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CONCEPT OF GENDER EDUCATION IN THE UNIVERSITIES OF KAZAKHSTAN

The fourth technological revolution introduces new changes in the direction and structure of world science. The content of the socio-humanitarian direction has expanded, and new concepts of education have appeared. Gender education is one of the fastest-developing areas of the social sphere of education. In Western countries, gender education began in the second half of the twentieth century and was carried out in Kazakhstan from the first years of sovereignty. The functioning of research centers focused on gender studies has had a beneficial effect on the formation of education in this area. Now half of the universities conduct gender-based disciplines with expanding priority directions. The sphere of gender knowledge, initially covering only the sociological direction, is filled with politics, economics, philology, and history. Gender education is considered as one of the most important components of the educational process of social and humanitarian specialists. Its content includes ideological and universal values. The problem of gender education and the study of the content of gender education are considered in various aspects. In Kazakhstan, gender education, and interdisciplinary connections are not clearly expressed, and the direction is not fully distinguishable. In this article, the gender education in Kazakhstan is studied, and creation of the concept of gender education is studied.

Keywords: gender education, Kazakhstan, gender studies, gender-based disciplines, gender knowledge.

Introduction

Concepts related to gender have been used in philology since the Middle Ages. Social contradictions, the restriction of women's freedom, the visibility of

women among historical figures, and the emergence of a division of labor between members of society required consideration of the content of gender education in a new direction with interdisciplinary connections. The field contains topics as gender words/terms in the vocabulary, from gender names in the onomastic glossary to the depiction of musculature and feminist images in literature in different eras, along with the description of the role of women in the formation of political leaders. In the context of gender education, the coverage of such topics and the identification of the causes of gender-negative concepts in our time is becoming increasingly important. It is unclear to what extent raised topics are taught and discussed in gender education. There are no special scientific studies on the thematic and substantive equality of gender education in Kazakhstan.

Gender balance should be considered at all levels, including in early childhood education and leadership. Learning environments should include consideration of access to health resources and services, and gender-based violence. It took more than twenty years to start teaching gender education in the history of Kazakhstan. Although the disciplines at universities cover different areas and profiles, no general concept or curriculum has been developed for them. Moreover, special specialists are not trained for teaching the modules. One of the points of this article will be to determine the scope of work that will be carried out in this direction in the future. The study in this article will contribute to the development of theoretical and methodological foundations of social and humanitarian sciences in Kazakhstan.

Gender education refers to the teaching and learning process that focuses on promoting understanding and awareness of gender roles, stereotypes, equality, and issues related to gender and sexuality. In Kazakhstan, like in many other countries, gender education has been a topic of discussion and development to promote gender equality and address related challenges.

In Kazakhstan, gender education is considered in the social, humanitarian, business, economic and educational spheres, but the interrelationship between spheres is not clarified. Most of the courses on gender in higher educational institutions of Kazakhstan are limited to teaching the basic structure of gender theory. Since the terminology of gender education has not been formed, some concepts are repeated, words are not used in their full meaning, and theories are not systematically presented.

Literature review

Educational disciplines, both in compulsory and higher education, require specific professional knowledge and skills, including understanding how the SDGs and global sustainable development challenges are relevant to one profession, sector, or activity [1]. The ways in which human rights matter to gender equality and rights in education has been a key strand in the work of UNESCO, UN Women, and is a major strand in CEDAW (Convention on the Elimination of Discrimination

against Women) [2, 3, 4, 5]. In addition, the Constitutions of many countries give prominence to gender equality, education and rights [6, 7, 8]. International declarations aimed at mobilizing governments, civil society and UN organizations have, since the Beijing Declaration of 1995, kept a concern with gender equality and girls' education in their text either with sections on each, or with targets and indicators which note the significance of each although, in implementation, the dual concern has been hard to maintain [9, 10].

There are several articles written by Kazakh scientists about gender education. Alkozhaeva N.S. conducted research on gender education and its importance in the pedagogical aspect and analyzed the results [11]. Shakirova Svetlana wrote several articles investigating the methodology and scientific direction of gender education in Kazakhstan [12,13,14]. Kalinichenko O.V. made a general analysis related to gender education [15]. But those articles fail to cover the area and research object of gender education. Due to the lack of comprehensive research related to gender education in Kazakhstan its scientific concept was not fully developed. This article analyses gaps in gender education in Kazakhstan. In 2005 «Decree of the President of the Republic of Kazakhstan on the Approval of the Strategy on Gender Equality in the Republic of Kazakhstan in 2006–2016» was issued [16]. During the implementation of this decree, the Ministry of Science and Higher Education (former Ministry of Education and Science) did tremendous work. They developed methods of gender education for teachers, organized training courses, round tables and training on gender education.

In 2019, the Directory of gender education in higher educational institutions of the republic of Kazakhstan was issued [17]. According to this directory, for 2019 Gender education courses were conducted in 21 higher educational institutions of the republic, which comprised 18 % of all higher educational institutions at that time. The main direction of all the courses from which the information was obtained is dedicated to the course «Gender Psychology» [17].

Today, leading US institutions of higher education offer undergraduate and graduate degrees in gender education. For example, the University of Wisconsin-Madison offers several courses in Gender & Women Studies. Courses discuss gender differences from a cultural and global perspective. Programs of the courses offer to analyze the cultural representations of women and men within the social and historical contexts of race, class, gender and sexuality, issues of Black women, gender differences in health care, etc. Students learn gender topics in various fields such as politics, history, law, and get knowledge about feminism, colonialism, gender inequality [18].

Princeton University is one of the famous institutions of higher education that offers programs in gender education. According to the information published on the official website of the university, gender courses cover topics such as gender

and sexuality studies, gender standards in media and beauty, gender inequality across races, etc. In addition, there is an analysis of works on feminism and science, feminist writers in science fiction [19].

The American University, founded in Washington, launched the Program on Gender Analysis in Economics (PGAE). The project focuses on improving the status of women and other disadvantaged groups by examining gender roles in social production, the labor market, economics and development. The American University offers a unique program to students by teaching relevant research on Africa, Asia, Latin America, the post-socialist world and OECD countries and collaborating with other researchers in the field of gender economics [20].

Data collection and analysis

Kazakh National Women's Teacher Training University collected information on gender courses in Kazakhstan by sending official letter of inquiry to 92 universities in February 2019. Letter of inquiry was asking universities to provide information on teaching courses on gender issues. In the course of the study, information was obtained on the gender education in higher education institutions of Kazakhstan, and elective courses on gender education were analyzed. Curricula and syllabi for the 2019–2020 academic year were examined.

In 1999, Abai Kazakh National Pedagogical University in Almaty city was the first to conduct the subject “Gender theories” in the Kazakh education system [17]. The research institutions, such as the Institute of Social and Gender Studies at the Kazakh State Women's Pedagogical Institute (2000), the Center for Gender Education at the Al-Farabi National University (2005), were founded. The list of universities where gender courses (undergraduate level) were taught in the 2018–2019 academic year in Kazakhstan is provided in Table 1.

Table 1 – List of universities where gender courses (undergraduate level) were taught in the 2018–2019 academic year

| # | Name of universities | City | Brief description of the course |
|---|--|--------|--|
| 1 | Kazakh National University named after Al-Farabi | Almaty | <p>Course name: Gender sociology. Number of credits: 3 (5 ECTS). Course author: Zhanazarova Z. Zh. The course deals with the history of gender studies, an anthology of gender theory, the foundations of feminist theory, gender and physical education, family types, reproductive rights.</p> <p>Course name: Gender psychology. Credits: 3 (5 ECTS). Course author: Sadykova N. M. The course deals with gender stratification in gender psychology, gender characteristics of personality, men and women in the business world, Bem gender schema theory, history and theory of feminism, family relations, gender psychology, gender socialization, gender leadership, the role of women leaders, social psychology of gender.</p> <p>Course name: Genderology and feminology. Number of credits: 3 (5 ECTS). Course author: Kylyshbayeva B. N. This course examines the concept, subject, object of genderology and feminology, Marxist approaches, liberal feminism, postmodern feminism, radical feminism, cyberfeminism, genderology and modern theories of feminology, gender studies in Kazakhstan, poverty feminism, social gender stereotypes, gender aspects in social work, the national idea and the mechanism for regulating gender equality, the problems of modern Kazakhstan society in the process of social change.</p> |
| 2 | Kazakh State Women's Teacher Training University | Almaty | <p>Course name: Gender policy. Number of credits: 3 (5 ECTS). Course author: Atash B. M. This course focuses on gender studies, gender issues in legal relations and gender education, gender issues in politics, women's political activity, violence against women, gender issues in social policy, the National Action Plan for the advancement of women in Kazakhstan, family gender issues, social problems of women, gender problems in Kazakh society.</p> |
| 3 | Kazakh Academy of Transport and Communication named after M.Tanyshev | Almaty | <p>Course name: Introduction to the theory of gender. Number of credits: 2 module (90 academic hours). Course author: Zharkynbayeva R. S. This course examines the relationship of gender with political processes, gender criteria in government policy, gender crimes, gender discrimination, the development of political participation and representation, gender in public politics.</p> |

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|---|------------------------------|--------|--|
| 4 | Narxoz University | Almaty | <p>Name of the course: Gender Economics. Number of credits: 3.</p> <p>This course addresses the issues of interdisciplinary features of gender studies, gender production in everyday life, family, gender policy in the Republic of Kazakhstan, the concept of gender economics, economic analysis of gender inequality, women's equality in the labor market, gender budgeting, household economics and division of labor.</p> |
| 5 | Caspian Public University | Almaty | <p>Course title: Human rights and mechanisms for their protection. Number of credits: 2. Course author: Mukhtarova A. K.</p> <p>This course deals with the issues of human and civil rights, the formation of the rule of law, the chronological approach in the history of the formation of human rights, the classification of basic human and civil rights, the international bill of human rights, political law, civil law, forms of discrimination, infringements of human rights, gender structure, the concept of gender expertise of laws, gender criteria for human rights, women's rights, forms of violence, the national mechanism for the protection of women in the Republic of Kazakhstan.</p> |
| 6 | Almaty Management University | Almaty | <p>Course name: Gender management. Number of credits: 3. Course author: Lipovka A. V.</p> <p>This course covers an introduction to the discipline of gender management, the contribution of women to the theory and practice of management, new theories of leadership in a multi-gender world, gender socialization and gender identity, leadership and gender stereotypes, the gender potential of Kazakhstan, women's and men's entrepreneurship, the gender aspect in the management of human resources. resources, stress management, time management, personal life issues.</p> |
| 7 | KIMEP | Almaty | <p>Course Name: Gender and Public Policy. Number of Credits: 3. Course Author: Aliya Tankibayeva.</p> <p>In this course are considered Gender Basic concepts, Sociology of gender in historical and comparative perspective, Contemporary theories and theoretical contributions, Gender and Development. Gender in Economic Context, Engendering Social Policies, Gender and the Labor Markets, Globalization, informatization and gender, Tools for gender mainstreaming in public sector programs and projects, Tools for gender mainstreaming in public sector programs and projects, Gender and Finance, Gender Budgeting, Work life interplay. gender in organizations.</p> |

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|---|--|-----------|--|
| | Eurasian National University named after L.N. Gumilyov | Astana | Course name: Gender and Identity No further course information was provided. |
| 8 | A.K. Kussayinov Eurasian Humanities Institute | Astana | Course Name: Gender Studies in Pedagogy. In the 2019–2020 academic year, the introduction of elective courses «Pedagogical Sciences», «Business, Management and Law» were planned. It is planned to include the topic of gender in their content, and develop an educational complex for the 2019–2020 academic year. |
| 9 | North-Kazakhstan State University named after M. Kozybayev | Petrovavl | Course name: Gender approach in gender education. Number of credits: 2 (3 ECTS). Course author: Course author: Department of «Pedagogy and Psychology». This course discusses the basic concepts of gender theory, the Strategy for gender equality in the Republic of Kazakhstan, the history of the gender approach in education, the formation of the main gender culture of students, the features of gender education in modern conditions, the implementation of gender education in the family and school, the need to implement a gender approach, mental characteristics in development of boys and girls, gender conflicts, gender stereotypes, teacher's gender sensitivity. |
| | Kostanay State Pedagogical University | Kostanay | Course name: Gender psychology. Number of credits: 3 (5 ECTS). Course author: Akhmetbekova Z. D. This course covers the topics of the formation of gender psychology as a science, gender stereotypes in personality development, gender specificity of leadership, gender specificity of behaviors, gender differences, relations between parents and children in the family. |

| | | | |
|----|--|-----------|--|
| 10 | Kokshetau State University named after Sh.Ualikhanov | Kokshetau | <p>Course name: Gender policy. Number of credits: 3 (5 ECTS). Course author: Tlenshina G. M.</p> <p>This course examines the concept of gender studies, gender stereotypes, gender issues in world philosophical and political thought, the history of the women's movement, gender ideology in the Soviet Union, international experience in gender equality, anthropobiological issues of gender studies, women and men in the economics, gender aspects of politics, gender in the social sector, issues of gender-based violence, gender aspects of family and culture.</p> |
| 11 | Kokshetau University named after Abai Myrzakhetov | Kokshetau | <p>Name of the course: Gender psychology. Number of credits: 2 (3 ECTS). Author of the course: Mukytova Zh. K. This course deals with the development of gender psychology, the history of gender psychology abroad, ideas about masculinity and femininity, sexual dimorphism, gender identity, gender stereotypes, ethnic stereotypes, gender problems in marriage, the role of parents in raising a child, manifestations of a woman's leadership qualities, cross-country - cultural study of leadership, differences in wages between men and women, types of gender relations, conflicts between women and men, deviant relationships, factors affecting gender socialization.</p> <p>Course name: Gender psychology. Number of credits: 2. Course author: Mukytova Zh. K.</p> <p>This course deals with the development of gender psychology, the history of gender psychology abroad, ideas about masculinity and femininity, sexual dimorphism, gender identity, ethnic stereotypes, gender problems in marriage, the role of parents in the upbringing of a child, the manifestation of a woman's leadership qualities, a cross-cultural study of leadership, differences in wages between men and women, types of gender relations, conflicts between women and men, deviant relationships, factors influencing gender socialization.</p> <p>Course name: Gender policy (for the specialty social work). Number of credits: 3. Course author: Tlenshina G. M.</p> <p>This course discusses the concept of gender studies, gender stereotypes, gender issues in the world philosophical and political Union, international experience in gender equality, anthropobiological issues of gender studies, women and men in the economy, gender aspects of politics, gender in the social sector, issues of gender-based violence, gender aspects of family and culture.</p> |

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|----|--|-----------|---|
| 12 | Makhambet Utemisov West Kazakhstan state university | Oral | Course name: Gender sociology. Number of credits: 2 credits. Course author: Kenzhegulova A. A. This course includes the subject of gender sociology, sociological and philosophical and scientific theory, gender socialization in modern society, gender approaches in the context of gender equality in family and marriage, in public policy. |
| 13 | Auezov South Kazakhstan University | Shymkent | Course name: Gender psychology. Number of credits: 4 (6 ECTS). Course author: Issabayeva A. S. In this course are considered Plato and Aristotle' ideas about gender differences, Jean Jacques Rousseau and his analysis of different behavior norms for men and women, gender stereotypes, I. Kant and his division of men and women, the emergence of feminism in France during the Great revolution, women scientists' views on the psychology of gender differences, gender stratification in different cultures, methods of research of gender psychology, theories and concepts of gender psychology, theories of gender socialization, theories of women's psychology, theories of men's psychology, differences between men and women in mental phenomena. |
| 14 | Korkyt Ata Kyzylorda University | Kyzylorda | Course Title: Theory and Methods of Gender Studies. No further information was provided. |
| | | | Course Title: Gender Psychology. No further information provided. |
| 15 | Sarsen Amanzholov East Kazakhstan University | Oskemen | Course name: Gender Psychology in Sports, Practical Psychology in Sex Education and Gender Psychology in Sports. No further information was provided. |
| 16 | Arkalyk State University named aster Y.Altynsarin | Arkalyk | Course Title: Gender Education: Legal and Gender Literacy. No further course information was provided. |
| 17 | Taraz State Pedagogical University | Taraz | Course Title: Fundamentals of Gender Policy. No further course information was provided. |
| 18 | West Kazakhstan Marat Ospanov State Medical University | Aktobe | Course Name: Genderology. No further course information was provided. |
| 19 | Atyrau State University named after Kh. Dosmukhamedov | Atyrau | Course Title: Gender Policy. No further course information was provided. |

Most of the gender-related courses taught in Kazakhstan are based on sociology, psychology and political issues. For example, the 3 (5 ECTS) credit

gender policy course taught at the Kazakh State Women's Teacher Training University (currently National University) in Almaty discussed gender issues in the field of law and Kazakh society and the position of women in political life, while at the Kokshetau State University named after Sh. Ualikhanov, the gender issue in philosophy and global policy, the roles of women and men in the economical fields were considered. Gender psychology courses are held in higher educational institutions such as Kazakh National University named after Al-Farabi, Kostanay State Pedagogical University and South Kazakhstan State University named after Auezov. In these classes, topics such as the formation of gender psychology, gender differences of married couples, the concept of masculinity and femininity, gender demography are taught. Gender education courses taught in the field of sociology focus on the history of gender studies and gender roles in the family [17].

In a number of higher education institutions of Kazakhstan in the 2018–2019 academic year, gender issues were studied within the framework of such courses as Philosophy, Sociology, Political Science, Cultural Studies, Fundamentals of Economics, Psychology of the Family [17]. The list of these universities is provided in Table 2.

Table 2 – List of universities where gender studies were included in the content of other courses (undergraduate level) in the 2018–2019 academic year

| # | Universities | Social and humanitarian subjects, the content of which deals with gender studies/issues |
|---|---|---|
| 1 | Karaganda State University named after Academician E. A. Buketov | «Political Science», «Philosophy» «Sociology» |
| 2 | Karaganda State Technical University | «Sociology», «Economics» |
| 3 | Kazakh National Medical University is a university named After S. D. Asfendiyarov | «Political Science», «Sociology» «Culturology» |
| 4 | South Kazakhstan State Pedagogical University | «Sociology», «Family Psychology» |
| 5 | Karaganda Economic University | «Social work with women» for specialties «Social work» |
| 6 | Kurmangazy Kazakh National Conservatory | «Sociology» |
| 7 | A. K. Kussayinov Eurasian Humanities Institute | «Pedagogy» |
| 8 | Pavlodar State Pedagogical University | «Political Science», «Family Psychology», «Sociology», «Family Law» |
| 9 | West Kazakhstan Agrarian-Technical University named after Zhangir khan | «Philosophy», «Sociology», «Rukhani Zhangyru» |

Analysis in this article allow to outline the key points about gender education in Kazakhstan:

- Gender Equality Initiatives: Kazakhstani government has made efforts to promote gender equality through various initiatives, including education. These initiatives aim to reduce gender-based discrimination, empower women, and encourage men's involvement in addressing gender issues.

- Inclusion in School Curricula: the government has worked on integrating gender-related topics into the national school curriculum. This includes addressing gender stereotypes and inequalities through subjects such as social studies, history, and civics.

- Teacher Training: to effectively implement gender education, teacher training programs have been conducted to equip educators with the knowledge and skills needed to address gender-related topics in the classroom. This is essential for fostering a safe and inclusive learning environment.

- Awareness Campaigns: various organizations, both governmental and non-governmental, have conducted awareness campaigns to highlight the importance of gender equality and to challenge harmful gender norms and stereotypes.

- Challenges: despite these efforts, challenges remain. Traditional gender roles and stereotypes can still be deeply ingrained in society. Addressing these issues requires a multi-faceted approach involving education, policy changes, and cultural shifts.

- Higher Education: some universities in Kazakhstan offer gender studies programs that provide an in-depth exploration of gender-related issues, theories, and research. These programs can contribute to the development of a more informed and empowered population.

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Conclusion

In this article, data from higher education institutions of Kazakhstan were analyzed. It was found that 19 universities in Almaty and the regions have specially designed elective training courses for gender education, which is less than twenty percent of all universities. In 9 higher education institutions, gender issues are considered in the content of other socio-humanitarian disciplines. As a result, gender education is implemented only in 28 universities, or in less than a quarter of all universities of Kazakhstan.

Analysis also showed that there were no gender education courses in 22 education institutions in the 2018-2019 academic year in Kazakhstan. The

most common course at present in the universities of the country is «Gender Psychology».

It is recommended to ensure the development of gender disciplines in universities of Kazakhstan, both quantitatively and qualitatively, with updating the content. It is also necessary to ensure the increase of scientific research on gender issues in undergraduate and graduate programs. It is also important to prepare educational, methodological and scientific literature on gender, primarily in the state language - Kazakh, as well as in Russian and English languages.

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ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДАҒЫ ГЕНДЕРЛІК БІЛІМНІҢ КОНЦЕПЦИЯСЫ

Төртінші технологиялық революция әлемдік ғылымның бағыты мен құрылымына өзгерістер әкелуде. Әлеуметтік-гуманитарлық бағыттың мазмұны кеңейіп білім берудің жаңа концепциялары пайда болды. Гендерлік білім беру-қоғамдық-әлеуметтік білім саласының жедел дамып келе жатқан бағыттарының бірі. Батыс елдерінде ХХ ғасырдың екінші жартысынан басталған гендерлік білім беру Қазақстан жерінде егемендіктің алғашқы жылдарынан бастап жүзеге асырылды. Гендерлік зерттеулерге бағытталған ғылыми орталықтардың жұмыс істеуі осы салада білім беруді қалыптастыруға әсерін тигізді. Гендерлік білім беру әлеуметтік-гуманитарлық бейіндегі мамандардың оқу процесінің маңызды құрамдас бөліктерінің бірі болып саналады. Оның мазмұны дүниетанымдық және жалпы адамзаттық құндылықтарды қамтиды. Гендерлік білім беру мәселесі мен гендерлік білім мазмұнын зерттеу түрлі аспектіде қаралады. Қазір ЖОО-ның тең жартысында гендерлік мазмұндағы пәндер жүргізіледі. Олардың басым бағыты мен салалары кеңеюде. Алғашқыда тек социологиялық бағытты қамтыған гендерлік білімнің аясы саясат, экономика, филология, тарихпен толығуда. Бірақ, Қазақстанда гендерлік білімде пәнаралық байланыстар нақты көрінбейді, гендерлік білім берудің бағыты толық ажыратылмаған. Мақалада Қазақстандағы гендерлік білім беру зерттеліп, оның концепциясын құру қарастырылады.

Кілтті сөздер: гендерлік білім беру, Қазақстан, гендерлік зерттеулер, гендерлік пәндер, гендерлік білім.

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КОНЦЕПЦИЯ ГЕНДЕРНОГО ОБРАЗОВАНИЯ В ВУЗАХ РЕСПУБЛИКИ КАЗАХСТАН

Четвертая технологическая революция вносит новые изменения в направление и структуру мировой науки. Расширилось содержание социально-гуманитарного направления, появились новые концепции образования. Гендерное образование является одним из наиболее динамично развивающихся направлений общественного и социального образования. Гендерное образование рассматривается как одна из важнейших составляющих образовательного процесса социальных и гуманитарных специалистов. В его содержание входят мировоззренческие и общечеловеческие ценности. Проблема гендерного образования и изучение содержания гендерного образования рассматриваются в различных аспектах. Гендерное образование, которое началось изучаться в западных странах во второй половине XX века, проводилось в Казахстане с первых лет независимости. Функционирование научно-исследовательских центров, ориентированных на гендерные исследования, благотворно сказалось на становлении образования в этой области. На сегодняшний день в половине вузов страны гендерные дисциплины ведутся с расширением приоритетных направлений. Сфера знаний по гендерным вопросам, изначально охватывала только социологическое направление, на сегодняшний день также включает в себя такие направления как политика, экономика, филология и история. Однако, в Казахстане междисциплинарные связи в гендерном образовании выражены нечетко, также не изучены направления исследований в этой области. В данной статье изучается гендерное образование в Казахстане и рассматривается создание концепции гендерного образования.

Ключевые слова: гендерное образование, Казахстан, гендерные исследования, гендерные дисциплины, знания по гендерным вопросам.

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