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IMPLEMENTATION OF THE GENDER PERSPECTIVE IN THE UNDERGRADUATE CURRICULUM OF THE FACULTY OF SECURITY STUDIES

Abstract: *In 2010 the Republic of Serbia adopted the National Action Plan (NAP) for the implementation of the United Nations Security Council Resolution 1325 “Women, Peace and Security”, which stipulates that on the basis of gender equality UN member states should build and adapt mechanisms for conflict resolution and inclusion of women in all levels of decision-making. An important role in the activities undertaken to achieve the goals defined by the National Action Plan is assigned to the ministry in charge of education (currently the Ministry of Education, Science and Technological Development). These activities include raising awareness of potential conflicts, launching educational programs about gender aspects of conflicts, and introducing the subject matter of gender equality and gender-based violence at all levels of education and specialization in the security sector. Given that the Faculty of Security Studies of the University of Belgrade trains its students to perform a wide range of jobs in the security sector, the introduction of said subject matter at this higher education institution has special importance. In order to determine the extent to which this subject matter is currently being taught at the Faculty of Security Studies and at the same time to work toward the NAP goals, we have conducted a pilot study which included an analysis of the undergraduate curriculum and course syllabuses as well as the opinions of first- and second-year male and female students on gender equality. Having analyzed the syllabuses of undergraduate courses, we have established that the issues of gender equality, gender-sensitive address forms, gender-based violence, and the role and position of women in the security and defense systems, are underrepresented in course syllabuses, teaching units and primary literature. Furthermore, the opinion poll of the first- and second-year male and female undergraduate students on gender equality, conducted in June 2015 at the Faculty, led us to the conclusion that despite the students’ awareness of this subject matter, certain gender-based stereotypes nonetheless exist. Also, the majority of respondents recognized the need for incorporating this subject matter into the curriculum and for organizing informal*

forms of teaching such as seminars and workshops. It is our belief that educating male and female students to perform jobs in the security and defense systems and better participate in civil society requires that this subject matter be incorporated into the existing undergraduate curriculum at this higher education institution and that the Ministry of Education, Science and Technological Development of the Republic of Serbia assume a more active role in attaining the goals of the National Action Plan and achieving gender equality as an imperative of democratic societies.

Keywords: *gender equality, gender stereotypes, education, Faculty of Security Studies.*

Introduction

Achieving gender equality is of utmost importance to the protection and exercise of basic human rights and the protection of the rule of law. In recent years, the official documents of many organizations (UN, NATO, EU, OSCE, etc.) have identified the achievement of gender equality and the inclusion of women into all spheres of society as necessary prerequisites for establishing peace and economic and social development. In its 16th and 17th sessions held in 1997, the Committee on the Elimination of Discrimination against Women concluded, among other things, that “governments are obliged to ensure the presence of women at all levels and in all areas of international affairs. This requires that they be included in economic and military matters, in both multilateral and bilateral diplomacy...” (Committee on the Elimination of Discrimination against Women, 1997). This was ratified by the 1995 Beijing Declaration and Platform for Action and the 2000 UN SC Resolution 1325, both of which stress the equally important role of men and women in promoting sustainable peace as well as the necessity of including women in conflict prevention, peace-building processes and post-conflict reconstruction, and of increasing the number of women in both political life and security institutions. In other words, the achievement of gender equality was set as one of the imperatives of democratic societies.

As a post-conflict country in transition, the Republic of Serbia has made a commitment, as part of its reform processes and efforts toward integration into the EU, to adopt democratic values and standards, one of them being the elimination of discrimination and the integration of the gender perspective at all levels. Gender equality is guaranteed by the Constitution, laws and strategic documents, and Serbia is a signatory to a number of international conventions

and documents that guarantee equality of men and women and forbid sexual discrimination (Biserko, 2012). In order to increase the number of women and improve their position in the security sector and at all levels of political decision-making, in 2010 the Republic of Serbia adopted a National Action Plan for the implementation of Resolution 1325, which specified measures aimed at introducing the gender perspective into the security sector. According to the National Strategy for improving the position of women and promoting gender equality, the implementation of the UN SC Resolution 1325 in the Republic of Serbia and the participation of women in peacekeeping operations in the Balkans are meant to create conditions for promoting regional cooperation, security policy and peace (Vlada Republike Srbije, 2009: 4).

However, despite the adopted laws and strategic documents, some of the greatest obstacles to achieving gender equality are gender-based stereotypes, gender roles and the division of jobs into 'male-only' and 'female-only'. In their work, Bem and Bem (1970) maintain that women have been traditionally expected to aspire to the same goal of getting married and having children as well as to pursue their careers as secretaries, nurses, or teachers. Women are believed to be gentler, kinder and emotionally expressive unlike men, who are traditionally associated with self-confidence, independence and leadership (Boldry et al., 2001: 690). Traditional and patriarchal attitudes are dominant in the sphere of political decision-making, international relations and security systems, particularly in the armed forces, which are considered an organization dominated by a culture of masculinity and stereotypes of men as 'just warriors' and women as 'beautiful souls' (Elshtain, 1995). According to gender-based stereotypes in the security system, women are not strong enough to perform military duties as well as men and furthermore, their participation in combat is challenged since they are far too emotional (Nicolas, 2014). Some authors go as far as to claim that women do not belong in the armed forces in the first place, so Mitchell (1998: xvi) maintains that "with the exception of the medical professions, there is no real need for women in the military" and Martin van Creveld (2013) believes that "women's presence in the military is little but an expensive charade". These stereotypes are also present in Serbia, where gender roles of women and men in the family and broader community stem from patriarchal beliefs and a culture "pervaded by the persistent idea that a woman's passive role and submissive position is the natural order of things" (Petrušić, 2015). Therefore, the real rights and position of women in Serbia are often described as being merely "trimmings of democracy" (EurActiv, 2012). Research on gender equality in the Serbian Armed Forces has shown that women are a minority in

this organization and that the predominant belief is that a woman cannot be as good at performing military duties as a man (Bjeloš et al., 2012). Gender roles and the division of duties into 'male-only' and 'female-only' are present in the armed forces, so that women are predominantly employed in the so-called other services which include civilians in military service, medical staff, administrative staff, military police, full-time or part-time reservists, etc. In other words, according to the study *Gender and Security Sector Reform in Serbia*, "since the end of World War II, women's access to civilian jobs in the security sector has never been challenged, in contrast to their access to operational posts in traditional security institutions" (Stojanović & Quesada, 2010:16).

One of the ways to combat this kind of stereotypes is to introduce the gender perspective into the education system. The World Declaration on Higher Education for the Twenty-First Century requires eliminating all gender stereotyping and considering gender aspects in different disciplines (UNESCO, 1998). The Declaration further stipulates that gender studies be promoted "as a field of knowledge, strategic for the transformation of higher education and society" (UNESCO, 1998: 23). The Council of Europe Gender Equality Strategy 2014-2017 sets out five strategic objectives which can be attained by involving all social actors and institutions (CoE, 2014a), while the Report of the 2nd Conference of the Council of Europe National Focal Points on Gender Equality: *Combating Gender Stereotypes in and through Education* underscores the key role of the education system in achieving gender equality goals (CoE, 2014b). It also stresses that educational institutions can be a positive instrument for raising awareness, disseminating knowledge and providing a new model of behavior. This was ratified by other documents such as Recommendation Rec(2002)12 of the Committee of Ministers to member states on education for democratic citizenship (CoE, 2002)¹; Recommendation Rec(2003)3 of the Committee of Ministers to member states on balanced participation of women and men in political and public decision-making (CoE, 2003)²; Recommendation CM/Rec(2007)13

- 1 "education for democratic citizenship is a factor for social cohesion, mutual understanding, intercultural and inter-religious dialogue, and solidarity, that it contributes to promoting the principle of equality between men and women, and that it encourages the establishment of harmonious and peaceful relations within and among peoples, as well as the defence and development of democratic society and culture"; Council of Europe Committee of Ministers (2002). Recommendation Rec(2002)12 of the Committee of Ministers to member states on education for democratic citizenship <https://wcd.coe.int/ViewDoc.jsp?id=313139&Site=CM>
- 2 "incorporate into school curricula education and training activities aimed at sensitising young people about gender equality and preparing them for democratic citizenship". Coun-

of the Committee of Ministers to member states on gender mainstreaming in education (CoE, 2007)³, etc. The importance of educational institutions in achieving gender equality, especially in the security sector, was also recognized in national action plans for the implementation of the UN SC Resolution 1325. Certain countries such as Spain, Norway, Serbia, France, Ireland and Iceland have included their ministries in charge of education among the institutional mechanisms for the implementation of NAPs, while others have recognized the importance of research institutions in this process (Miller et al., 2014). The National Action Plan of the RS for the 2010-2015 period defines the role of the Ministry of Education and professional educational institutions in society in the implementation of the following activities:

- Conducting research projects whose purpose is to monitor and improve the implementation of the National Action Plan in practice and to inform the national and international professional public of the results of these projects.
- Creating equal opportunities in practice for the education, employment, career guidance and social care of women and men in the security sector, so that women could participate on an equal footing with men in creating and conducting security policies, national defense policies and human rights protection.
- Raising awareness of potential new conflicts and launching educational programs on the gender aspects of conflicts.
- Incorporating the subject matter of gender equality and the importance of equal opportunities for women to participate in making decisions about security and defense issues into compulsory education programs for public administration officials, particularly in the defense and security sectors.
- Incorporating the subject matter of the importance of equal participation of women in decision-making about security and defense issues into com-

cil of Europe Committee of Ministers (2003). Recommendation Rec(2003)3 of the Committee of Ministers to member states on balanced participation of women and men in political and public decision-making <https://wcd.coe.int/ViewDoc.jsp?id=2229>

- 3 “promote and encourage measures aimed specifically at implementing gender mainstreaming at all levels of the education system and in teacher education with a view to achieving de facto gender equality and improve the quality of education”; Council of Europe Committee of Ministers (2007). Recommendation CM/Rec(2007)13 of the Committee of Ministers to member states on gender mainstreaming in education <https://wcd.coe.int/ViewDoc.jsp?id=1194631&Site=CM>

pulsory education programs for public administration officials, particularly in the defense and security sectors.

- Introducing the subject matter of gender equality and gender-based violence at all levels of training, specialization and education in the security sector (NAP, 2010)

However, analyses of the gender dimension in higher education have shown that university programs are gender-insensitive in terms of both content and language. Research into the gender dimension in higher education material, conducted by the Center for Gender and Politics of the Faculty of Political Sciences of the University of Belgrade, led to the conclusion that educational programs and subject matter were “androcentric, anachronous and discriminatory and contribute to a stereotyping of gender roles” (Bačević et al., 2010: 8).

Bearing in mind that the Faculty of Security Studies of the University of Belgrade trains its students to perform a wide range of jobs in the security sector, the introduction of the subject matter at hand into this higher education institution is of particular importance, with special emphasis on raising awareness of potential new conflicts, gender-based violence, and equal opportunities for women to participate in making decisions about security and defense issues. In order to determine the extent to which this subject matter is currently being taught at the Faculty of Security Studies and at the same time to work toward the NAP goals, we have conducted a pilot study which, owing to its limited scope, focused on analyzing the undergraduate curriculum, course syllabuses and administrative forms, and polling the opinions of first- and second-year male and female students on gender equality. The research part of the study was based on the analysis of the undergraduate curriculum and first- and second-year course syllabuses at the Faculty of Security Studies as well as on a questionnaire completed by first- and second-year male and female students. The first two years of study were chosen because their curriculum is the same for all students, the courses taught are theoretical and applied and they are taken by the largest number of male and female students.

The main goals of the research are to identify the presence of gender equality issues in course syllabuses, teaching units and primary literature, to examine the opinions on gender equality of first- and second-year male and female undergraduate students of the Faculty of Security Studies, and to emphasize the need for this subject matter to be incorporated into the existing undergraduate curriculum at this higher education institution and for the Ministry of Education, Science and Technological Development of the Republic of Serbia to

assume a more active role in attaining the goals of the National Action Plan and achieving gender equality as an imperative of democratic societies.

Methodology

Given that the research includes an analysis of the teaching material used in the first two years of study at the Faculty of Security Studies as well as the opinions of male and female students on gender equality issues, it is divided into two parts.

In the first part of the research we carried out a quantitative analysis, which involved examining the frequency of the subject of gender equality in the curriculum, syllabuses and textbooks, and the issues of gender-sensitivity of the language of administration forms. The analysis included the teaching material used in the first two years of study since it is taught to a large number of male and female students. For the purposes of the research we analyzed the syllabuses of the following courses taught in the first two years of study: Basics of Security, Legal Aspects of Security, Conflict Theories, Introduction to Security Studies, National Security Systems, Civil Defense, Defense Management, Political System, and International Relations. A total of 12 units of teaching material – textbooks (primary and secondary literature) – were analyzed.

In the second part of the research we used a questionnaire to poll the views of male and female students. The starting point in the development of our questionnaire was the research of the Center for Political Studies and Public Opinion Research (Institute of Social Sciences) “Female and Male Citizens of Serbia on Gender Equality” (Bošković, 2010) and the research of the Psychology Department of the Faculty of Philosophy of the University of Zagreb “Perception, Experience and Views on Gender Discrimination in the Republic of Croatia” (Kamenov and Galić, 2011). We should also mention similar studies into gender equality conducted in the Republic of Serbia in the last ten years which have been helpful in designing, planning and conducting our research: (1) Analysis of the Gender Dimension in Higher Education Teaching Material (Center for Gender and Politics of the Faculty of Political Sciences, 2010), carried out in collaboration with United Nations Development Program and the Department of Gender Equality of the Ministry of Labor and Social Policy of the Republic of Serbia; (2) Mapping (Non)Discrimination Discourse in Military Education of the Republic of Serbia (Public Policy Research Center, 2013), conducted with the support of the Open Society Foundations and the

Geneva Center for the Democratic Control of Armed Forces; (3) (Post)secular Turn: Religious, Moral and Sociopolitical Values of the Student Population in Serbia (Center for Religious Studies of the Institute for Philosophy and Social Theory, 2013), conducted in collaboration with the Center for European Policy Studies (Brussels), Konrad Adenauer Foundation and with the support of the European Parliament. Other documents were also used as the basis for research design and analysis: reports on gender equality, normative-legal and strategic documents, and the National Action Plan for the implementation of Resolution 1325. The opinion poll of male and female students was carried out in May and June of 2015 at the Faculty of Security Studies.

Research results

1. *Curriculum, syllabus (courses included in the questionnaire), textbooks*

For research purposes the authors analyzed the undergraduate curriculum, the syllabuses of the selected courses, and compulsory literature used in the selected courses. The undergraduate curriculum of security studies covers four years of study, the first two of which have the same program for all students, whereas the curriculum for the third and fourth years is a combination of five courses taken by all students and four optional courses which the student chooses from an optional group of courses. Due to the fact that the curriculum is organized in this way, the analysis included only the courses taught in the first two years of study.

Curriculum

From the analysis of the undergraduate curriculum it is obvious that gender equality does not figure in any of the course names.⁴ Furthermore, in the description of the study goals and the professional competences acquired by students upon completion of undergraduate studies, there is no explicit mention of the gender dimension of the security sector at any level of analysis. The reasons are manifold. Bearing in mind the heritage of the Faculty of Security Studies from a period when it used to be the main source of qualified personnel for the

4 For more detail on the current curriculum, see: *Plan organizacije i izvođenja nastave u školskoj 2014/15. godini na osnovnim akademskim studijama* (October 2014) Belgrade: Faculty of Security Studies. Available at: <http://www.fb.bg.ac.rs/download/akreditacija/Realizacija/Realizacija%20nastave%20osnovne%20studije%202014-15.pdf> (accessed on August 29, 2015).

former system of total national defense and social self-protection (the Faculty of People's Defense), it was expected that its primary focus would remain on traditional, state security actors (the armed forces, the police), which meant that the actors who had in the meantime proved to be equally important for security (private security, corporate security, civil society organizations, etc.) were pushed into the background. The Faculty has since recognized the broadened and deepened notion of security in contemporary theories and has, after the changes made to the curriculum and syllabuses in 2001, and particularly in 2003, introduced courses that deal with the dimensions of security studies previously unfamiliar in this country, such as human security. In keeping with this concept, issues of gender in security were studied, among other things, at the Department of Human and Social Resources Management Studies, both as part of primary and secondary literature and student coursework (seminar papers, essays). However, the study of these thematic units was limited to third- and fourth-year students of that department, which was one of the four available, so that a vast majority of undergraduate students were denied the opportunity to study this subject matter. These two reasons were crucial to the fact that despite being incorporated into modern curriculums and syllabuses from the very beginning, gender issues in the security sector have stayed under the radar of most students of the Faculty of Security Studies for the last 10-15 years.

Course syllabuses

For research purposes we analyzed the syllabuses of the following courses taught in the first two years of study: Basics of Security, Legal Aspects of Security, Conflict Theories, Introduction to Security Studies, National Security Systems, Civil Defense, Defense Management, Political System, and International Relations. These are theoretical-methodological (5), scientific-applied (2) and academic-general (2) courses, which, directly or indirectly, familiarize students with the basic notions necessary for knowing and understanding the dynamics of the security sector in the contemporary environment and current political situation.

The analysis of the syllabuses of the selected courses revealed that the majority of them do not feature teaching units about the gender dimension of security. The only course that deals with this issue is Security Studies: An Introduction, whose fourth teaching unit *Theoretical Approaches* covers the thematic section *Feminist Approaches to Security*. While the course Security Studies: An Introduction was introduced in the previous academic year of 2014/15, this represents the first major step toward incorporating the gender dimension of

security into the curriculum of the Faculty of Security Studies. This fact is particularly important if we bear in mind that it is an academic–general course and that it is taught in the first year of study.

Table 1: Analyzed courses

No.	Name of course	Type of course	Year of studies
1.	Basics of Security	Theoretical–methodological	First
2.	Legal Aspects of Security	Academic–general	First
3.	Conflict Theories	Theoretical–methodological	First
4.	Security Studies: An Introduction	Academic–general	First
5.	National Security Systems	Theoretical–methodological	Second
6.	Civil Defense	Theoretical–methodological	Second
7.	Defense Management	Theoretical–methodological	Second
8.	Political System	Scientific–applied	Second
9.	International Relations	Scientific–applied	Second

The selected courses generally use one compulsory textbook, while only a few courses use secondary literature as well. Most compulsory textbooks (six out of nine, i.e. two thirds) have been published in the last five years, an encouraging fact that suggests their contents is up to date. However, an analysis of these textbooks' contents revealed that most of them do not feature any thematic sections concerning the gender dimension of security. The only exception is the course *Security Studies: An Introduction*, which covers the thematic section *Feminist Approaches to Security* in all three of its sources (compulsory textbook and two secondary sources):

1. The textbook *International Security: Theories, Sectors and Levels* (Ejdus, 2012), in Chapter 4: *Alternative Approaches in Security Studies*, includes the theme *Feminist Approaches* (2012: 97-98);
2. The collection of papers *Security Studies: An Introduction* (Williams, 2012), in the first part: *Theoretical Approaches*, includes the thematic section *Feminist Perspectives* by Sandra Whitworth (Vitvort, 2012: 161-175); and

3. The collection of papers *International Security: Theoretical Approaches* (Lipovac, Živojinović: 2014), in the chapter Alternative Theoretical Approaches, includes the thematic section The Feminist Security Theory by Vesna Jarić (Jarić, 2014: 293-313).

Table 2: Analyzed literature

No.	Name of course	Literature
1.	Basics of Security	Stajić, Lj. (2011). <i>The Basics of Security Systems with the Bases of Research into Security Phenomena</i> . Novi Sad: Faculty of Law.
2.	Legal Aspects of Security	Mitrović, D. (2012). <i>An Introduction to Law</i> . Belgrade: Faculty of Law.
3.	Conflict Theories	Milašinović, R., Milašinović, S. and Putnik, N. (2012). <i>Conflict Theories</i> . Belgrade: Faculty of Security Studies.
4.	Security Studies: An Introduction	Lipovac, M. and Živojinović, D. (ed.) (2014). <i>International Security: Theoretical Approaches</i> . Belgrade: Security Innovation Center of the Faculty of Security Studies and Academic Book Williams, P. (ed.) (2012). <i>Security Studies: An Introduction</i> . Belgrade: Faculty of Security Studies and The Official Gazette. Ejdus, F. (2012). <i>International Security: Theories, Sectors and Levels</i> . Belgrade: The Official Gazette.
5.	National Security Systems	Keković, Z. (2014). <i>Security Systems</i> . Belgrade: Faculty of Security Studies.
6.	Civil Defense	Jakovljević, V. (2006). <i>Civil Defense</i> . Belgrade: Faculty of Security Studies. Gačić, J. (2008). <i>Civil Emergency Planning</i> . Belgrade: Faculty of Security Studies.
7.	Defense Management	Mišović, S. (2013). <i>Defense Management</i> . Belgrade: Faculty of Security Studies.
8.	Political System	Ivaniš, Ž., Mladenović, M. and Dragišić, Z. (2005). <i>The Political System</i> . Belgrade: Faculty of Civil Defense.
9.	International Relations	Dimitrijević, V. and Stojanović, R. (1996). <i>International Relations</i> . Belgrade: The Official Gazette of the FRY.

While it may seem at first glance that these chapters only deal with theoretical discourses, further analysis of their content reveals that this is not the case. The compulsory textbook, in addition to stating all the dominant approaches within the feminist school, also mentions the UN SC Resolution 1325. In her paper

on feminist approaches, Sandra Whitworth also analyzes the manifestations of gender relations of power on three examples: “the impacts of armed conflict, action and activism, and talking and making weapons and war” (Vitvort, 2012:161-175). In her paper, Vesna Jarić also addresses the “transformative potential of the feminist security theory” (Jarić, 2014:307-309), stating all the relevant international law sources: Resolution 1325, resolutions 1820, 1888, 1889, and the UN General Assembly’s Convention on the Elimination of All Forms of Discrimination against Women.

Teaching classes – pre-exam coursework

In addition to the usual teaching forms, i.e. lectures and practical classes based on course syllabuses and textbook contents, professors and assistants in certain courses guide students, as part of their instructional seminar paper and essay writing classes, toward topics outside the scope of the syllabus yet still connected to its thematic sections. For example, coursework in National Security Systems and Defense Management, taught in the second year, includes writing compulsory and optional seminar papers and essays on set or chosen topics concerning gender in security. In National Security Systems, one of the ten essay topics for the academic year of 2014/15 was *Gender Equality in the Security System of the Republic of Serbia*, with 20 students choosing to write on the topic. In Defense Management, as part of the optional pre-exam coursework of writing seminar papers, students wrote on the topic of *Gender Equality in the Defense Management of the Republic of Serbia*.

Analysis of administration forms

Besides the aforementioned analyses, we have also analyzed administration forms such as exam registration forms, examination reports, applications, requests, proposals, and other forms. This analysis included the following nine forms used at all levels of study at the Faculty of Security Studies: exam registration form for PhD students, report of the defense of a PhD student’s research study, report of the final examination in PhD studies at the Faculty of Security Studies, degree examination application form, request for the issuing of a certificate of exams passed, student’s proposal for the theme of graduation thesis and mentor’s proposal, exam registration form (for all years of study), statistical report on student enrolment, semestral transcript. It was established that none of these forms uses gender-sensitive language. In other words, all the terms and expressions are masculine nouns (student, candidate, mentor).

2. Opinions of male and female students on gender equality

In addition to the analysis of the undergraduate curriculum and course syllabuses, we have also polled the opinions of first- and second-year male and female students of the Faculty of Security Studies. The research tool used in this part of the paper was the questionnaire. The sample included 304 male and female students of the Faculty of Security Studies or 27.31% of the total number of first- and second-year male and female students of the Faculty of Security Studies. It is safe to say that this sample is representative, seeing as it included almost 30% of the target population. Out of the total number of respondents (304), 67.9% of them were female and 32.1% were male.

Table 3: Breakdown of respondents by gender and year of study

Percent	Percent	Percent	Valid Percent
<i>Gender</i>			
Male	96	31.6	32.1
Female	203	66.8	67.9
Total	304	100.0	100.0
<i>Education</i>			
First year	123	40.5	40.5
Second year	181	59.5	59.5
Total	304	100.0	100.0

The results reveal an uneven gender structure of respondents, which coincides with the gender structure of first- and second-year male and female students of the Faculty of Security Studies (Table 4), but also with the gender structure at all levels of undergraduate studies, since out of the 2,604 students currently studying at the Faculty 62.75% are female (see Table 5).

Table 4: Breakdown of first- and second-year male and female students of the Faculty of Security Studies

Year of study	Female	Male	Total
First	301	162	463
Second	425	225	650
Total	726 (65.23%)	387 (34.77%)	1113

Table 5: Breakdown of undergraduate male and female students of the Faculty of Security Studies

Year of study	Female	Male	Total
First	301	162	463
Second	425	225	650
Third	332	176	508
Fourth	229	144	373
Undergraduate ABD	347	263	610
<i>Total</i>	1.634 (62.75%)	970 (37.25%)	2.604

In the following section we will present some of the research results related to male and female students' knowledge about gender equality and stereotypes and to their opinions on the necessity for introducing such subject matter into the curriculum and syllabuses.

Research results

The analysis of the curriculum and textbooks revealed an absence of this subject matter at the Faculty of Security Studies, so we set out to analyze the first- and second-year male and female students' knowledge about and opinions on gender equality. We endeavored, first and foremost, to determine what the term gender equality meant to the respondents. In this research, we selected eight statements about gender equality from different sources, mainly from previous studies.

The question "What does the term gender equality mean to you?" was supplied with nine answers from which a respondent could choose a maximum of three answers. The respondents mostly chose the following answers: equal opportunities for all regardless of gender, equal representation of both genders in executive positions, and equal economic power of both genders.

When asked "Where have you received the most information about gender equality?", the majority of respondents replied that they had learned the most about gender equality in school/at university (48.7%), in the family (39.1%) and in the media (8.2%). Bearing in mind that the analysis of the curriculum and syllabuses of the selected courses showed that most syllabuses lacked a teaching unit concerning the gender dimension of security, one might wonder how is it that the majority of respondents have received the most information on gender equality precisely at the Faculty. Namely, besides the usual teaching forms, i.e. lectures and practical classes based on course syllabuses and textbook

contents, professors and assistants in certain courses guide students, as part of their instructional seminar paper and essay writing classes, toward topics outside the scope of the syllabus yet still connected to its thematic sections. For example, coursework in National Security Systems and Defense Management, taught in the second year, includes writing compulsory and optional seminar papers and essays on set or chosen topics concerning gender in security. In National Security Systems, one of the ten essay topics for the academic year of 2014/15 was *Gender Equality in the Security System of the Republic of Serbia*, with 20 students choosing to write on the topic. We should also mention that in 2015 the Faculty of Security Studies hosted a lecture on gender-based violence in armed conflicts, organized as part of regular activities of one of its research centers, the Human Security Research Center.

Next, we examined how familiar male and female students of the Faculty of Security Studies were with the institutional and legal framework for achieving gender equality and with the institutions for the safeguarding of equality. In this part of the research we selected nine statements, some of which were formulated on the basis of previous research. Three options were offered: true, false, and undecided. Here we will present only a segment of research results, which refer to the questions of whether gender equality is regulated by the Constitution of the Republic of Serbia; whether Serbia has a NAP for the implementation of Resolution 1325; and, whether there are any institutions for the safeguarding of equality in Serbia.

The breakdown of answers to the question of whether gender equality in Serbia is regulated by the Constitution and law is shown in Table 6.

Table 6: "Gender equality in Serbia is regulated by the Constitution and law"

Option	Frequency	Percent	Valid Percent
True	181	59.5	59.9
False	17	5.6	5.6
Undecided	104	34.2	34.4
<i>Total</i>	302	99.3	100.0

A large number of respondents (59.5%) answered the question affirmatively, but there was a significant number of respondents (34.2%) who did not know whether gender equality was constitutionally and legally regulated in Serbia.

Since the National Action Plan for the implementation of Resolution 1325 is vital for achieving gender equality in the security system and seeing as we analyzed the NAP goals concerning the role of the ministry in charge of education, we examined whether male and female students of the Faculty of Security Studies were aware that such a document existed.

Table 7: “Serbia has a National Action Plan for the implementation of UN SC Resolution 1325”

Option	Frequency	Percent	Valid Percent
True	122	40.1	40.9
False	17	5.6	5.7
Undecided	159	52.3	53.4
<i>Total</i>	298	98.0	100.0

From the breakdown of answers in Table 7 it can be concluded that the most dominant opinion was ‘undecided’ (52.3%), suggesting that the majority of respondents were unfamiliar with the existence of the NAP for the implementation of Resolution 1325. A similar breakdown of answers was obtained for the question about the existence of institutions for the safeguarding of gender equality. The breakdown of these answers is shown in Table 8.

Table 8: “Serbia has institutions for the safeguarding of gender equality”

Option	Frequency	Percent	Valid Percent
True	99	32.6	33.4
False	44	14.5	14.9
Undecided	153	50.3	51.7
<i>Total</i>	296	97.4	100.0

Table 8 shows the answers to the question about the existence of institutions for the safeguarding of equality in Serbia, according to which the majority of respondents (50.3%) do not know whether there are such institutions in Serbia. At the same time, there are noticeably fewer affirmative answers compared to the previous questions (32.6% of respondents answered ‘true’), and more negative answers (14.5% of respondents believe the fact that there are such institutions in Serbia to be false).

A special group of questions was formulated in order to examine gender-based stereotypes. In this part of the research we selected twelve statements/stereotypes about gender equality, mostly from previous research. Five options were offered: two for agreement and two for disagreement, while the fifth was for the undecided.

The statement “A woman is not fully accomplished unless she is a mother” was taken from a research carried out by the Center for Political Studies and Public Opinion Research (Institute of Social Sciences), entitled “Female and Male Citizens of Serbia on Gender Equality”, which showed that most respondents considered motherhood a prerequisite for a woman to be fully accomplished (Bošković, 2010: 43). Similar results were obtained in our opinion poll of male and female students, which revealed that over 52% of respondents completely or mostly agreed with this statement (Table 9).

Table 9: “A woman is not fully accomplished unless she is a mother”

Option	Frequency	Percent	Valid Percent
Completely agree	70	23.0	23.6
Mostly agree	98	32.2	33.0
Undecided	22	7.2	7.4
Mostly disagree	59	19.4	19.9
Completely disagree	48	15.8	16.2
<i>Total</i>	297	97.7	100.0

The most prevalent gender equality stereotypes in the sphere of security and political decision-making are that as a rule men are better political leaders than women and that women should not pursue military careers as they are physically inferior. Ann Tickner (1992) claims that we are “socialized into believing that war and power politics are spheres of activity with which men have a special affinity” and that “the world of international politics is a masculine domain”, while the roles traditionally attributed to women are those connected with reproduction, homemaking and, often, economy. Therefore, in this part we tested, among other things, the following statements: “As a rule men are better political leaders than women”; “Women should not work in the security sector”.

Table 10: “As a rule men are better political leaders than women”

Option	Frequency	Percent	Valid Percent
Completely agree	18	5.9	6.0
Mostly agree	58	19.1	19.4
Undecided	32	10.5	10.7
Mostly disagree	70	23.0	23.4
Completely disagree	121	39.8	40.5
<i>Total</i>	299	98.4	100.0

It is clear from the breakdown of answers that there is disagreement with the said statement. Namely, the majority of respondents do not believe that men are better political leaders than women. A similar breakdown of answers was obtained for the statement that women should not work in the security sector, with over 70% of respondents expressing disagreement with such a statement (Table 11). Such a breakdown was to be expected since the questionnaire had been completed by more female than male students.

Table 11: “Women should not work in the security sector”

Option	Frequency	Percent	Valid Percent
Completely agree	21	6.9	7.2
Mostly agree	32	10.5	11.0
Undecided	21	6.9	7.2
Mostly disagree	48	15.8	16.5
Completely disagree	169	55.6	58.1
<i>Total</i>	291	95.7	100.0

Table 12: “Gender equality issues are sufficiently represented in course syllabuses and textbooks at the Faculty of Security Studies”

Option	Frequency	Percent	Valid Percent
Yes	116	38.2	44.4
No	93	30.6	35.6
Undecided	51	16.8	19.5
<i>Total</i>	261	85.9	100.0

A special group of questions was formulated in order to examine student opinion on whether gender equality issues were sufficiently represented in course syllabuses and textbooks at the Faculty of Security Studies (Table 12).

It is clear from the breakdown of answers that 30.6% of respondents do not believe that this subject matter is sufficiently represented in course syllabuses and textbooks, while 16.8% of respondents are undecided. At the same time, male and female students were asked "What should be done in order to increase the representation of gender equality issues in education?" Seven answers were offered, from which a respondent could choose a maximum of three answers. Male and female students felt that it was necessary to: change the curriculum and introduce special courses (33%), organize both courses and workshops for students (26.7%), and train teachers in gender equality issues (19.7%).

Conclusion

The gender equality issue is a basic human rights issue, the achievement of which is an imperative of democratic societies. However, numerous studies have shown that the basic obstacles to achieving gender equality are gender-based stereotypes, gender roles, and the division of jobs into 'male only' and 'female only'. Educational institutions have been identified as one of the most important instruments in battling gender stereotypes and achieving gender equality, which has been ratified by many international documents. The significance of educational institutions in achieving gender equality has also been recognized in national action plans for the implementation of UN SC Resolution 1325. In 2010 the Republic of Serbia adopted its National Action Plan (NAP) for the implementation of Resolution 1325, which defined among other things the activities of the ministry in charge of education. The activities relevant to this paper include raising awareness of potential conflicts, launching educational programs about gender aspects of conflicts, and introducing the subject matter of gender equality and gender-based violence at all levels of education and specialization in the security sector. Given that the Faculty of Security Studies of the University of Belgrade trains its students to perform a wide range of jobs in the security sector, we deemed it important to analyze the current representation of said contents in the undergraduate curriculum and course syllabuses at the Faculty of Security Studies and to poll the opinions of first- and second-year male and female students on gender equality.

Having analyzed the undergraduate curriculum, we established that gender equality does not figure in any of the course names and that in the description of the study goals and the professional competences acquired by students upon completion of undergraduate studies there is no explicit mention of the gender dimension of the security sector at any level of analysis. The analysis of the syllabuses and textbooks of selected courses revealed that the majority of them do not feature teaching units about the gender dimension of security and that most textbooks analyzed do not feature any thematic sections concerning the gender dimension of security. The only course that deals with this subject matter is Security Studies: An Introduction, whose fourth teaching unit *Theoretical Approaches* covers the thematic section *Feminist Approaches to Security*. An additional analysis of administration forms revealed that they do not employ gender-sensitive language. In the second part of the research, we used questionnaire to poll opinions of male and female students on gender equality. The results of this segment of the research showed us that most respondents were not familiar with the institutional and normative framework for achieving gender equality in the Republic of Serbia and that certain stereotypes were prevalent, e.g. that a woman is not fully accomplished unless she is a mother. On the other hand, the respondents recognized the need for introducing the gender equality issue into syllabuses and textbooks, as well as for organizing student courses and workshops and teacher training in gender equality.

On the strength of the results of our pilot-study, we believe that it is vital to incorporate gender equality subject matter into the existing undergraduate curriculum of the Faculty of Security Studies, especially subject matter related to raising awareness of potential new conflicts, gender-based violence, and equal opportunities for women to participate in making decisions on security and defense issues. For the purposes of training male and female students to perform jobs in the security and defense system and better participate in civil society, textbooks must also contain references to gender-related literature, draw on the numerous recent papers written by members of national and international academia that deal with gender issues in all areas of social sciences and humanities, and finally, incorporate the results of national and international studies on gender equality. This is particularly important if we bear in mind the fact that, because this is a dynamic field, new spaces for the implementation of gender equality are constantly opening up. So, for example, while the focus in Serbia is on the role and position of women in the armed forces and the police, developed societies have already raised the gender equality issue in other segments of the

security sector – firefighting and rescue services, intelligence services, private security companies, etc.

At the same time, it is crucial that textbooks and other materials be written in a gender-sensitive language. As well as introducing these contents into the curriculum and syllabuses at the Faculty of Security Studies, it is equally necessary for the Ministry of Education, Science and Technological Development of the Republic of Serbia to assume a more active role in attaining the goals of the National Action Plan and achieving gender equality as an imperative of democratic societies.

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