

have the opinion that the main function of woman is a family and children, and this is of course reflected in their expectations and demands. And the pupils accept these attitudes as norm and try to adapt to it. This can be better sensed among the male teachers while they are somehow united with their male students by uniform masculine public culture [34].

The experimental research exists which proves a high level of impact of teachers' estimate on the actual results of the students. In 1968 Rosenthal and Jakobs measured the students' intellect by a standard IQ test in one of the colleges in the U.S. The researchers informed the teachers about the randomly selected 20 students that they'll have a great intellectual leap in the nearest future. As a result of the re-examination eight months later exactly those 20 students showed a considerable intellectual increase compared to other students; and this very result was the teachers' estimations' affect [34]. This means that the intellectual development of a student can be as well influenced by teachers' estimates and expectations she/he has regarding this student's gender.

Besides the teachers' attitudes and estimations one additional point in teachers and pupils interactions exist which plays a significant role in the formation process of gendered relations. At the lessons teachers give differentiated attention to their male and female pupils and spend their time disproportionately while interacting with them. In this case again the boys are in a more advantageous position, but this pattern can't be explained solely by teachers' attitudes. It's well known that the boys are much more disruptive and aggressive than the girls are; thus the teachers spend more time and energy to control and keep them quiet. Meanwhile the girls are sitting quietly and work on their tasks. It is important to mention one more detail, the pattern of how pupils are sitting in the classroom is also gender dependent. The girls have tendency to sit more in the front or centre of the classroom, closer to the teacher and the boys are mostly occupying margins and periphery of the room. This pattern of sitting requires even more effort of teachers to control the male pupils [34].



Besides the existing interpersonal interactions at schools, the formation of gender stereotypes is significantly encouraged by the text books and other reading materials used in the learning process. As a rule, the text books are usually concentrated on men's experiences and interests, while women are marginalized and less visible or they are presented in such a traditional stereotypical way that it even enforces the existing prejudices. In such a way the female students are not provided with the appropriate role models of successful women [34]. Unfortunately, their female teachers as well cannot fit into this role model considering their low-status positions and low salaries. Despite of the fact that the female teachers outnumber male teachers at schools, due to various reasons (pregnancy, child care) they still occupy lower-status positions than their male colleagues [34]. Thus, the female pupils think that it's impossible to have successful academic career without losing the traditional feminine status; and as a result, very often they decide to study those subjects and courses that can be useful for their families in the future.

Does the situation at Georgian schools and centers of higher education correspond to the analyses described above? Unfortunately, no research or study on interdependence of gender and education is available in Georgia in order to have a complete picture of the situation. So, to have a rough overview of the situation I have decided to conduct a research on the bases of Ivane Javakishvili Tbilisi State University's first-year students' lists 2005 to 2008. Of course, the data is not sufficient for strong conclusions as only one university and only the higher education level is considered; this analysis cannot provide us with the complete picture of the current situation in the country. Table No.1 shows that the results are consentient to the gendered pattern of subject choice. According to the data during the four year period the percentage of male students at the faculty of humanities never exceeded 20 percent, whereas the percentage of female students was always higher than 80 percent. The data is similar for the faculties of medicine, social and political sciences, although according to the data of last two years the slight increase in number of male students at these faculties is noticeable. Situation is opposite in case of faculties of exact and natural Sciences, where the percentage of male students exceeds the numbers given for the female students;

the percentage of male students has increased by 13-17 percent in years 2007 - 2008. The data is comparably equal for the faculties of law, economics and business [29, 30, 31, 32].

Table No.2. General data for the first-year students at I. Javakhishvili Tbilisi State University in 2005-2008. Indeed, it is impossible to make any significant conclusions based on this data but the pattern of gender based choice of faculties can be noticed. It can be stated that the gender based problem of access to education does not exist; furthermore, we can notice the female students' advantage compared to male students; according to the data (2005-2009) the percentage of female students that continued their studies at Tbilisi State University is 60-65 percent, whereas the percentage of male students equals 35-40 percent.

We can say that the described situation portrays whole country as well, excluding the situation of existing national minorities. Although in case of minorities the combination of wide range of problems do exist (which often are not directly related to gender), the Muslim Azerbaijanis alongside with problems related with their ethnic identity have to face the difficulties of gender inequality too. Very often based on family's decision the girls abandon the secondary schools to say nothing about higher education; as the tradition is still preserved, the parents force the girls at age 12-13 to quit the schools and get married [33].

Thus, we can conclude that the gender can have a considerable influence on person's whole life. On the one hand it forms the gendered educational patterns and on the other hand these gendered educational patterns serve as one of the mechanisms for maintaining the gender roles and statuses. So, we get a so-called closed circle and several strategies are outlined to break through it. The same-sex schools, development of curriculums motivating the girls, informing the pupils and teachers about gender equality issues, etc. It is a fact that nowadays the level of individual's career success is influenced by gender, because all of us get the gendered education which is in accordance with expectations and attitudes of important others.

**Conclusions.** 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; and
- Gender outcomes of education (progression, learning outcomes) and beyond education – for example, political and cultural participation and connections with health, employment, earning, and leisure.

This nuanced approach to understanding and measuring gender inequality and equality forms an important contribution to the discussions on metrics under consideration for two targets (SDG 4.7 and SDG 4a) on education that have a focus on practices around gender equality.

**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.

National statistical offices in Malawi and South Africa, academics, and activist organisations are reviewing the framework and looking at how it can be used to draw out

key gender issues to inform more gender-responsive education sector planning. At the international level, in partnership with a team at the Global Education Monitoring Report, a framework has been developed to monitor gender equality across countries. This uses the national level dashboard, but also draws on data that are already routinely collected across countries.

Having this richer source of information on gender inequality and equality in education will help policymakers truly understand the multiple barriers that girls face in realising their right to go to school and learn. It will contribute to the building of education systems that take account of broader gendered barriers holding children back – especially girls – and identify strategies to address them, and then measure progress towards closing these critical gender gaps.

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## TEACHERS PEDAGOGICAL SELF-EFFICIENCY AS A NECESSARY COMPONENT OF THEIR PROFESSIONAL ACTIVITIES

*Olena Rezunova*

*PhD in Pedagogics, Associate professor,  
Associate professor of Philology department  
Dnipro State Agrarian and Economic University, Ukraine*

**Abstract.** *New social challenges require a rethinking of the role of the teacher in the educational space of modern institutions of higher education. Currently, the greatest value is a teacher who is capable for self-development and self-improvement in professional activities, and therefore has a high level of pedagogical self-efficacy.*

*In the study, the author attempts to reveal the essence of such basic research concepts as “self-efficacy”, “pedagogical self-efficacy”, “educational self-efficacy”. The analysis of scientific literature made it possible to establish that the concept of self-efficacy is interpreted as the ability of a person to change himself, his behavior and achieve the desired result, effect (in work, study, etc.) with the least expenditure of personal and other resources; pedagogical self-efficacy should be understood as the degree of teacher readiness to perform professional activities competently, the level of professional maturity and competitiveness of the teacher; educational self-efficacy is an individual's confidence in his own abilities, in the ability to carry out educational and cognitive activities independently, actively and productively, while achieving personally meaningful educational results. In addition, the study identified 5 main functions of an individual's educational self-efficacy: axiological, prognostic, analytical, self-support, self-regulation, and self-management.*

*The paper analyzes the main development factors affecting the formation of teachers' pedagogical self-efficacy, namely: past experience of successes and failures; control over one's professionally directed actions; observation of other people's professional achievements; verbal persuasion; self-esteem and self-regulation; emotional condition.*

*The main attention is paid to the most effective ways of forming pedagogical self-efficacy, which include: study of psychological-pedagogical and methodical literature; participation in self-efficacy development trainings; keeping a Diary of success.*

*It has been proven that teachers with a high level of pedagogical self-efficacy significantly influence the development of educational self-efficacy of students of higher education, and the following are among the most effective strategies that help shape the educational self-efficacy of students: the teacher should teach students to set clear educational goals; the teacher should encourage students to set challenging goals; the teacher should provide honest feedback; the teacher should organize training in such a way that students learn from each other's successes and failures.*

*The conducted monitoring made it possible to establish that the average number of teachers with sufficient and high level of pedagogical self-efficacy is not enough for effective pedagogical activities according to the modern requirements.*

**Key words:** *self-efficacy, pedagogical self-efficacy, educational self-efficacy, teacher, student of higher education, trainings, performance diary*

**Introduction.** The current global economic and social crisis caused by the global pandemic has revealed that a significant part of the population is unable to adapt to new realities, feels a lack of personal resources, and does not have developed skills of self-regulation, self-support, and self-control.