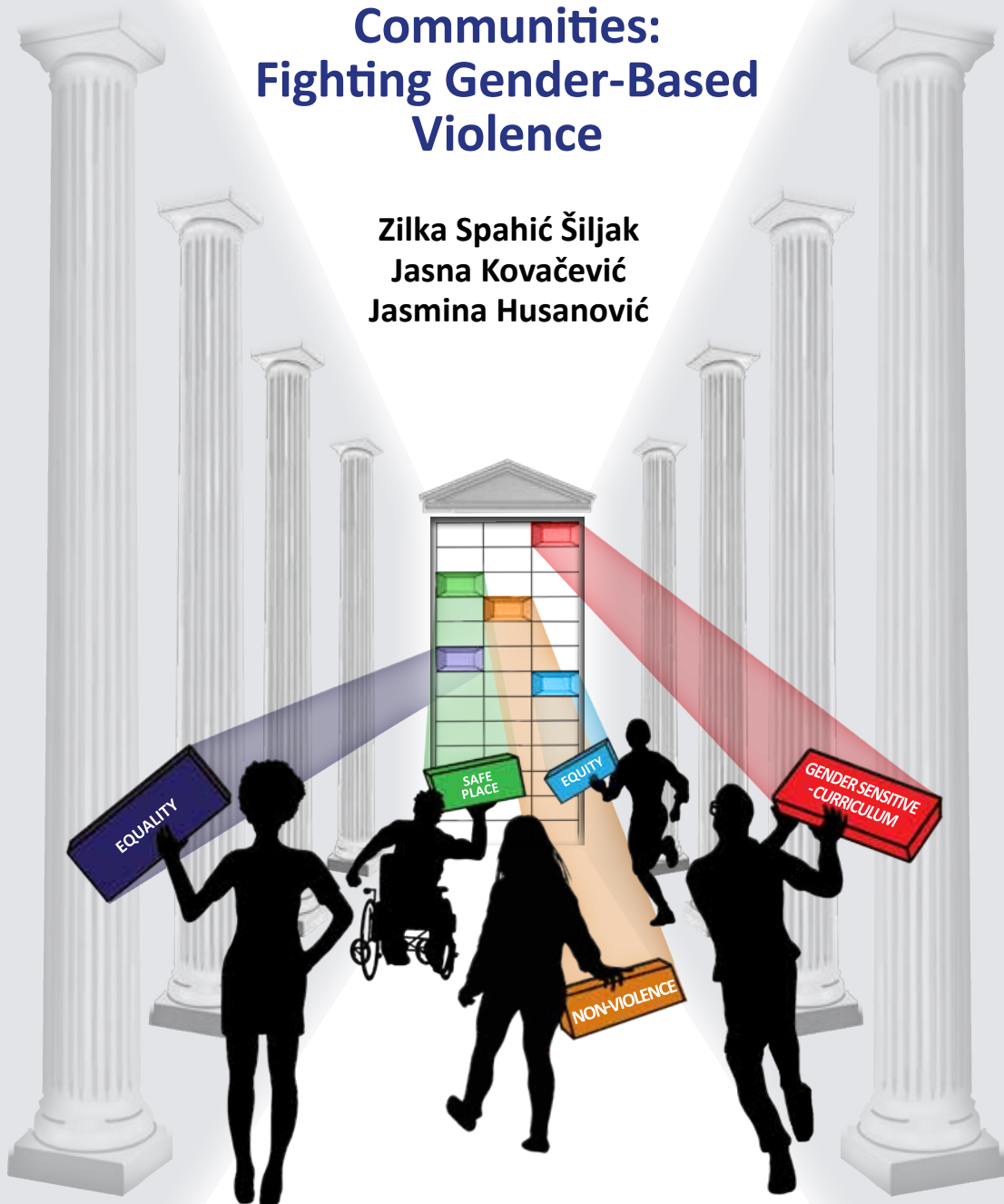


The Challenges of Mainstreaming Gender Equality in University Communities: Fighting Gender-Based Violence

Zilka Spahić Šiljak
Jasna Kovačević
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Publisher: TPO Foundation

Authors: Zilka Spahić Šiljak
Jasna Kovačević
Jasmina Husanović

Language Editing: Aida Spahić

Reviewers: Mirjana Dokmanović, Nerzuk Ćurak, Inga Tomić-Koludrović, Olivera Komar

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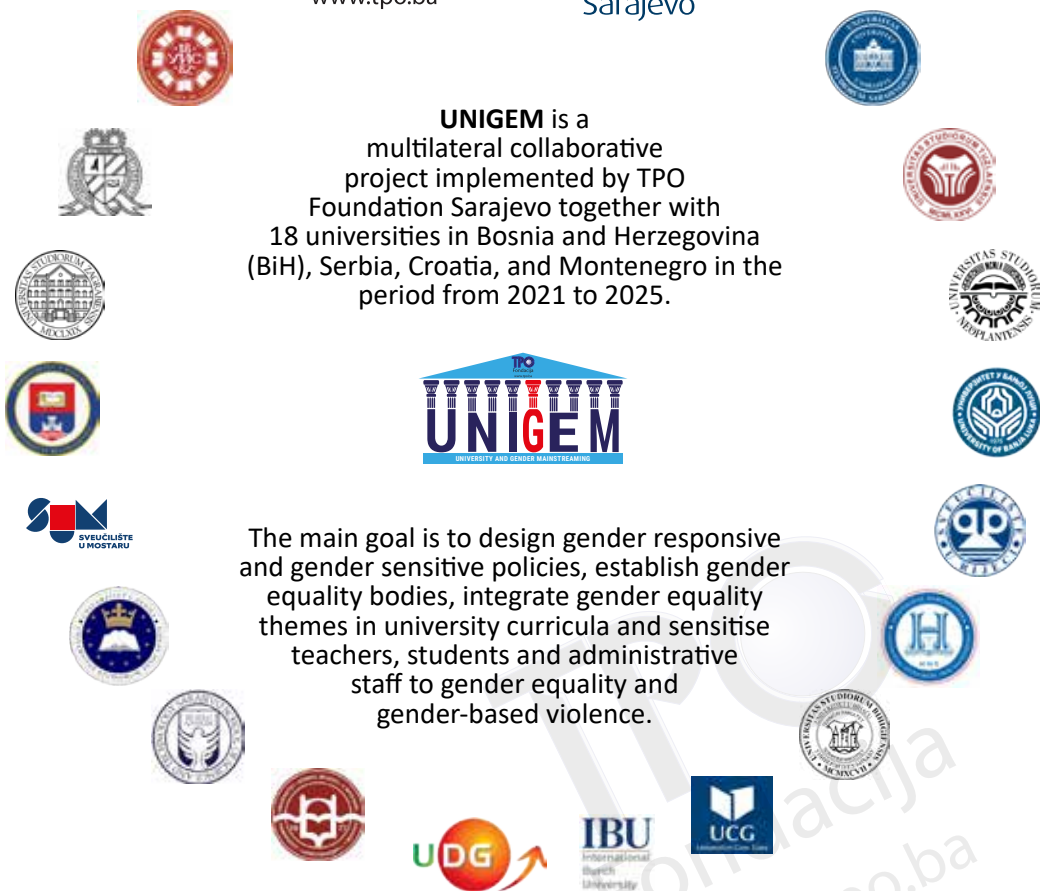
UNIGEM – Universities and Gender Mainstreaming Project



UNIGEM is a
multilateral collaborative
project implemented by TPO
Foundation Sarajevo together with
18 universities in Bosnia and Herzegovina
(BiH), Serbia, Croatia, and Montenegro in the
period from 2021 to 2025.



The main goal is to design gender responsive
and gender sensitive policies, establish gender
equality bodies, integrate gender equality
themes in university curricula and sensitise
teachers, students and administrative
staff to gender equality and
gender-based violence.



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INTRODUCTION

Gender equality is a fundamental value in the overall mission of the European Union. It includes non-discrimination and equal opportunities for all, as well as affirmative measures for those who are disadvantaged. One of the challenging goals of gender responsive policies and programmes is to eliminate gender-based violence (GBV) in many political, social, economic and cultural contexts. As a global phenomenon, GBV is closely connected to gender social norms and expectations and inequitable relations of power based on gender identities. UNIGEM project included 18 partner universities in the Balkans to initiate institutional changes and change organisational culture at the universities which must have zero tolerance towards GBV in its environment. At the very beginning of UNIGEM project, TPO Foundation conducted an extensive quantitative and qualitative research through surveys and in-depth interviews at 18 universities with the aim to explore gender (in)equality and GBV in these institutions.

This brochure contains a summary of the key findings of this research. More detailed analyses of the research results are available in the 12 scholarly chapters by 19 authors, collected in the book *The Challenges of Mainstreaming Gender Equality in University Communities: Fighting Gender-Based Violence*, published by TPO Foundation and the University Gender Resource Centre (UNIGeRC) in 2022.

The entire research has been designed by the team of researchers from the Balkans region: Zilka Spahić Šiljak, Jasna Kovačević, Jasmina Husanović, Ajla Demiragić, Milena Karapetrović, Mirjana Dokmanović, Merima Jašarević, Lana Bobić and Marija Tatar Anđelić. The majority of interviews with women in BiH and Serbia have been conducted by Zilka Spahić Šiljak and Lamija Subašić. The interviews with women in Croatia have been conducted by Lana Bobić and Daria Glavan Šćulac. In Serbia, the interviews with women have been conducted by Zorica Mršević. Interviews with men in BiH and Montenegro were done by Adnan Hasanbegović and Muhamed Velagić, in Croatia by Dario Čepo and Nebojša Zelić, and in Serbia Dragan Stanojević, Zoran Krstić and Vladimir Todorović.

WHAT IS GBV?

“We understand GBV as behaviour or attitudes underpinned by inequitable power relations that hurt, threaten or undermine people because of their (perceived) gender or sexuality. This definition recognises that GBV is influenced by and influences gender relations and problematises violence premised on hierarchical constructions of gender and sexuality. Women and girls constitute the vast majority of victims of GBV, and men the overwhelming majority of perpetrators” (Anitha & Lewis, 2018).

GBV is an umbrella term for many types of violence such as discrimination, intimate partner violence, family violence, peer violence, and mobbing, which also may be committed on the ground of one’s gender but it may have other motivations too. GBV refers to psychological, mental, physical, economic, spiritual and other forms of violence that denigrate a person’s dignity and violate her/his bodily and mental integrity.



AIM, METHODS AND SAMPLE OF THE RESEARCH:

The aim of the UNIGEM research was to investigate the extent to which gender-based violence is present among teachers, administrative staff, and students; their perceptions, attitudes, and knowledge on whether there are mechanisms for preventing gender-based violence; what the organisational culture at universities is; and how gender-based violence affects the psychological health and careers of women and men at universities.

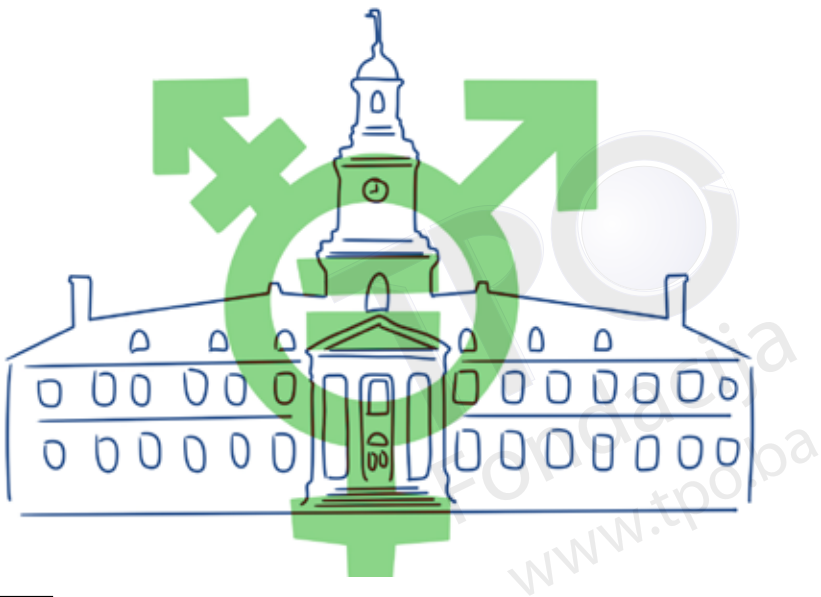
This research was guided by the following research questions:

- What do respondents (students, teachers, and administrative staff) at universities know about gender and gender-based violence?
- How do respondents generally perceive gender-based violence?
- How do women and men who have been exposed to gender-based violence react to it and are they taking action?
- Do women and men who have been exposed to certain forms of gender-based violence understand the extent to which it affects their careers, jobs, and the way they treat their colleagues?
- What prevention measures and protection mechanisms do respondents see as necessary and effective?
- What changes do respondents consider important in the organisational culture of the university and society in general?



During the preparation of questionnaires for interviews and surveys, as well as in the process of organising primary and secondary data, the research team was guided by the Gender Analysis Framework¹ developed at Johns Hopkins University as an analytical framework for analysing social structures, which provides a basis for organising information on gender equality and gender-based violence at universities. The five areas defined by the Gender Analysis Framework are:

- access to resources (i.e., information, knowledge, social networks),
- beliefs and perceptions (i.e., systems of cultural beliefs or norms about what it means to be a man or a woman in a particular context),
- practices and participation (i.e., norms that affect the behaviour of men and women and thus structure the activities they engage in, including gender roles and responsibilities),
- institutions, laws and policies (i.e., information on the formal and informal rights of men and women in academia), and
- power related to these areas (i.e., whether a person can take advantage of opportunities, exercise rights, run for and hold positions, etc.).



¹ <https://gender.jhpiego.org/analysistoolkit/gender-analysis-framework/>

Table 1: Phases of the UNIGEM research

Phase	Objective	Method	Sampling	Sample	Data sources for analysis
Qualitative	Investigate individual experiences, attitudes and perceptions of teaching and administrative staff and students on gender equality and GBV at universities	Interview	Purposive sampling	133 interviewed persons	Transcripts of semi-structured interviews with teaching and administrative staff and students
Quantitative	Investigate the perceptions and attitudes of teaching and administrative staff, and students about gender equality and GBV at universities	Survey (online)	Random sampling	A total of 4,754 respondents, of which 3,224 students, 1,159 teachers 371 employees in the administration	Questionnaire answers from teachers, administrative staff and students



Semi-structured interview as a method of data collection: A total of 133 interviews were conducted with students, teaching, and administrative staff at public and private universities in BiH, Montenegro, Croatia, and Serbia. The interviews were attended by 52 men and 81 women, and a total of 76 people from BiH, 7 people from Montenegro, 17 people from Croatia, and 33 people from Serbia were interviewed. The average duration of the interview was between 60 and 90 minutes. The sample structure is shown in the table.

Table 2: Sample structure in the qualitative phase

Respondents	BiH	Montenegro	Croatia	Serbia	Total
Students	27	3	7	9	46
Teaching staff	39	3	9	21	72
Administrative staff	10	1	1	3	15
Total	76	7	17	33	133

Survey as a method of data collection: The methodology used in this research is based on the methodology for quantitative analysis of gender equality developed by the European Institute for Gender Equality (EIGE). Based on this methodology, the observation units in this research include all participants in higher education, who are grouped into three groups: 1) students; 2) teachers; and 3) heads of administration at the university.

Table 3: Sample structure in the quantitative phase

Respondents	BiH		Montenegro		Croatia		Serbia		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Students	2.272	71.8	228	51.1	516	71.7	208	48.9	3.224	67.8
Teaching staff	683	21.6	174	39.0	124	17.2	178	41.9	1.159	24.4
Administrative staff	208	6.6	44	9.9	80	11.1	39	9.2	371	7.8
							100.0			100.0

Total	3.163	100.0	446	100.0	720	100.0	425		4.754
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Since the survey was conducted at universities in four countries, the questionnaires were linguistically adapted and translated into Bosnian, Croatian, Serbian, and Montenegrin, and in two scripts: Latin and Cyrillic. Prior to the start of the survey, questionnaires were piloted and the results of the pilots were taken into account during the final revision of the instruments before their distribution to the respondents.

The questions in the questionnaire were grouped into the following groups defined on the basis of key research topics from the Gender Analysis Framework, i.e.: general questions related to the level of knowledge and understanding of basic concepts and terms related to gender equality; questions on attitudes about the traditional gender roles of men and women, gender identities, gender patterns of behaviour and the presence of gender discrimination in universities/colleges and in the country they come from; perceptions and experiences of gender equality, gender discrimination, harassment and gender-based violence of students, teachers, and administrative staff; questions on measures and prevention implemented at colleges and universities aimed at preventing gender discrimination and gender-based violence. Additional questions examined attitudes about measures that should be implemented in the future as well as personal contributions of respondents in preventing inequality and discrimination; questions about the socio-demographic characteristics of the respondents, such as gender, age, level of education, etc., and questions about employment for teaching and administrative staff, such as data on employment status, type of employment of teachers and administrative staff.



MAIN FINDINGS

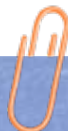
- **Understanding of main concepts**

Analysis of gender differences in survey responses showed that the women in the sample showed a better understanding of “gender” and “sex” as differing concepts. In addition to gender differences in the level of understanding of these concepts, there are also cultural differences.

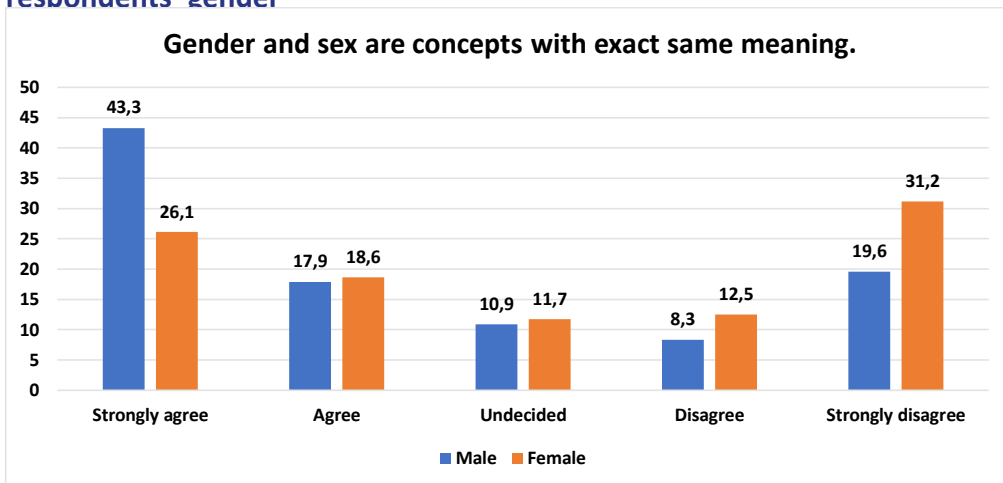
In BiH and Serbia over 50% of respondents agreed

with the statement that “gender” and “sex” are concepts with the same meaning, while in Croatia and Montenegro 34.1% and 46.8% of the respondents agreed with the given statement, respectively, indicating a better level of understanding among respondents from Croatia and Montenegro in relation to the meaning of “gender” and “sex”.

Women in academia show a better understanding of concepts such as “gender”, “sex”, “gender-based violence” and “sexism”.

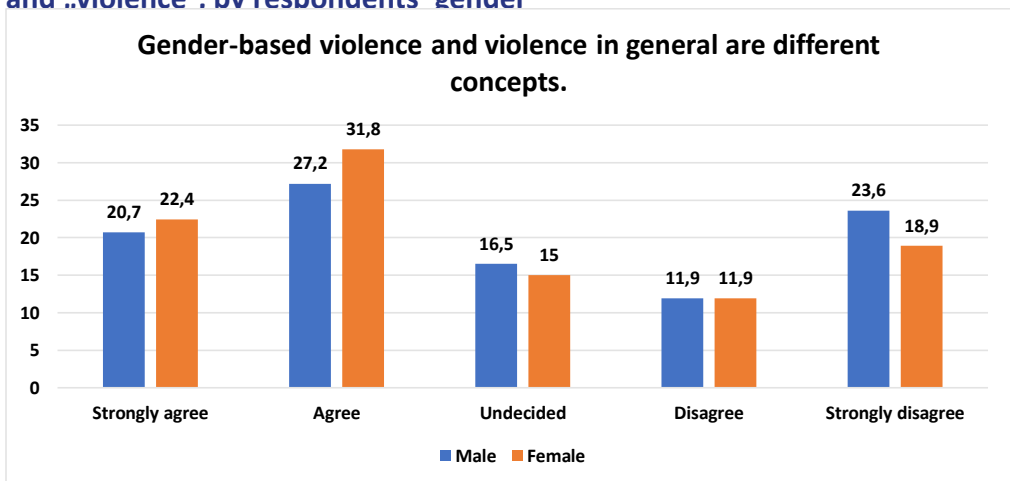


Graph 1. The level of understanding of concepts „sex“ and „gender“, by respondents' gender



Similar findings are found in relation to the concepts of “gender-based violence” and “violence” in general, with gender and cultural differences in responses. Namely, a higher percentage of women (54.2%) compared to men (47.9%) agree that there is a significant difference between “violence” and “gender-based violence”, while the highest degree of agreement on conceptual differences is found in BiH and Montenegro, where over 50% of respondents agree that these two are different types of violence.

Graph 2. The level of understanding of concepts „gender-based violence“ and „violence“. by respondents' gender



Women also understand the concept of sexism better than men. In BiH, a slightly lower level of understanding of sexism was found, where 62.1% of respondents answered that sexism is “an insult based on gender”, while in Montenegro, Croatia and Serbia this answer was given by over 70% of respondents.



- **Stereotypes about gender identity and sexuality; experience and unacceptability of sexism, misogyny and homophobia**

The analysis of the survey data showed that there are gender differences in the overall attitude by which women express higher level of agreement that “women are generally valued for their beauty and appearance rather than intelligence and ability”.

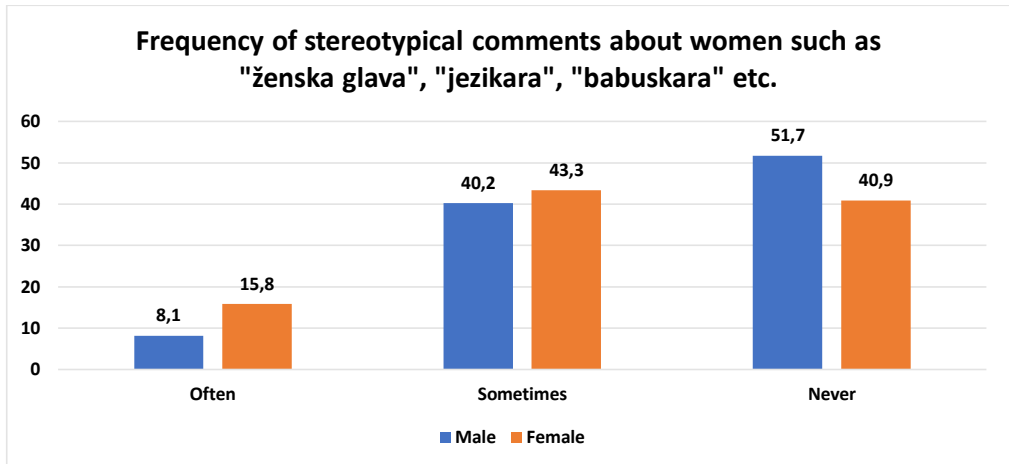
Women more often than men agree that “men are valued for their dominant personality, while women are generally valued for their beauty and appearance”.

Furthermore, the respondents were asked to express their opinion on the stereotype about men who are generally “more appreciated for their dominant personality in contrast to abilities and dedication to work”. Responses by gender showed that a significantly higher percentage of women agree that men are valued for their dominant personality (69.3% women vs. 54.1% men). Significant differences exist depending on the countries from which the respondents come, so there is a higher degree of agreement with this statement in Montenegro (70.1%) in comparison to Serbia (60.1%), Croatia (64.8%) and BiH (65.3%). Women were also more likely than men to experience stereotypical comments about women such as “ženska glavo” (literally: *you, a woman’s head*, used derogatorily to underscore that a woman’s gender is relevant to the respective argument in that it demands a deeper or further explanation), “babuskara” (*crone/hag*), “jezikara” (*shrew/termagant/nag*), “histerična” (*hysterical*), “sponzoruša” (*gold digger*), “sterilna” (*barren/sterile*), “frigidna” (*frigid*) and the like (59.1% vs. 48.3%), and observed by country, such comments were more often witnessed by respondents from BiH and Serbia (58.6% and 62.6%).

Women in academia are more likely than men to experience stereotypical comments about women, and such comments were more often witnessed by respondents from BiH and Serbia.



Graph 3. The frequency of stereotypical comments about women, by respondents' gender



Differences in attitudes about the frequency of stereotypical comments about men such as “karijeristi” (*careerists*), “ženskaroš” (*womanisers*), “papučari” (*henpecked*) and the like are significant depending on the country respondents come from. Namely, a higher degree of agreement that such comments are more frequent at their universities was expressed by respondents from BiH (64.2%) and Serbia (62.1%) compared to respondents from Croatia (49.5%) and Montenegro (54.8%). Administrative staff more often witnessed such comments in the university environment (69.3%) compared to teaching staff (60.9%) and students (59.7%). Sexist comments addressed to women aim at showing that they are less stable and less rational beings, thus problematising women’s nature and their biological role on the basis of which stereotypical insults about women are created. On the other hand, sexist comments about men are focused on their abilities in terms of career preferences and (non) control of their sexuality, which is why they get the label of a “womaniser” or being “henpecked”.



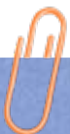


Women were more likely than men to report that their colleagues confided in them about the experience of gender-based violence and discrimination at university (23.5% vs. 19.2%).

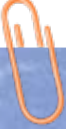
In addition, women are less in agreement with the statement that students are encouraged and empowered to recognise different types of gender-based violence (45.1% of women versus 52.2% of men). Students agree to a lesser extent that they are encouraged and empowered to recognise different types of gender-based violence (44.6%) in relation to the attitude of teaching and administrative staff on this issue (52.5% and 47%). To a lesser extent women feel safe and encouraged to speak openly and publicly about gender-based violence and discrimination at university. The strongest agreement to this statement was found in Montenegro, where over 70% of respondents answered that they fully or partially agree that they can speak publicly and openly about the problem of gender-based violence and discrimination at universities. The lowest percentage was found in Croatia, where 56.4% of respondents agreed that they feel fully or partially confident that they can speak publicly and openly about gender-based violence and discrimination in academia. Students are the least confident that they can be open and public about issues of gender-based violence in universities.

In the interviews, the dominant narrative is precisely the one that speaks of stereotypes about women, which was mentioned in 58% out of total 133 interviewed cases. It is also the most frequent topic discussed during the

interview on stereotypes, and in addition to stereotypes about women, the narratives also included comments on stereotypes about men (35% of cases) and stereotypes about LGBTIAQ+ people (6% of interviewees). In 80% of the interviewed cases, the interviewees confirmed that they had direct knowledge of the experience of others on sexual harassment, gender-based violence, and



Women feel less safe and encouraged to speak openly and publicly about gender-based violence and discrimination at university.




Sexist comments addressed to women aim at showing that women are less stable and less rational beings, while sexist comments about men are related to men's abilities in terms of career preferences and (non) control over their sexuality.

discrimination, while in 61% of interviewed cases it was stated that there were personal experiences of some kind of gender-based violence or

harassment. Although the interviewees spoke affirmatively about their own encouragement to speak publicly and openly about gender (in)equality and gender-based violence at universities, there is a significant number of those who expressed fear or hesitated to speak publicly about this problem in academia.

- **Gender, language, and power**

A particularly important theme that relates to the symbolic aspects of organisational culture at universities is the relationship between gender, language, and power. Respondents in the survey were asked to state what is their understanding of “gender-sensitive language”. The largest number of respondents (N = 2048) pointed out that gender-sensitive language is “a way of expression that respects gender equality” and “a way to increase the visibility of women and emphasise the equality of all persons” (N = 956).

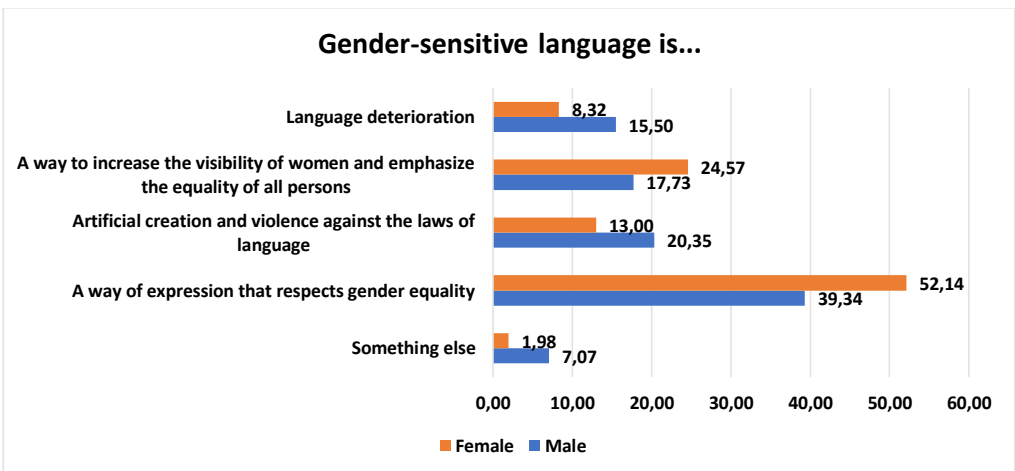


The majority of respondents are not aware of whether the university uses gender-sensitive language in teaching, research and daily activities.

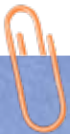


However, there is a significant gender gap in responses in relation to perception of gender sensitive language as a mechanism to either “increase visibility of women” and “to respect gender equality”. Such perception is shared by 76.7% of women, in contrast to 57.07% of men in the sample (Graph 4). When responses are further segregated by gender, the findings indicate that men more often perceive gender-sensitive language as “language deterioration” and as “an artificial creation and violence against the laws of language”.

Graph 4. The perception of gender-sensitive language, by respondents' gender



The largest number of respondents who are not aware of whether the university uses gender-sensitive language in teaching and work comes from BiH (47%) and Serbia (47.8%), while significantly better awareness about the use of gender-sensitive language is found in Montenegro (64.6%) and in Croatia (51.8%). Teachers (44.4%) are best informed about the use of gender-sensitive language at the university, while administrative staff (39.3%) and students (34%) are somewhat less informed.



There is no transparent and open communication at universities about gender-based violence.



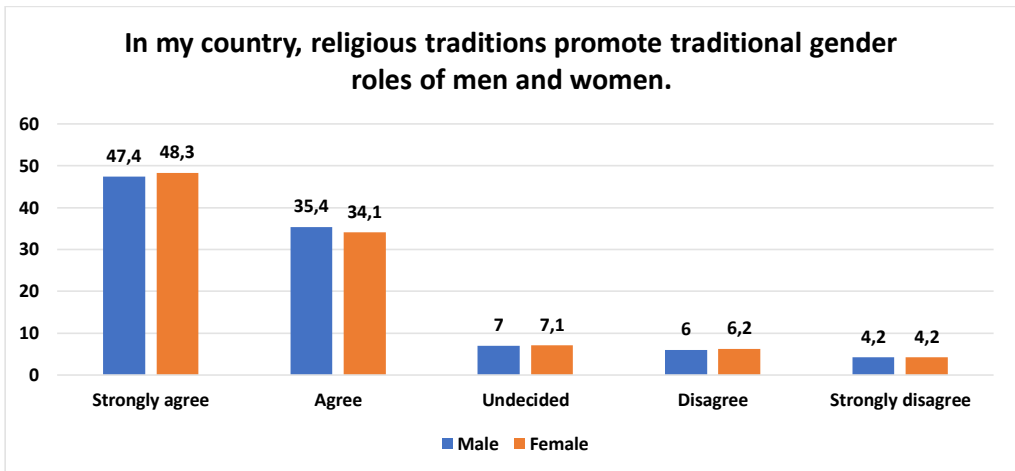
In the interviews, the interviewees most often discussed the importance of using gender-sensitive language in everyday communication at the university, as well as in teaching and research. During the interviews, they pointed out that there is a need to introduce gender-sensitive language in official documents and acts at the university, but also that there is no transparent narrative at universities about gender-based violence, which indicates that language as a symbolic aspect of organisational culture is used insufficiently to communicate about the issue of gender-based violence in academia.

Men more often than women agree that there is “an ideology behind gender equality that seeks to change gender roles in order to destroy the traditional family and fundamental social values”.

- **The influence of culture, religion, and tradition on the understanding and acceptance of GBV**

When asked in the survey whether there is “an ideology behind gender equality that seeks to change gender roles in order to destroy the family and fundamental social values”, more men answered that they strongly agree or agree with the statement (35%), while 19% of women share this view. A larger number of respondents who affirmatively responded to this statement come from BiH (13%) and Serbia (10.7%), which may indicate a more traditional understanding of gender roles in these societies. It is interesting that a larger number of students (23.8%) and administrative staff (27.3%) agree with this statement compared to teaching staff (20.9%).

Graph 5. The perception of religious traditions that promote traditional gender roles, by respondents' gender



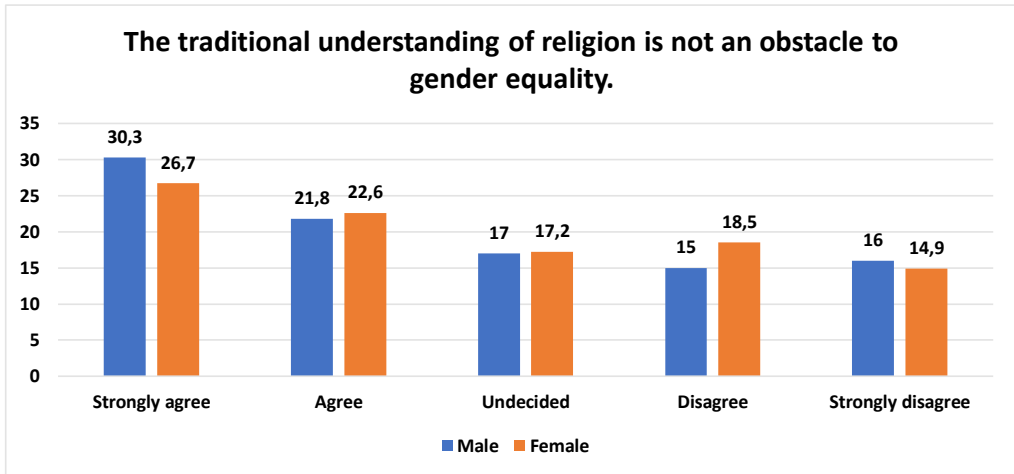
Over 80% of surveyed men and women in the sample believe that in the country where they live “religious traditions promote the traditional roles of women and men” (Graph 5), and this percentage is the highest in Croatia where 88% of respondents answered that they fully or partially agree with the statement. Observed by the status of respondents, a larger number of teachers in the sample agree that “religious traditions significantly influence the promotion of traditional male-female roles in society” (84.4%). Over 60% of respondents believe that “the religious teachings of Judaism, Christianity, and Islam advocate a gender division of labour and responsibilities”, in the way that women should raise children and

take care of the family, while men have an obligation to provide financially for the family. There is a significantly higher percentage of men compared to women (47.8% vs. 27.3%) who believe that girls and boys are brought up in the same way in their respective societies.

Over 80% of respondents in academia believe that in the country where they live, “religious traditions promote the traditional roles of women and men”.

In Croatia for example, the largest percentage of respondents (66.9%) believe that the upbringing of boys and girls is not the same and that there are significant differences in educational methods depending on gender.

Graph 6. The perception of the traditional understanding of religion, by respondents' gender



However, although the majority of respondents agrees that religion influences the promotion of traditional gender roles, respondents, especially in BiH and Serbia, believe that the traditional understanding of religion is not an obstacle to gender equality, with which a larger population of administrative staff (59.1%) agrees in comparison to the student population (46.7%) and teaching staff (55.7%).

Women in academia are generally more aware that persons from minority groups are more exposed to violence and discrimination.

Despite defined institutional rules, (i.e., general conditions for academic advancement), LGBTIAQ+ people more often encounter difficulties in career advancement.

When data are disaggregated by gender, findings imply there is a slightly higher level of agreement with this statement among men in contrast to women (52.1% versus 49.3% respectively).

- **Inclusion and intersectionality: equality and solidarity policies for gender equality**

In the survey, respondents were asked to answer the question on whether gender-based violence and discrimination are more prevalent among persons

belonging to minority groups such as Roma, persons with disabilities and developmental and learning disabilities, as well as religious and ethnic groups, minorities and LGBTQIA+ persons. There is a significantly higher percentage of women in the sample who fully or partially agree with the statement that persons from minority groups are more exposed to violence and discrimination (74.1%), while 62.8% of men agree with this statement. The highest level of agreement was expressed by respondents from BiH and Croatia (71.8% and 73.5%, respectively) as illustrated in Graph 7, and especially by students (73.2%) in the sample, which may indicate that women such as female students and women in early career stages are more sensitive to this issue or are more likely to notice unequal treatment of members of vulnerable group.

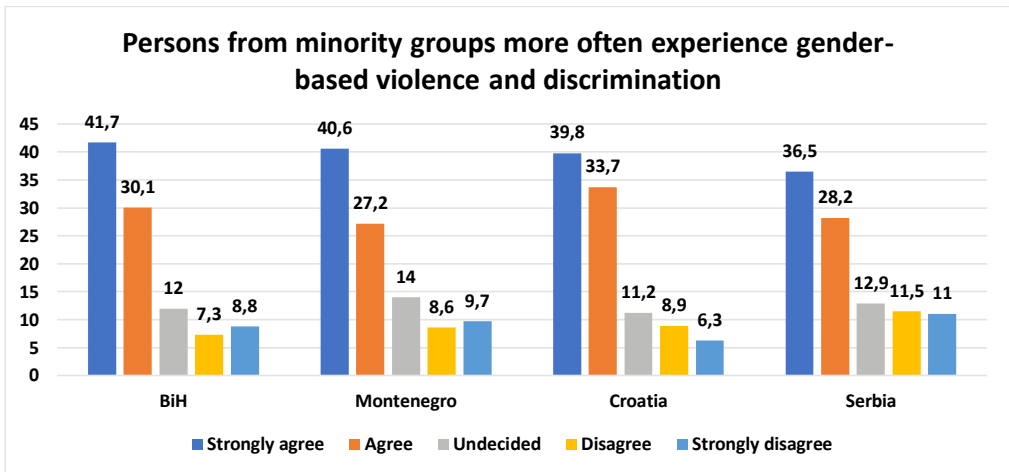


Women also largely agree (53.2%) that members of the LGBTIAQ+ community are unequal in all areas of public life. The largest number of respondents from BiH and Croatia (11.7% in both cases) state that professors express prejudices and stereotypes towards the LGBTIAQ+ community during their lectures, while this percentage is slightly lower in Montenegro (10.2%) and Serbia (9.5%). Despite defined institutional rules, i.e., general conditions for academic advancement, LGBTIAQ+ people more often encounter difficulties in advancing in their careers, i.e., they do not have

the same opportunities to participate in research projects, high-ranking research, and appointments to management positions, as confirmed by 16.3% of teachers, of which there are significantly more women than men that agree.

Gender identities in academia are not perceived from plurality of identities standpoint but primarily observed from a binary (male-female) perspective.

Graph 7. The perception of incidence of gender-based violence and discrimination against persons from minority groups, by respondents' country of origin



The narratives from the interviews confirm the survey findings, given that during the interviews the most common topics were the exposure of people

When compared to teachers and administrative staff, students are less informed about university rules and procedures for the prevention and protection against gender-based violence.

from the LGBTIQ+ community to various forms of gender-based violence, as well

as greater exposure to violence of people with disabilities. These topics were discussed in as many as 71 and 57 interviews, respectively. When it comes to other vulnerable groups in the academic environment, during the interviews, the need to adapt teaching and scientific content and university infrastructures to people with disabilities and difficulties was emphasised. When asked to comment on the importance of solidarity of all actors and joint action on gender equality issues, regardless of gender and other

The majority of respondents from universities in BiH, Croatia, Montenegro and Serbia report they do not know whether procedures against perpetrators of gender-based violence were initiated at all, indicating that academia has not built a culture of open and transparent communication and dialogue on prevention of gender-based violence.

forms of identity, interviewees most often stressed the importance of men's support for gender equality and joint action of men and women. Institutional allies for gender equality and against gender-based violence were less discussed, while the importance of joint action of the student population and teaching staff and action with the LGBTIAQ+ community was least mentioned, which may indicate that the issue of gender identities in academia is primarily understood as a binary question.

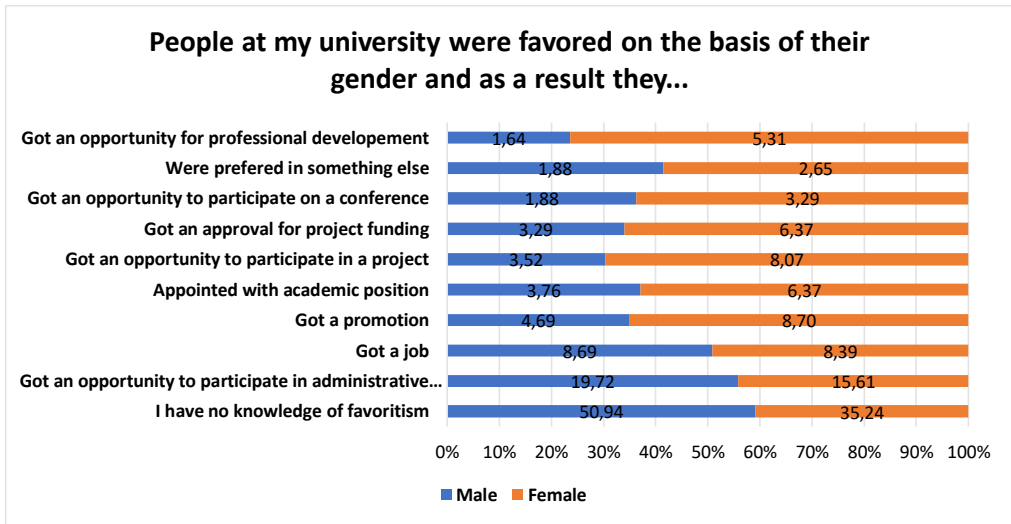
- **Institutional environment and education policy: competencies and responsibilities for GBV and institutional practices**

The largest number of students in the sample (47.8%) claim that they are not aware that their universities have rules and procedures for the prevention and protection against gender-based violence, which includes sexual harassment. When we compare the answers by country, in BiH the largest number of students do not know or are not sure that such procedures/regulations exist (as many as 68.6%). Students most often answered that they did not know whether disciplinary proceedings had been initiated against the perpetrator of gender-based violence (81.9%).

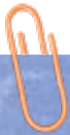
In the observed sample of universities covered by the UNIGEM research, it is evident that university cultures are burdened with gender stereotypes based on which people of a certain gender/sex are favoured in the context of career advancement. There are statistically significant gender differences in teaching staff responses regarding workplace favouritism based on gender. Over 50% of men have no knowledge on favouritism, while only 35.24% of women are in the same position, meaning that 64.76% of women in the teacher sample have information on gender-based workplace favouritism (Graph 8). For example, female teachers more often stated that someone was promoted because of their gender, elected to a higher academic position, given the opportunity to participate in a project, approved funding of his/her project or received an opportunity for professional development.



Graph 8. Teacher perception of workplace favoritism at universities, by respondents' gender



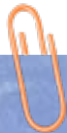
Similar to student responses, a large number of teachers report that they are unaware or unsure whether there are rules and procedures to prevent gender-based violence (45.21%), while 27.7% of teachers say they are familiar with institutional rules and procedures for prevention of gender-based violence. Of those who were familiar with the rules and procedures, female teachers were more likely to say that they were informed (56.7%), in contrast to their male counterparts (43.3%). A comparison of responses by country shows a similar pattern of responses as in the student population and shows that the largest number of teachers who are not informed about the rules and procedures for the prevention of gender-based violence come from BiH (as many as 59.2%). The highest percentage of affirmative answers that disciplinary proceedings have been initiated against perpetrators of gender-based violence against teachers was found in Serbia and Croatia (12.2% and 10.8%, respectively). However, it should be borne in mind that the largest number of teachers (as many as 75.8%) answered that they do not know



Cultures at universities participating in the UNIGEM research are burdened with gender-stereotypes due to which people of a certain gender/sex are favoured in the context of career advancement.

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The majority of teachers in the regional sample (up to 75.8%) report they do not know whether procedures against perpetrators of GBV were initiated at all.

whether such procedures were initiated at all, which indicates the fact that academia has not built a culture of open and transparent communication and dialogue on this issue, which can certainly have a disincentive effect on all persons who have suffered gender-based violence or have wanted to speak publicly about it. In interviews, in 57% of cases, it was mentioned that the interviewees were informed about the procedures and rules for the prevention and prosecution of gender-based violence, while 26% of them reported that they were not informed of such procedures. In only 30% of the interviewed cases, the interviewees claimed that they were informed about specific cases of reporting gender-based violence.

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LESSONS LEARNED:

- GBV exists at universities in the Balkans.
- GBV affects the life of teachers, students and non-academic staff.
- GBV procedures are not known to staff, as culture of fear, silence and appeasement permeates the universities.
- GBV experience makes women from all university communities more aware of discrimination and violence, particularly against minority groups such as ethnic, gender, religious, LGBTIAQ+ communities, and persons with disabilities.
- GBV has many faces and forms – from vulgar, sexually suggestive comments to sophisticated and benevolent sexism.
- GBV is a result of internalised sexism and acceptance of gender stereotypes in socialisation and culture.
- GBV's presence and impact is minimised at universities, therefore women do not report it as a serious violation of their rights and freedom.
- GBV perpetrators are not prosecuted and they continue working at universities, therefore women do not trust the institutions to report it.
- GBV is taking a toll on women's health, well-being, and careers, but is impacting men's well-being as well.
- GBV costs: health and economic costs can be significantly reduced if GBV is prevented.



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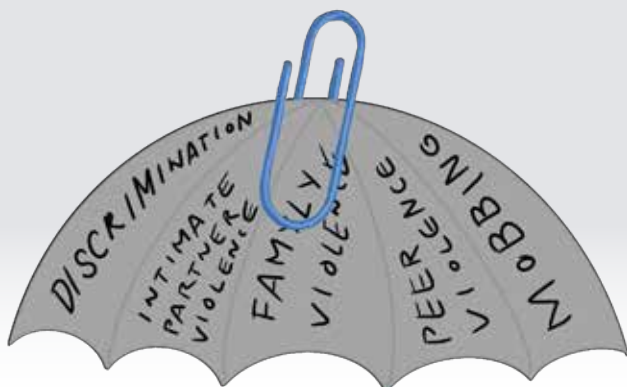


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