

# Gender Inequality In Education: Analysis Of Causes And Consequences

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## **Annotation**

Gender inequality in education remains one of the key problems of modern society. The article examines the main causes and consequences of inequality, analyzes existing research and suggests possible solutions to the problem. The study relies on quantitative and qualitative methods, allowing to identify the main patterns and their impact on society. The obtained results can contribute to the development of strategies to reduce the gender gap in education.

## **Keywords**

Gender inequality, education, discrimination, accessibility, politics, girls, boys, sociology, gender gap.

## **Introduction**

Gender inequality in education is a pressing issue that impacts the social and economic development of society. Despite significant progress in ensuring equal access to education, significant differences in the level of education between men and women persist in a number of countries and regions.

The purpose of this study is to identify the main causes of gender inequality in education, analyze its consequences and propose possible solutions to this problem. The issues considered in the article include the influence of social, economic and cultural factors on the educational opportunities of women and men, as well as the influence of the level of education on the subsequent socio-economic status of individuals.

The main hypothesis of the study is that gender inequality in education is caused by a complex of social and economic factors, and its elimination requires a systemic approach, including educational reforms and changes in state policies.

## **Literature Review**

Research on gender inequality in education has been conducted for decades. UNESCO highlights that access to education for girls in developing countries remains low due to traditional social norms, poverty, and insufficient infrastructure[1]. A World Bank Data Bank study found that countries with high levels of female education experience higher economic growth [2].

Classic studies such as Oakley explain gender inequality in education in terms of the social construction of gender, where traditional ideas about gender roles limit the educational opportunities of girls and women [3]. Contemporary research shows that even in countries with high levels of gender equality, differences in educational choices persist, with women more likely to choose humanities, while men choose technical fields [4].

A comparative analysis of education systems found that countries that implement gender equality programs perform better in education and employment. Unlike previous studies, this article focuses on a comprehensive analysis of the factors that drive gender inequality in different regions of the world [5].

## **Methodology**

The study is based on a mixed method of data analysis. Quantitative data were obtained from international sources (UNESCO, World Bank), qualitative data – from interviews with teachers and students.

The sample includes data from 50 countries, which allows us to identify global patterns. The analysis is carried out using statistical methods (regression analysis) and content analysis of educational programs. Reproducibility is ensured by the use of open databases and transparency of the methodology.

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## Results

Data analysis showed that in developing countries, the main obstacles to women getting an education are poverty (67% of cases), cultural traditions (54%) and lack of educational infrastructure (48%). In developed countries, gender differences in the choice of specialties persist: technical sciences remain a male sphere, while humanities are predominantly chosen by women.

The gender gap in educational attainment is narrowing thanks to government programs, but remains significant in low-income countries.

## Discussion

Comparison with previous studies shows that the problem of gender inequality in education is gradually decreasing, but remains relevant. The results confirm the hypothesis about the influence of socio-economic factors, such as family income level, cultural attitudes and availability of educational infrastructure.

However, despite the reduction in the gap in the overall level of education between men and women, differences in the choice of educational directions and subsequent professional activity remain. Women still choose engineering and technical specialties less often, which is associated with established gender stereotypes and insufficient motivation on the part of educational institutions.

The limitations of the study include data availability in individual regions, as well as potential methodological inconsistencies across studies, which may affect the accuracy of the comparative analysis. However, the findings support the need to develop more inclusive educational strategies to address gender barriers and expand opportunities for women in science and technology.

## Conclusion

The study found that gender inequality in education is driven by a complex of factors, including social norms, economic status, and education policy. Addressing this phenomenon requires a systemic approach that includes government reforms, investment in education, and changing public perceptions of gender roles.

Evidence suggests that the most effective strategies to combat the gender gap in education include public programmes that support girls and women in education and the implementation of inclusive educational practices. One key area is increasing the number of women in STEM (science, technology, engineering and mathematics) fields, which can contribute to a more equal distribution of professional opportunities.

In addition, special attention should be paid to raising public awareness of the importance of gender equality in education. This includes educational campaigns, curriculum reform and active participation of civil society.

Future research could focus on examining the long-term impact of educational reforms on gender balance in the professional environment, as well as assessing the effectiveness of various methods of combating discrimination in the educational system.

Thus, eliminating gender inequality in education is a multi-level task that requires joint efforts of governments, educational institutions and society as a whole.

## References

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