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**ACHIEVING GENDER EQUALITY  
AT THE UNIVERSITY OF BELGRADE  
FACULTY OF LAW:  
RESEARCH AND POLICY STUDY**



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UNIVERSITY OF BELGRADE – FACULTY OF LAW





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# CONTENT

FOREWORD .....	7
DRAFT ACTION PLAN FOR ACHIEVING GENDER EQUALITY AT THE UNIVERSITY OF BELGRADE FACULTY OF LAW .....	13
1. Introduction .....	13
2. Key international and European standards for achieving gender equality in the field of education .....	17
3. The Normative and strategic framework in the Republic of Serbia .....	20
4. The necessity of two-way reforms in higher education .....	22
5. PURPOSE and goals of the action plan for achieving gender equality at the University of Belgrade Faculty of Law . . . .	24
5.1. General considerations .....	24
5.2. Mapping the state of affairs .....	25
5.2.1. Autonomous sources of law of importance for the establishment of gender equality at the University of Belgrade Faculty of Law .....	25
5.2.2. Empirical Research .....	31
5.2.2.1. Aim and Description of the Research .....	31
5.2.2.2. Desk analysis – Statistical indicators of gender (im)balance at the University of Belgrade Faculty of Law .....	32
5.2.2.2.1. Collected data and interpretation .....	32
5.2.2.3. Investigating the views on gender equality of the academic staff of the University of Belgrade Faculty of Law .....	40
5.2.2.3.1. The subject-matter and aim of the investigation .....	40
5.2.2.3.2. Research methodology .....	40
5.2.2.3.3. The text of the Questionnaire .....	41
5.2.2.3.4. Results and interpretation .....	44
5.2.2.3.5. Concluding remarks .....	66
6. Draft gender action plan .....	71
6.1. Strategic and specific (regulatory and operational) goals .....	71
6.2. Tabular part of the Draft Gender Action Plan .....	72
Reference list .....	88
List of sources of law and strategic documents .....	89
1. Instruments of United Nations and specialized agencies .....	89
2. Council of Europe instruments .....	89
3. European Union instruments .....	89
4. Heteronomous sources of law of the Republic of Serbia .....	89
5. Documents of the University of Belgrade .....	90
6. Documents of the University of Belgrade Faculty of Law .....	90
7. Action plans for achieving (gender) equality at universities abroad .....	90

8. Regulations and strategies for prevention and protection against sexual harassment of employees and students at universities abroad.....	91
ANNEX I	
Regulation on the Prevention of and Protection Against Sexual harassment at the University of Belgrade Faculty of Law.....	93
ANNEX II	
STATISTICALLY SIGNIFICANT RESULTS OF INVESTIGATING THE STATEMENTS ON GENDER EQUALITY OF THE ACADEMIC STAFF OF THE UNIVERSITY OF BELGRADE FACULTY OF LAW (Tables of SPSS analysis with statistically significant differences).....	101
1. GENDER-BASED VARIATION.....	101
2. AGE-BASED VARIATION.....	105
3. DEGREE-BASED VARIATION.....	115
4. TITLE-BASED VARIATION.....	120



## FOREWORD

The research and policy study *Achieving Gender Equality at the University of Belgrade Faculty of Law* is the result of the continuous systemic work of the research team of the Centre for Human Rights at the University of Belgrade Faculty of Law on the document titled Draft Action Plan for Achieving Gender Equality at the University of Belgrade Faculty of Law. The main aim is for this document to first be officially approved by the University of Belgrade Faculty of Law administration and then to be applied for the continuous and systematic promotion of the gender equality and its implementation at the Faculty.

On the other hand, this publication aims to announce to the university public, as well as to the general public, the pioneering effort of the University of Belgrade Faculty of Law promoting gender equality in higher education in Serbia. Since the research team wants to present its undertaking not only to the domestic but also to the international scene, the publication contains an English version of the text. The bilingual character of this publication is aimed at providing wider accessibility to the results, hoping to serve as the inspiration or model for other educational institutions.

The study is the result of several years of research of the gender perspective in the legal and higher education, which started with the organizing of the international conference Gender Mainstreaming in Higher Education: International Good Practices and Local Contexts, which was held on 20 October 2017 at the University of Belgrade Faculty of Law. The conference was organized by the Centre for Human Rights at the University of Belgrade Faculty of Law, with support from the Organization for Security and Co-operation in Europe (OSCE) Mission to Serbia, and the participation of distinguished authors from Germany, Sweden, Finland, Holland, the Czech Republic, and Serbia. The conference also included a roundtable devoted with the topic ‘Towards all-encompassing solutions for introducing gender perspective into policies of higher education’, and the highest representatives of educational institutions, governmental bodies, independent control institutions in Serbia, as well as

representatives of the domestic and foreign institutions involved in the process of Serbia’s accession to the European Union, pointed out the practical achievements and visions of gender equality policies in the scopes of their competences. The primary goal of this roundtable was to develop discussion and exchange ideas in a way that would be productive and cumulative for further strategic steps in the sphere of gender sensitisation of the higher education. In addition, the presentations from the conference were later published in the book *Gender Equality in Higher Education: Concepts, Practices and Challenges* (Dragica Vujadinović, Zorana Antonijević (eds.), Akademaska knjiga, Novi Sad, 2019).

The cooperation between the University of Belgrade Faculty of Law and the OSCE Mission to Serbia in the field of gender equality continued in the drafting of the first gender action plan (GAP) for achieving gender equality in higher education in Serbia, to be created for the University of Belgrade Faculty of Law. The Faculty of Law administration supported the mentioned cooperation and supported plans for creating the Draft Action Plan. Work on the Draft Action Plan for Achieving Gender Equality at the University of Belgrade Faculty of Law started in 2018, when the task to create this document was delegated to the research team of the Centre for Human Rights, consisting of the University of Belgrade Faculty of Law professors – Prof. Dr. Dragica Vujadinović, Prof. Dr. Ljubinka Kovačević, and Prof. Dr. Tanasije Marinković. The members of this research team started collecting and analysing statistical data of relevance for the implementation of the gender equality principles at the University of Belgrade Faculty of Law. The data was related to the gender structure of the students who enrolled and graduated from undergraduate and other studies at the Faculty, to the gender structure of the employees and participants in the competitions for promotion to higher academic rank, average period of keeping on the same professional rank and the differences between men and women in this regard, then to the gender pay gap, and gender structure of the Faculty administration. Furthermore, the empirical

survey included also the analysis of data collected on the basis of the questionnaire about the value statements of the Faculty academic staff, as well as their assessment of the state of affairs and understanding of different aspects of gender equality.

The members of the research team also scrutinized and critically investigated the applicable sources of international and domestic law, and studied a large number of gender action plans and strategies for achieving gender equality at universities abroad, as well as their regulations and strategies for preventing and protection against sexual harassment of students and employees. Based on these insights, the members of the research team elaborated the Draft Action Plan for Achieving Gender Equality at the University of Belgrade Faculty of Law, with proposed measure related to: 1) legal and institutional-organizational framework: establishing a Faculty Commissioner for Equality and confidential counsellors; analysis and critical reassessment and amendment of general acts of the University of Belgrade Faculty of Law with the aim of creating conditions for achieving gender equality; gender balance in hiring academic staff; improving the protection against discrimination of the persons who conduct expert, administrative and technical jobs; creating of conditions for efficient reconciliation of employees' professional and family duties; support for students with family duties; 2) educational framework: introducing obligatory instruction on the principles and values of gender equality and the struggle against discrimination and sexual harassment; reassessment of the study programmes, syllabi and textbooks for particular courses from the gender perspective; 3) cultural framework: investigating the scale of gender-based stereotypes and prejudices (scale of sexism), and the elements of the patriarchal matrix; struggle against particular forms of sexual and other harassment of students and employees.

The research team presented the Draft Action Plan for Achieving Gender Equality at the University of Belgrade Faculty of Law at the roundtable held at the University of Belgrade Faculty of Law on 17 December 2018. The welcome speeches by Prof. Dr. Zoran Mirković, Dean of the University of Belgrade Faculty of Law, Prof. Dr. Ivanka Popović, Rector of the University of Belgrade, John Clayton, Chief of the OSCE Mission to Serbia Democratization Department, Prof. Dr. Ivana Krstić, Head of Institute for Legal and Social Sciences and the Centre for Human Rights at the University of Belgrade Fac-

ulty of Law, and Prof. Dr. Zorana Mihajlović, Deputy Prime Minister of Serbia and the Chair of the Coordination Body for Gender Equality. During the discussion, the fruitful comments about the Draft Action Plan for Achieving Gender Equality at the University of Belgrade Faculty of Law were presented by Rector Prof. Dr. Ivanka Popović, Deputy Prime Minister Prof. Dr. Zorana Mihajlović, Commissioner for the Protection of Equality Brankica Janković, Assistant Minister for Higher Education with the Ministry of Education, Science and Technological Development Doc. Dr. Bojan Tubić, University of Belgrade Faculty of Law professors Dr. Dejan Popović and Dr. Vladimir Pavić, University of Belgrade Faculty of Political Sciences professor Dr. Daša Duhaček, University of Belgrade Faculty of Philology professor Dr. Jelena Filipović, University of Belgrade Faculty of Security Studies professor Dr. Vanja Rokvić, Institute of Social Sciences researcher Dr. Zorica Mršević, Tanja Ignjatović from the Autonomous Women's Centre, teaching assistant Stefan Dušanić, and the students of the University of Belgrade Faculty of Law. The moderator of the roundtable was Prof. Dr. Dragica Vujadinović.

In addition to the suggestions and proposals presented at this roundtable, a contributing factor to the further advancement of the Draft Action Plan for Achieving Gender Equality at the University of Belgrade Faculty of Law was the study visit to universities in Berlin by University of Belgrade Faculty of Law professors Dr. Dragica Vujadinović, Dr. Ivana Krstić and Dr. Ljubinka Kovačević, the aim of which was to exchange experiences related to achieving gender equality in legal education. The visit was organized with support from the OSCE Mission to Serbia, and the representatives of this institution, Zorana Antonijević and James Stockstill, took part in the visit to the Humboldt University of Berlin and Freie Universität Berlin. At the Humboldt University Faculty of Law, the delegation was hosted by Dr. Susanne Baer, professor and Justice of the Federal Constitutional Court of Germany, and professor Dr. Ulrike Lembke. The topic of the discussion were the main challenges and key problems that arise when introducing gender sensitive content into legal education, as well as the methods of teaching gender equality to students. In the follow up of the study visit, there was organized the meeting with the representatives of the Margherita von Brentano Centre for Gender Studies at Freie Universität Berlin Prof. Dr. Martin Lücke, the head of the Centre, and Dr. Heike Pantelmann, the

representative of the Freie Universität Berlin in Arbeitsgemeinschaft der Frauen- und Geschlechterforschungseinrichtungen Berliner Hochschulen, a working group of the centres for women's and gender studies at higher education institutions in Berlin. The conversation was devoted to legal and non-legal measures of importance for achieving gender equality and for prevention of sexual harassment at higher education institutions. This was especially relevant for our female professors, since they have been involved—together with professors Dr. Tanasije Marinković and Dr. Marko Davinić—in creating the Draft Regulation on the Prevention of and Protection from Sexual Harassment at the University of Belgrade Faculty of Law (which included in this publication in the annexes). The study trip was concluded with a meeting at the Rectorate of the Freie Universität Berlin, with Prof. Dr. Herbert Grieshop, director of the Office for International Affairs at the Freie Universität Berlin, Prof. Dr. Mechthild Koreuber, the Chief Gender Equality Officer at Freie Universität Berlin, her deputy Wendy Stollberg, and Professor of Criminal Law and Criminology Dr. Kirstin Drenkhahn. The discussion covered the efficiency of the measures for achieving gender equality among the employees of the universities, as well as the measures for prevention of and protection against discrimination based on sex/gender and sexual harassment in higher education.

These activities, as well as numerous discussions with colleagues in Serbia, contributed greatly to further improvements of the Draft Action Plan for Achieving Gender Equality at the University of Belgrade Faculty of Law, and insofar as the research team owes a debt of gratitude to all their colleagues for their assistance and support during the realization of all phases of this undertaking, and especially to the reviewers of this book – *Achieving of Gender Equality at the Faculty of Law University of Belgrade: Research and Policy Study* – Prof. Dr. Nevena Petrušić, from the University of Niš Faculty of Law, and Prof. Dr. Marijana Pajvančić from the University of Novi Sad Faculty of Law, as well as to Tanja Ignjatović from the Autonomous Women Centre, and to our dear and greatly-respected recently-deceased friend and colleague Dr. Marina Blagojević Hughson, from the Institute for Sociological and Criminological Research, all of whom have significantly contributed to the quality of the book and the draft GAP through their competent and benevolent suggestions and critical remarks.

The members of the research team are especially pleased by the fact that in the meantime some important measures proposed in the draft GAP have already been enacted, even though this document has not been formally adopted yet. This is especially true of the fact that the University of Belgrade Faculty of Law received a grant from the European Commission for implementing the international project for creating Law and Gender Master study programme, with the project title New Quality in Education for Gender Equality – Strategic Partnership for the Development of Master's Study Programme LAW AND GENDER (LAWGEM). The coordinator of the project is the University of Belgrade, and the head coordinator is Prof. Dr. Dragica Vujadinović. Besides the University of Belgrade, members of the consortium which is responsible for implementing the project are the LUMSA University Department of Law, Palermo, Italy; Örebro University School of Law, Psychology and Social Work, Sweden; Europa-Institut at the University of Saarland Faculty of Law, Germany; and the University of Cadiz, Spain. More than thirty professors and assistants from the University of Belgrade Faculty of Law took part in the implementation of this project, while the whole LAWGEM research team consisted of more than ninety researchers from five universities in five countries. The crucial intellectual output of the project has been the creation of the Law and Gender study programme of Master academic studies, which will be devoted to achieving gender competent and gender sensitive knowledge in the most important legal and non-legal scientific disciplines. The plan is for this master's programme curriculum to be accredited by four of the five Consortium members, while another crucial intellectual output is related to publishing a textbook, with chapters covering all mandatory and optional courses of this study programme. The third intellectual output will be the forming of the Legal Clinic for Gender Equality, and another one is related to creating the lifelong learning platform for education about gender equality, and the final one is the creation of an empirical survey tool, including desk research and a questionnaire, which will cover different issues related to the institutional, educational, and cultural frameworks of the academic community, with an aim of providing an adequate basis for empirical surveying of the views of the academic staff regarding gender equality issues in the case of all the Consortium members, and subsequently for comparative analysis of the obtained results.

The online conference Gender Competent Legal Knowledge was organized with the support of the OSCE Mission to Serbia, with prestigious keynote speakers and more than 100 researchers from many European countries taking part in the conference. Prof. Dr. Ivanka Popović, the Rector of the University of Belgrade, opened the gathering, and the first speaker was Dr. Susanne Baer, professor at the Humboldt University Faculty of Law Professor and Justice of the German Federal Constitutional Court. The title of her presentation was 'Gender and Law: Concepts – Controversies – Changes'. The next key note speaker was Dr. Nicola Lacey, Professor of Law, Gender and Social Policy at the London School of Economics, whose presentation was *Gender and Crime: Women and Responsibility*. Dr. Rosemary Hunter, Professor of Law and Socio-Legal Studies at the University of Kent, presented the topic of family law and gender equality. During the second part of the conference the presentations were devoted to feminist judging and feminist judgements. Dr. Silvia Suteu, Lecturer in Public Law at the University College London Faculty of Laws, presented the topic Feminist Judgements, and Dr. Ivana Jelić, Professor of the University of Montenegro Faculty of Law and Justice of the European Court of Human Rights, spoke about the ECtHR case law relevant for feminist justice.

Finally, the University of Belgrade Faculty of Law Centre for Human Rights has announced, in the cooperation with OSCE Mission to Serbia and in accordance with the proposed aims and measures of the Draft Action Plan for Achieving Gender Equality at the University of Belgrade Faculty of Law, the call for the best student paper, to be awarded in honour of Marina Blagojević Hughson, on the general topic 'Impact of the COVID-19 pandemic on gender equality'. The topic was selected bearing in mind the idea that the pandemics has caused different consequences for men and women and that the strategic measures should take this fact into consideration, with an aim of mitigating and suppressing these inequalities. Consequently, the students of all study programmes of the University of Belgrade Faculty of Law are invited to write a paper on this topic, which will significantly contribute to the proper and complete understanding of gender equality in the field of law, especially during the state of emergency.

The mentioned set of measures has been completed in a nice way by the volume *Gender Perspective in Law*, edited by Prof. Dr. Dragica Vujadinović and Prof. Dr.

Ivana Krstić, which will be published in 2022 by Springer. The book will encompass chapters and articles devoted to the following topics: a) historical, political and sociological context of gender-competent legal disciplines (gender issues in comparative legal history; feminist legal and political theories; sociology of law and gender equality; gender-sensitive criminology); b) gender-competent private law (civil law and gender equality; gender-sensitive family law; gender equality and business law; gender perspective of labour law), c) gender-competent public law (public law and gender equality; gender-sensitive criminal law; gender perspective of environmental law; public policies on gender equality); d) gender competent international law (international law and gender equality; EU law and gender equality; feminist judgments; private international law and gender equality); e) law and economics (feminist economics; gender equitable taxation; gender perspective of social security law).

The research team of the Draft Action Plan for Achieving Gender Equality at the University of Belgrade Faculty of Law sincerely hopes that the successful implementation of other measures proposed by the gender action plan will be also continuously carried out in the near future, which would benefit the students, academic staff and other employees of the University of Belgrade Faculty of Law, and society at large.

The *Achieving Gender Equality at the University of Belgrade Faculty of Law: Research and Policy Study* publication presents two main parts of the draft gender action plan: the narrative part and the tabular part. The tabular part represents the gender action plan document per se, i.e. its narrow and practical meaning. However, the narrative part, with its theoretical and empirical analysis, represents the necessary and crucial supporting document for the tabular one.

The narrative part consists of introductory notes, a chapter on international and European standards for achieving gender equality, a chapter on normative and strategic framework for gender equality in Serbia, a chapter devoted to the necessity of combining top-down and bottom-up attempts at gender equality promotion. This is followed by a complex chapter focusing on the aims and essence of the draft gender action plan, which consists of introductory considerations of the mentioned topic, and mapping the state of affairs. This chapter firstly contains a presentation of the existing autonomous sources relevant for gender equality at the Faculty, and secondly

the results of the two-dimensional empirical research: the statistical data on the gender aspect of the institutional structure of the Faculty, i.e. the desk analysis, as well as an analysis of the questionnaire results related to the views on gender equality provided by the academic staff. The last part of this chapter offers the concluding remarks about the aims and essence of the gender action plan, and it also serves as the introduction for the tabular part which follows the narrative one. The narrative part also includes a list of references and extensive resources used in the study.

There is also a technical annex related to the narrative part, i.e. the SPSS analysis tables, which support the presented views in the case of particular questions from the Questionnaire about the existence of statistically significant differences (Annex II). However, there is also the substantive Annex I related to the Draft Regulation on the Prevention of and Protection Against Sexual Harassment at the University of Belgrade Faculty of Law, and this Draft act is an integral part of the Draft Action Plan for Achieving Gender Equality at the University of Belgrade Faculty of Law.

The authors express their gratitude to the Faculty of Law and Dean Prof. Dr. Zoran Mirković, as well as to University of Belgrade Rector Prof. Dr. Ivanka Popović for their support during the years of the multi-dimensional research, which has been crowned by creating the Draft Action Plan for Achieving Gender Equality at the University of Belgrade Faculty of Law and the Draft Regulation for Prevention from and Protection Against Sexual Harassment. It is expected that the Faculty administration and the academic staff will recognize the quality and importance of these documents, that these pioneering results will honour the Faculty, that they will soon become an internal part of autonomous sources of law and the Faculty's normative-strategic framework, that they will serve as the example of good regulatory solutions and good practice, and that as such they will represent the stimulus for affirming gender equality at other faculties of the University of Belgrade and in Serbia's higher education in general.

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# DRAFT ACTION PLAN FOR ACHIEVING GENDER EQUALITY AT THE UNIVERSITY OF BELGRADE FACULTY OF LAW

## 1. INTRODUCTION

Emancipatory processes in education in the former Yugoslavia and Serbia started after the Second World War with the establishment of formal equality of men and women and the introduction of compulsory primary education. Over the following decades, a large number of women acquired not only primary, but also secondary and university education. These steps were not primarily aimed at establishing gender equality, but they did have emancipatory consequences in this regard as well. The feminist movement, which developed in Western liberal democratic societies in the 1970s and 1980s, encouraged the promotion of human and women's rights, normatively and culturally, internationally and domestically and led insofar to a reduction of women's traditional subordination in the private and public spheres. Thanking to a relative openness of the Yugoslav version of real-socialism towards Western culture and politics, the feminist movement had an impact in the former Yugoslavia and contributed greatly to the rising awareness of the legal, political and academic invisibility of women.

However, the growing representation of women generally speaking and in the Former Yugoslavia and Serbia in the educational process, as well as in other areas of public life (political, economic, cultural) did not in itself entail the establishment of gender equality and equal opportunities, the overcoming of career discrimination or abolition of the patriarchal matrix. The modern and contemporary age have brought greater opportunities for emancipation of women and has relativized the patriarchal structure of social relations. However, it did not abolish the patriarchy, but rather lead to the conflict and struggle for supremacy between the emancipatory and the patriarchal elements.

Patriarchal models of behaviour and social roles are based on complementary hierarchical power relationships, and long-term changes are not possible without institutional changes that would lead to the overcoming of structural discrimination, or without cultural changes that would lead to the overcoming of different but complementary patriarchal roles in the case of each individual.

Civilizational efforts to establish gender equality and overcome patriarchy require state support, based on international normative and strategic acts. Over the past thirty years, international and European law has increasingly demanded the development of public policies aimed at establishing gender equality, including education (especially academia). In this sense, both the strategies and the action plans for gender mainstreaming in academia have become state and universities policy in the Nordic countries since the late 1970s,<sup>1</sup> and other regions of Europe and the world have started to join them.<sup>2</sup> At certain universities, measures to achieve

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1 L. Husu, Gender Equality in Nordic Academia: Advances and Challenges, in: Dragica Vujadinović, Zorana Antonijević (eds.), *Rodna ravnopravnost u visokom obrazovanju: Koncepti, prakse i izazovi*, Akademska knjiga, Belgrade, 2019, 66.

2 See in particular: University of Bergen Gender Equality Action Plan 2017–2020; Policy and Action Plan for Gender Equality and Equal Treatment at the University of Gothenburg (2015); Lund University Policy for Gender Equality, Equal Opportunities and Diversity, 8 September 2011; Action Plan for Equality and Gender Equality at Örebro University 2016–2018; The Aalto University Equality Plan 2016–2018; Alma Mater Studiorum – Università di Bologna Gender Equality Plan; *Guidelines on the Promotion of Women* at Freie Universität Berlin of 17 February 1993 (*Frauenförderichtlinien*); Genderkonzept Universität Hohenheim, Februar 2017; Frauenförderungsplan der Universität Wien (2005); SciencesPo plan d'action 2015–2017 pour l'égalité entre les femmes et les hommes; Gender Action Plan KU Leuven 2014–2017; Second Gender Equality Plan of the University of the Basque Country (2014–2017); 1<sup>st</sup> Gender Equality Plan University of Vigo 2012–2014, approved on 12 Novem-

gender equality have become part of a broader action plan that encourages the affirmation of equality and diversity,<sup>3</sup> while certain professional associations adopted models of gender mainstreaming in academia and research.<sup>4</sup> The plans for achieving gender equality will depend on the type of educational institution in question, scientific discipline studied there, legal and institutional framework of that institution, as well as the typical cases of gender inequality that it faces.<sup>5</sup> On the other hand, what these plans have in common are the measures aimed at: assessing and, if necessary, reviewing and modifying procedures and practices in academia, which should enable the detection of gender inequality; implementation of new strategies for correcting inequality and setting goals and monitoring their achievement through appropriate indicators.<sup>6</sup> This means that initiatives to set general goals regarding gender equality cannot be considered plans to achieve gender equality; the plan will exist only after such efforts are translated into a specific set of activities to be undertaken by a particular institution.<sup>7</sup> Hence, the development of a gender action plan can be carried out in two stages. First, the situation is assessed by collecting

statistics and empirical research, followed by their critical evaluation and analysis of relevant sources of heteronomous and autonomous law in order to establish the approximate degree of gender inequality, as well as the nature of measures necessary to overcome it.<sup>8</sup> Next is the planning stage in which we establish the goals, relevant activities and measures for elimination of the identified problems, the persons in charge, as well as deadlines for implementation of the measures.<sup>9</sup> Once adopted, the plan is implemented, and the effectiveness of the presented measures will depend on the existence of an implementation monitoring mechanism, which allows regular monitoring and review of the proposed activities.

Action plans serve as guidelines for universities, steering them towards gender equality, equal opportunities and diversity in a systematic way. What still seems to be insufficiently understood, both in Serbia and elsewhere, is the difference between sex, gender, and gender roles. While *sex* refers to biological differences between men and women, which are mostly permanent and universal, *gender* refers to psychological, cultural and social differences between men and women, which are often learned, i.e. socially shaped. How society understands the role of women and men and what is expected of them individually is determined by a multitude of factors: social, cultural, political, and religious. Attitudes and behaviour towards gender are social constructs that can, and sometimes must, change.<sup>10</sup> Gender identity is, in essence, a deep personal experience that may or may not correspond to the sexual identity that was assigned at birth, or that society associates with a certain sex. It represents a personal relationship with the body, which can be manifested by speech, clothing, lifestyle, but also by the voluntary change of biological sex.<sup>11</sup> The imposition of strong, socially-determined heteronomous roles of men and women creates and encourages a patriarchal matrix of social relations and sexism based on that matrix: an ideological synthesis of value systems and behavioural modalities in which one sex (usually female)

ber 2012; University College Dublin Gender Equality Action Plan (December 2016–December 2019); University College Cork Gender Equality Action Plan; University of Edinburgh Gender Action Plan (2017); Australian Catholic University (ACU) Gender Equality Strategy 2015–2020 Action Plan; Western Sydney University Gender Equality and Action Plan 2015–2020; Swinburne University of Technology Gender Equality Strategic Action Plan 2015–2016.

3 See: The University of Helsinki Equality and Diversity Plan 2017–2018; University of Cambridge Equality & Diversity Strategy 2016–2021; University of Edinburgh Equality Outcomes and Action Plan 2017–2021; Albert-Ludwigs-Universität Freiburg Equal Opportunity Plan for 2009 to 2014.

4 See: Action plan template, *Athena SWAN handbook*, May 2015; Leading Innovative Measures to Reach Gender Balance in Research Activities (LIBRA) Gender Equality Plan Design Tool. In literature, however, it is considered that having a broad anti-discrimination strategy and/or plan that addresses the issue of gender inequality should not automatically be considered as having a plan to achieve gender equality (*Gender Equality in Academia and Research – GEAR Tool*, European Institute for Gender Equality / Publications Office of the European Union, Vilnius–Luxembourg, 2016, 8).

5 D. Vujadinović, N. Petrušić, Gender Mainstreaming in Legal Education in Serbia – Pilot Analysis of Curricula and Textbooks, *Annals of the Faculty of Law in Belgrade – Belgrade Law Review*, Vol. 55 No. 4/2017, 71–72.

6 European Commission communication on a reinforced European Research Area partnership for excellence and growth [COM(2012) 92 final].

7 Gender Equality in Academia and Research – GEAR Tool, 2016, 8.

8 *Ibid.*

9 *Ibid.*

10 N. Petrušić, *Sudska građanskopravna zaštita od diskriminacije*, Poverenik za zaštitu ravnopravnosti / Pravosudna akademija, Belgrade, 2012, 144–146.

11 N. Petrušić, I. Krstić, T. Marinković, *Komentar Zakona o zabrani diskriminacije*, Službeni glasnik, Belgrade, 2016<sup>2</sup>, 16.



is viewed or treated as inferior to the other. Contemporary social and educational emancipatory processes are in constant conflict and struggle for supremacy, with a deeply ingrained patriarchal matrix, which finds ways to reproduce in different modalities even in highly developed democratic societies, let alone in less democratic or undemocratic societies.<sup>12</sup> Sexism is manifested through hate speech, harassment and degrading treatment and can take on the dimensions of exploitation and physical violence.<sup>13</sup>

The concepts of ‘gender policy’ and ‘diversity policy’ are more desirable than the concept of ‘equal opportunities policy’, because the notion of equal opportunities, in the context of gender equality policies, refers primarily to removing obstacles to economic, social and political inclusion regardless of gender. However, simple removal of obstacles is not enough to establish gender equality, which explains the need for specific gender-sensitive measures, i.e. action plans for gender mainstreaming.

In addition to the universities, the need for a systematic effort towards achieving and preserving gender equality exists at the faculty level as well, in order to take into account the characteristics of each academic environment.<sup>14</sup> This is true for the University of Belgrade,

which in 2019 adopted the Plan for Achieving Gender Equality<sup>15</sup> as well as for the University of Belgrade Fac-

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24% of full professors. The representation of women among faculties employees was even lower in the fields of science, engineering, technology and mathematics (35% assistants, 28% associate and adjunct professors, and 15% of full professors). The number of female full professors differs from state to state (between 13% and 54.3%), although that number has increased since 2013 in all EU Member States. Female full professors are represented the most in humanities (32.1%), social (28.1%) and medical sciences (27.5%) and the least in the fields of engineering and technology (12%), as well as natural sciences (18.1%). Finally, we should bear in mind that in the states from this sample, only 21.7% of administrators in the higher education sector are women, as is the case with only 14.3% of deans (European Commission, *She figures*, Publications Office of the European Union, Luxembourg, 2019, 115). As scientific research is one of the activities of the higher education institutions, for indicators and possible causes of insufficient representation of women in science, see: Lisa M. Frehill, Alice Abreu, Kathrin Zippel, Gender, Science, and Occupational Sex Segregation, in: Willie Pearson, Jr., Lisa M. Frehill, Connie L. McNeely (eds.), *Advancing Women in Science. An International Perspective*, Springer, Cham, 2015, 51–79.

12 D. Vujadinović, Teorijsko-metodološki okvir za razumevanje rodnihi odnosa – slučaj Srbije, in: D. Vujadinović, V. Stanimirović, *Studije roda*, Pravni fakultet Univerziteta u Beogradu, Belgrade, 2017, 13 and subsequent.

13 Cases of sexist speech abound in Serbia’s public discourse and come from the holders of the highest positions in public office: ‘I love these female journalists who kneel down so easily’ (*Gašić: Volim novinarke koje ovako lako kleknu*, N1 Beograd, 6 December 2015, <http://rs.n1info.com/Vesti/a115681/Gasic-Volim-novinarke-koje-ovako-lako-kleknu.html>); ‘All women like rich men, because a woman is always poor. They fear the smart ones [...]. She always succumbs to a stronger, and not to a smarter and a more handsome man, nor a better man or a dearer man’ (Ministar čestitao ženama 8. mart citatima Jovana Dučića: “Sve žene vole bogataše, jer je žena uvek sirota”, *Blic*, 8 March 2018, <https://www.blic.rs/vesti/drustvo/ministar-cestitao-zenama-8-mart-citatima-jovana-ducica-sve-zene-vole-bogatase-je-je/brcs664>). The significance of this issue for society is indicated in the practice of the Commissioner for Protection of Equality according to which gender discrimination is one of the most common forms of discrimination in Serbia; see the warning of the Commissioner for Protection of Equality regarding the statement of Minister Zoran Djordjević, in: *Annual Report of the Commissioner for Protection of Equality for 2018*, Belgrade, 2019, 160.

14 For example, in 2016, in 28 EU Member States, women made up 54% of all students, 58% of students who completed their undergraduate or master’s studies, and 48% of doctoral students. When it comes to the university staff, women made up 46% of all assistants, 40% of all associate professors and adjunct professors, and only

15 The 2019 Plan of the University of Belgrade for achieving gender equality confirms that ‘by creating and maintaining an environment of equal opportunities and a culture of equality and inclusiveness during studies and work’ (translated by author) one can better achieve the strategic goal and fulfil the mission of the University of Belgrade. The main goal of the Plan is ‘to start the process of developing a gender equality strategy by expressing the commitment of the University of Belgrade to promoting gender equality at all levels, including the consistent application of principles, main objectives and central measures in this field’ (translated by author). The Plan identifies the following dimensions of gender equality at the University of Belgrade as being three priority areas: 1) human resources management; 2) decision making; and 3) content of study programs and research. In this regard, we can point out that a system for monitoring academic careers of women, on the one hand, and men, on the other, which would take into account various complex factors that could contribute to inequality, has not yet been established, which is why the University of Belgrade is committed to building institutional capacity to identify and maintain relevant data on an ongoing basis, and establishing systematic procedures and information systems to improve the collection of data on trends with regards to the gender composition of the teachers and researchers. Also, the University is committed to strengthening the visibility of gender equality and raising awareness of the importance and benefits of gender balance at all levels. The same goes for promoting gender diversity within academic structures, with a strong emphasis on greater participation of women in decision-making bodies and decision-making processes, as ‘women are underrepresented in all relevant decision-making bodies, including those scientific fields where women’s participation is traditionally dominant’ (translated by author). In this regard, ‘solving implicit prejudices and stereotypes about women in influential positions’ (translated by author) was affirmed as an important instrument for achieving greater representation of women, together with the establishment of a permanent system for collecting data on the gender composition of decision-making bodies. Finally, the analysis of the current situation at the University of Belgrade shows that there is no systematic

ulty of Law, which is responsible, as a public institution, for ensuring equal treatment and equal opportunities and eliminating all forms of discrimination based on sex and gender in all areas of academic life. This is especially the case as it is a hotbed of future holders of judicial functions, making it extremely important from which textbooks, pedagogical approaches, value systems and under what conditions the future judges, prosecutors and lawyers are learning. Moreover, the Faculty of Law is a kind of Serbian national school for public administration (the equivalent to the French *École nationale d'administration*) from which future members of parliament, ministers, state secretaries, and other public officials are recruited — those who create the social and political climate in which we all live and work. In other words, it is not only an internal matter to improve teaching, research and working conditions at the Faculty of Law, as the action plan for achieving gender equality at the Faculty of Law has a broader social role.

International and European standards, as well as normative and strategic acts of the Republic of Serbia, unequivocally require the achievement of gender equality in general and, in particular, in the field of education. Eliminating the disproportion between the declarative and normative goals for the establishment of gender equality in higher education and the actual lack of achievement of said goals is, of course, an important reason for systematic action aimed at fulfilling the aforementioned requirements and goals in higher education and legal education. However, there are more substantial reasons for such efforts. Namely, the knowledge and creativity that half of the human race potentially or actually possesses would significantly increase the overall capacity and potential of human resources. Needs, knowledge, affinities and interests that are created and developed within female members of the human race have specific qualities and, by definition, can substantially contribute to the overall

wellbeing of humankind. Furthermore, women have already entered the world of science and public action and their participation and specific contributions are visible and must be acknowledged and recognized in their entirety. Most importantly, from the educational point of view, the inclusion of gender perspective in the content and pedagogical approaches of higher education will add to its quality. In legal education, understanding the history of women's legal invisibility, reviewing all positive and other legal disciplines from a gender-sensitive perspective contributes to a better understanding, interpretation and application of the law, and consequently—better legal studies.<sup>16</sup> Consequently, the answer to the question why law schools should be gender sensitized is: because modern law, including legal studies, is based on universal principles of freedom and equality, and centring legal studies around human rights and women's rights is essential; because for a very long time the idea of universal equality—from the American Declaration of Independence (1776), the French Declaration of the Rights of the Man and of the Citizen (1789), and the adoption of the Universal Declaration of Human Rights (1948)—was often unjustifiably equated with the rights of men, while woman remained legally invisible;<sup>17</sup> because legal subjectivity of women must be recognized and the gender issue, in all its dimensions, must permeate legal theory and practice; because knowledge and the bearers of knowledge need to get rid of the inherited patriarchal stereotypes and prejudices and the intentional or unintentional equating of a legal subject with a man; because legal visibility of women in the creation, interpretation and application of the law is an axiomatic requirement for modern law in fulfilling its inherent meaning and capacity for affirmation of the universal equality of all individuals; because women make up half of humankind and their role in creating and transferring knowledge represents additional resources; because the patriarchal matrix, although still very present, is actually obsolete, in the sense that both women and men, i.e. all humankind, can benefit from its abandonment in the field of education, as well as in general.

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approach to introducing a gender perspective into academic study programs and research, and that there is no comprehensive data on study programs and individual subjects focusing on gender studies and/or gender equality. Therefore, the establishment of a database on all study programs and individual subjects focusing on gender equality has been identified as a priority, together with the development of appropriate indicators for monitoring the state of gender equality in research and academic curricula. *Plan Univerziteta u Beogradu za postizanje rodne ravnopravnosti* (2019), [https://www.bg.ac.rs/files/sr/univerzitet/ravnopravnost/Plan\\_UB\\_za\\_postizanje\\_rodne\\_ravnopravnosti\\_2019.pdf](https://www.bg.ac.rs/files/sr/univerzitet/ravnopravnost/Plan_UB_za_postizanje_rodne_ravnopravnosti_2019.pdf).

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- 16 Susanne Baer, *Equality Adds Quality: On Upgrading Higher Education and Research in the Field of Law*, *Annals of the Faculty of Law in Belgrade – Belgrade Law Review*, Vol. 65 No. 4/2017, 5–27.
- 17 D. Vujadinović, *Rod i pravna regulativa*, in: S. Lilić (ed.), *Perspektive implementacije evropskih standarda u pravni sistem Srbije*, Pravni fakultet Univerziteta u Beogradu, Belgrade, 2013, 60 and subsequent.

## 2. KEY INTERNATIONAL AND EUROPEAN STANDARDS FOR ACHIEVING GENDER EQUALITY IN THE FIELD OF EDUCATION

The principle of equality between men and women is one of the basic principles of human rights. The United Nations (UN) and its international instruments require its Member States to ensure equal enjoyment of human rights by all. The *International Covenant on Civil and Political Rights* (1966), in addition to the general non-discrimination clause, puts emphasis on gender equality and specifically requires Member States to ensure equal enjoyment of all rights (contained therein) by men and women.<sup>18</sup> This is equally true, *mutatis mutandis*, of the *International Covenant on Economic, Social and Cultural Rights* with regards to the second generation of human rights.<sup>19</sup> It is worth reminding, especially in the context of adoption of the plan for achieving gender equality in higher education, that the right to education is a cultural right and that education should aim at full development of human personality and the sense of its dignity, and strengthening of the respect for human rights and fundamental freedoms.<sup>20</sup>

Additional impetus for the achievement of gender equality was provided by the Convention on the Elimination of All Forms of Discrimination against Women (1979), which requires Member States to ensure equality between women and men in the field of education.<sup>21</sup> The

obligation to remove the stereotypical perception about the roles of men and women at all levels and forms of education, through the revision of textbooks and educational programmes, adjustment of teaching methods etc., was particularly emphasized.<sup>22</sup> Member States are also required to eliminate discrimination against women, in order to guarantee the same employment rights, the same employment opportunities, the same criteria for selection of candidates and free choice of occupation and employment.<sup>23</sup> Finally, the equality between men and women is emphasized as one of the 17 Sustainable Development Goals, since discrimination based on sex (and gender) negatively affects economic prosperity, health and well-being, both individually and globally.<sup>24</sup>

Instruments adopted under the auspices of specialized UN agencies, including the United Nations Educational, Scientific and Cultural Organization, also contribute to achieving gender equality. Thus, the provisions of the UNESCO Convention against Discrimination in Education (1960) prohibit sex-based discrimination, exclusion, restriction or preference for the purpose of denying or jeopardizing the right to equal treatment in education, in terms of access to all types and levels of education, standards and quality of education and conditions in which it

18 *International Covenant on Civil and Political Rights (Official Gazette of the SFRY – International Agreements No. 7/71)*, Art. 2–3 & 26.

19 *International Covenant on Economic, Social and Cultural Rights (Official Gazette of the SFRY – International Agreements No. 7/71)*, Art. 2–3.

20 *Ibid.*, Art. 13.

21 Although the text of the Convention on the Elimination of All Forms of Discrimination against Women (*Official Gazette of the SFRY – International Agreements No. 11/81*) only mentions discrimination based on sex, the Committee for Elimination of Discrimination against Women is of the opinion that the Convention aims to eliminate all forms of discrimination against women, including gender discrimination (General Recommendation No. 28 on the Core Obligations of States Parties under Article 2 of the Convention on the Elimination of All Forms of Discrimination against Women, CEDAW/C/GC/28, para. 5). At the same time, this convention goes beyond the concept of discrimination applied in many sources of law of international origin, because it recognizes the problem of *intersectional discrimination* against women, which arises from the fact that discrimination based on sex and gender is closely related to other factors of unfavourable treatment of women, such as race,

ethnicity, health, age, sexual orientation and gender identity. D. Fennelly, Convention on the Elimination of All Forms of Discrimination against Women: Articles 1, 2, 3, 4 and 11 (CEDAW), in: E. Ales, M. Bell, O. Deinert, S. Robin-Olivier (eds.), *International and European Labour Law – A Commentary*, Nomos / Verlag C.H. Beck / Hart Publishing, Baden-Baden – München – Oxford – Portland, 2018, 450.

22 Convention on Elimination of All Forms of Discrimination against Women, Art. 10.

23 *Ibid.*, Art. 11, para. 1, items a)-c). These provisions take into account the challenges that women face in accessing dignified and safe employment and prohibit their exclusion from the labour market and certain professions and jobs for cultural and traditional reasons that exist in certain countries. Women are therefore granted the right to the same employment opportunities as men and the freedom to choose occupation and employment, the right to career advancement, job security, training, as well as the right to enjoy all the rights and benefits related to employment, in order to create the conditions for effective enjoyment of the right to work for workers of both sexes (D. Fennelly, 454). In addition, the Convention upholds the obligation to recognize the right to maternity leave and to protect the workers who use it from negative consequences (Art. 11, para. 2), and to provide support to working parents, especially mothers, primarily by improving the conditions for child care (Art. 11, para. 1, item f).

24 Sustainable Development Goals (SDGs), United Nations Conference on Sustainable Development, Rio de Janeiro, 2012.

takes place.<sup>25</sup> On the other hand, the Beijing Declaration and Platform for Action (1995)<sup>26</sup> indicates that the curriculum and teaching materials are still largely influenced by gender discrimination, thus reinforcing traditional female and male roles. Lack of awareness among male and female teachers at all levels of education for the need for gender equality reinforces existing inequalities between men and women, exacerbating discriminatory tendencies. Elimination of gender stereotypes in higher education is also recommended in the World Declaration on Higher Education for the Twenty-first Century,<sup>27</sup> by respecting the gender aspects in various scientific disciplines and increasing active involvement of women in educational institutions at all levels and in all disciplines, especially in decision making.<sup>28</sup>

The principle of equality is also at the core of the standards of the International Labour Organization (ILO), with the most important standards being those related to equal pay for men and women for equal work or work of equal value (ILO Convention No. 100) and those related to protection against discrimination in employment and occupation (ILO Convention No. 111).<sup>29</sup> Gender equality, in addition to preventing and protecting against sex-based discrimination, includes differential treatment of both male and female job candidates as well as employees in accordance with their needs, in order to remove or mitigate the obstacles that traditionally prevent female and male workers from being equal in the labour market, whereas the standards aimed at reconciling the professional and family duties of employees contribute to

25 Convention against Discrimination in Education (*Official Gazette of the SFRY – International and Other Agreements* No. 4/64), Art. 1.

26 Fourth World Conference on Women, Beijing Declaration and Platform for Action, <https://www.un.org/womenwatch/daw/beijing/pdf/BDPfA%20E.pdf>.

27 World Declaration on Higher Education for the Twenty-first Century, Vision and Action. UNESCO, Paris, 1998, [http://www.unesco.org/education/educprog/wche/declaration\\_eng.htm](http://www.unesco.org/education/educprog/wche/declaration_eng.htm).

28 More in: D. Popović, D. Duhaček, Od ciriškog kruga do studija roda: rodna ravnopravnost i visoko obrazovanje u Srbiji, *Godišnjak Fakulteta političkih nauka*, 2009, 688.

29 See: ILO Convention No. 100 concerning Equal Remuneration (*Official Gazette of the Presidium of the National Assembly of FPRY* No. 12/52); ILO Convention No. 111 concerning Discrimination in Employment and Occupation (*Official Gazette of the SFRY – Addendum* No. 3/61). The ILO Declaration on Fundamental Principles and Rights at Work reaffirms that all ILO Member States have an obligation to 'eliminate discrimination in employment and occupation', regardless of whether they have ratified conventions Nos. 100 and 111 (ILO Declaration on Fundamental Principles and Rights at Work (1998), para. 2).

the effective application of the gender equality principles. This is important, as prejudices and stereotypes concerning parental roles and the division of family responsibilities between men and women, especially childcare, have a significant impact on women's integration into academia, their job security and their opportunities for academic career advancement. In that sense, the standards contained in Convention No. 156 on Workers with Family Responsibilities,<sup>30</sup> as well as the conventions on flexible forms of employment (Convention No. 175 on Part-Time Work, Convention No. 177 on Work from Home) carry particular weight. Equality has also been established as one of the elements of dignified work, a concept devised by the ILO precisely in order to improve the 'opportunities for women and men to obtain decent and productive work, in conditions of freedom, equity, security and human dignity'.<sup>31</sup> In this regard, it can be concluded that equality is at the centre of the dignified work for employees in the field of higher education.

Integration of a gender perspective into education is also regulated by the Council of Europe. Recommendation on Gender Mainstreaming in Education (2007) states that 'education for democratic citizenship [...] contributes to promoting the principle of equality between men and women, and it encourages the establishment of harmonious and peaceful relations within and among peoples', and points out that the gender dimension needs to be included in the curriculum, in order to combat sexist stereotypes and prepare young people for a new gender partnership in private and public life.<sup>32</sup> Recommendations were also made to the Member States to influence authors and publishers of teaching materials to be aware of the need for gender equality to become a qualitative criterion in the creation of such materials. Under the auspices of this organization, standards for ensuring equality between men and women in hiring and employment have been adopted, which includes employment in higher education. Thus, the European Social Charter prohibits discrimination on any grounds and guarantees special

30 ILO Convention No. 156 concerning Equal Opportunities and Equal Treatment for Workers with Family Responsibilities (*Official Gazette of the SFRY – International Agreements* No. 7/87).

31 Decent work. Report of the Director-General of the ILO to the 87th Session of the International Labour Conference, Geneva, 1999.

32 Recommendation CM/Rec (2007) 13 of the Committee of Ministers to Member States on gender mainstreaming in education and explanatory memorandum, <http://www.coe.int/en/web/genderequality/gender-mainstreaming-at-the-council-of-europe>.

maternity protection, as an integral part of the right to free choice of employment.<sup>33</sup> The Additional Protocol to the European Social Charter (1988) recognizes the rights of all workers to equal opportunity and equal treatment in matters of employment and occupation without discrimination on the grounds of sex (Article 1), whether they are employees or self-employed persons, or the unemployed persons, i.e. job seekers, in vocational training or any other potential workers.<sup>34</sup> The guarantee is set in very broad terms, and, in addition to access to employment, includes vocational training, education, vocational rehabilitation, working conditions (including salary/pay), career development and advancement, as well as professional reintegration and protection against dismissal. Not only does this entail the prohibition of discrimination, it also requires the contracting parties to create conditions for equal treatment through special measures,<sup>35</sup> which is also upheld by the *European Social Charter (Revised)*, which has been ratified by Serbia.<sup>36</sup>

The fact that the *Convention on Preventing and Combating Violence against Women and Domestic Violence* was adopted by the Council of Europe in 2011 also speaks to the relevance of the topic and the necessity of adopting action plans for achieving gender equality. Thus, in 21<sup>st</sup> century Europe, not only has *de jure* and *de facto* equality between women and men not been achieved in both the public and private spheres, but it has become necessary to introduce new international instruments to protect the mental and physical integrity of women. Addressing the issue of violence against women holistically, the Convention develops complex mechanisms for fighting for women's equality based on the '4 Ps' principle: (integrated) policies, prevention, protection, and prosecution. Integrated policies include the adoption and implementation of effective, comprehensive and coordinated policies, relevant to prevention and combating all forms of

violence covered by the Convention.<sup>37</sup> With regards to prevention, the contracting parties are required to take 'the necessary steps to include teaching material on issues such as equality between women and men, non-stereotyped gender roles, mutual respect, non-violent conflict resolution in interpersonal relationships, gender-based violence against women and the right to personal integrity, adapted to the evolving capacity of learners, in formal curricula and at all levels of education,'<sup>38</sup> and to 'strengthen appropriate training for the relevant professionals dealing with victims or perpetrators of all acts of violence covered by the scope of this Convention, on the prevention and detection of such violence, equality between women and men, the needs and rights of victims, as well as on how to prevent secondary victimisation.'<sup>39</sup> The Convention emphasizes judges, prosecutors, lawyers and police officers, followed by health, social and educational workers.<sup>40</sup>

Protection refers to punishing psychological violence, stalking and sexual harassment. Psychological violence is defined as 'intentional conduct of seriously impairing a person's psychological integrity through coercion or threats.'<sup>41</sup> Stalking is defined as 'intentional conduct of repeatedly engaging in threatening conduct directed at another person, causing her or him to fear for her or his safety.'<sup>42</sup> Sexual harassment represents 'any form of unwanted verbal, non-verbal or physical conduct of a sexual nature with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment.'<sup>43</sup>

On the other hand, prosecution includes the obligation to take the necessary measures and to ensure that the victims have access to services that can enable their recovery from violence. Where necessary, these measures should include both legal and psychological counselling.<sup>44</sup>

33 European Social Charter (*European Treaty Series* No. 35), Art. 1, para. 2, and Art. 8.

34 Explanatory report to the Additional Protocol to the European Social Charter, Strasbourg, 5 May 1988, (*European Treaty Series* No. 128), para. 18.

35 C. Kollonay-Lehoczy, Article 20 – The Right to Equal Opportunities and Equal Treatment in Matters of Employment and Occupation without Discrimination on the Ground of Sex, in: N. Bruun, K. Lörcher, I. Schömann, S. Clauwaert (eds.), *The European Social Charter and the Employment Relation*, Hart Publishing, Oxford/Portland, Oregon 2017, 363.

36 European Social Charter – Revised (*Official Gazette of the RS* No. 42/09).

37 Convention on Preventing and Combating Violence against Women and Domestic Violence (*Official Gazette of the RS – International Agreements* No. 12/13), Art. 7.

38 *Ibid.*, Art. 14, para. 1.

39 *Ibid.*, Art. 15, para. 1.

40 Explanatory Report to the Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence, para. 100.

41 Convention on Preventing and Combating Violence against Women and Domestic Violence, Art. 33.

42 *Ibid.*, Art. 34.

43 *Ibid.*, Art. 40.

44 *Ibid.*, Art. 20, para. 1.

Finally, gender mainstreaming of academia is an important factor in the process of creating a single European educational area, as defined in the Bologna Declaration,<sup>45</sup> which includes education on gender equality, peace and tolerance.

### 3. THE NORMATIVE AND STRATEGIC FRAMEWORK IN THE REPUBLIC OF SERBIA

In domestic law, the legal basis for gender mainstreaming in higher education is enshrined in the Constitution of the Republic of Serbia (2006), which prohibits all forms of discrimination against individuals and groups on any personal grounds and among its principles upholds that 'the state shall guarantee the equality of women and men and develop equal opportunities policy'.<sup>46</sup> However, the Constitution also allows for affirmative action measures, stipulating that 'special measures which the Republic of Serbia may introduce to achieve full equality of individuals or groups of individuals in a substantially unequal position compared to other citizens shall not be deemed discrimination'.<sup>47</sup>

Gender-based discrimination is prohibited by the Law on Prohibition of Discrimination (2009),<sup>48</sup> while the

Law on Equality of Sexes (2009) requires public authorities to pursue an active policy of equal opportunities in all areas of social life, including education.<sup>49</sup> Provisions of the aforementioned law include sanctions for institutions that have committed discrimination based on sex in regard to: the requirements for admission or refusal of admission to an institution; the conditions and opportunities for access to a continuing education, including all adult education programmes; the conditions for exclusion from the process of education, scientific work and professional development; the manner in which services, benefits and information are provided; the assessment of knowledge and evaluation of achieved results; the conditions for obtaining scholarships and other types of assistance related to education and schooling; the conditions for choosing and acquiring an academic title, profession, vocational training and acquiring a degree; the conditions for advancement; additional training or retraining.<sup>50</sup> When it comes to relations between employees, as well as relations between employees and students in higher education institutions, the provisions on harassment, sexual harassment, and *quid pro quo* sexual harassment play an important role. These are classified as disciplinary offence, which represents a justifiable reason for employee suspension, as well as termination of the employment contract.<sup>51</sup> The Law stipulates that employees must inform their employer in writing about the circumstances of the harassment, sexual harassment, or *quid pro quo* sexual harassment, and must seek efficient protection<sup>52</sup>

45 The European Higher Education Area – Joint Declaration of the European Ministers of Education, The Bologna Declaration of 19 June 1999, [http://www.magna-charta.org/resources/files/BOLOGNA\\_DECLARATION.pdf](http://www.magna-charta.org/resources/files/BOLOGNA_DECLARATION.pdf).

46 Constitution of the Republic of Serbia (*Official Gazette of the RS* No. 98/06), Art. 15, and Art. 21, paras. 1–3.

47 *Ibid.*, Art. 21, para. 4.

48 The Law on Prohibition of Discrimination (*Official Gazette of the RS* No. 22/09) states that it is forbidden to publicly advocate, support and practise conduct in keeping with prejudices, customs and other social models of behaviour based on the idea of gender inferiority or superiority, i.e. on gender stereotyped roles (Article 20). Some violations of this prohibition have already been presented in court. The Commissioner for the Protection of Equality has established that the author of the *Criminalistics* textbook, in the section dedicated to the methodology of investigating, analysing and proving the crime of rape, stated that 'there are rare cases, in practice, where the victim of rape did not contribute to the said crime and that her contribution is most often reflected in reckless behaviour (walking alone through dark alleys, suburbs or through the fields late at night, or hitchhiking), objectively putting herself in the position to become a victim of a crime, that women, through their behaviour, often create, contribute to or accept sexually tense situations, that the motives that drive women to enter into and accept situations in which they do not desire sexual contact may be found in the neurotic character of their emotional instability and discontent, which creates a strong, uncontrollable desire for emotional and pure intimacy with an imaginary, ideal man, thus recklessly agreeing to situations they see as romantic and the other party

as sexually charged' (translated by author). The Commissioner stated that such views are humiliating and offensive to women, and that they contribute to the creation and maintenance of stereotypes and prejudices, and that 'expressing such generalized views in a university textbook is contrary to anti-discriminatory regulations, because they represent the unacceptable labelling and are insulting of women's dignity, especially those who have been victims of rape, and create a humiliating and insulting environment for them. At the same time, such views publicly advocate and support prejudices, customs and other social patterns of behaviour based on gender stereotypes' (translated by author) (Opinion No. 07-00-185/2014-0 of 31 July 2014, <http://ravkopravnost.gov.rs/prituzba-a-z-i-m-a-protiv-prof-b-s-zbog-diskriminacije-po-osnovu-pola-u-oblasti-obrazovanja/>).

49 This law explicitly requires educational institutions to provide education on gender equality within study programs, in order to overcome restrictive roles based on gender, become free from gender-based stereotypes and prejudices, as well as to enable implementation of equal opportunity policy in the process of adopting study programs and establishing textbook standards, teaching methods and norms related to facilities and equipment. Law on Equality of Sexes (*Official Gazette of the RS* No. 104/09), Art. 31.

50 Law on Equality of Sexes, Art. 53, para. 1.

51 *Ibid.*, Art. 18, para. 1.

52 *Ibid.*, Art. 18, para. 2.

and that employers will be charged with a misdemeanour if they fail to take steps to protect their employees from such behaviour.<sup>53</sup> Finally, this law establishes the duty of every employer with more than 50 permanent employees to adopt an annual action plan for eliminating or mitigating gender inequality, and to submit it, together with an implementation report, to the ministry in charge of gender equality.<sup>54</sup> This means that the adoption of action plans for achieving gender equality at universities and faculties in the Serbia will represent a contribution to the fulfilment of the obligation from the Law on Equality of Sexes, obviously, only in the segment concerning measures for elimination or mitigation of uneven gender representation amongst employees, while the other segments of the action plan aim to achieve gender equality in higher education institutions, both amongst the students themselves and between the students and their professors, associates and other employees, i.e. employees of higher education institutions.

Other legal instruments aimed at preventing gender-based discrimination against job candidates and employees, as well as ensuring the full participation of men and women in the world of labour, are also important for achieving gender equality in the field of higher education. In this regard, the Law on Employees in Public Services stipulates that ‘all jobs are available to candidates under equal conditions when hiring in public services’, that the selection of candidates is based on ‘professional qualifications, knowledge and skills, i.e. competences’, and that employees, as well as non-registered workers in the public services, have the right to protection from harassment and discrimination at work.<sup>55</sup> Job candidates and employees in higher education institutions are also subject to the provisions of the Law on Employment and Unemployment Insurance, which requires employers to provide equal treatment of persons who come in for job interviews,<sup>56</sup> as well as to the provisions of the Labour Law, which prohibits (direct and indirect) discrimination on grounds of sex, as well as discriminatory and sexual harassment in terms of: conditions for employment and selection of candidates for a particular job; working conditions and all rights derived from an employment rela-

tionship; education, training and development; job advancement; termination of employment contract.<sup>57</sup>

Better harmonization of employees’ professional and family duties contributes to achieving gender equality in the field of higher education and to the establishing of joint responsibility of men and women in caring for children and other family members in need of care and assistance. This is necessary because for most women, working for an employer is not the only engagement, since it is accompanied by unpaid domestic work, which is why there is a need to remove the obstacles for employment of women who want to work. Their needs should be harmonized with the goals of the pro-natalist policy and the (necessary) participation of women in providing care for children, the elderly, the sick and persons with disabilities.<sup>58</sup> The state needs greater participation of women (as employees) in higher education, as a significant number of them enrol and successfully complete undergraduate, master’s and doctoral studies; and also—the state has an obligation to prevent discrimination against women. Harmonization of these legitimate but, to some extent, conflicting goals requires a number of measures, in accordance with the Labour Law, including special protection of employees with family duties (the right to maternity leave, leave for child care, and leave for special child care, the right to special protection against dismissal for using any of the aforementioned types of leave, the right of breastfeeding mothers to special protection, the right of pregnant women and employed parents to protection from night work and overtime work). On the other hand, the Law on Higher Education upholds the rule on the dormant status of employment and appointment for teachers and associates who are on maternity leave, leave for child care, or leave for special care of a child or another person. The same Law upholds the principles of human rights and non-discrimination as principles of higher education.<sup>59</sup>

Promoting gender equality and combating gender-based discrimination also represent Serbia’s strategic commitments. The key strategic document is the National Strategy for the Promotion of Gender Equality for

53 *Ibid.*, Art. 54, para. 2, pt. 7.

54 *Ibid.*, Art. 13.

55 Law on Employees in Public Services (*Official Gazette of the RS* Nos. 113/17, 95/18 and 86/19), Art. 10, paras. 1–2, & Art. 17 (translated by author).

56 Law on Employment and Unemployment Insurance (*Official Gazette of the RS* Nos. 36/09, 88/10, 38/15, 113/17 and 113/17), Art. 35, item 1.

57 Labour Law (*Official Gazette of the RS* Nos. 24/05, 61/05, 54/09, 32/13, 75/14, 13/17, 113/17 and 95/2018), Art. 18–23.

58 I. Grgurev, Diskriminacija trudnih radnica: Kako uspješno pomiriti trudnoću sa zahtjevima tržišta, in: Ž. Potočnjak, I. Grgurev, A. Grgić (eds.), *Perspektive antidiskriminacijskog prava*, Sveučilište u Zagrebu – Pravni fakultet, Zagreb 2014, 135.

59 Law on Higher Education (*Official Gazette of the RS* Nos. 88/17, 27/18, 73/18, 67/19 and 6/20), Art. 4, item 7.

the Period from 2016 to 2020, which identifies gender-sensitive education as one of the special goals within the strategic goal of ‘changed gender patterns and improved culture of gender equality’. The strategy states that educational programmes and curricula at all levels of formal education are not gender sensitive,<sup>60</sup> and in order to conduct the gender mainstreaming of education, several measures that are relevant to the field of higher education have been identified.<sup>61</sup> In addition, the strategy identifies the development of knowledge and visibility of academic results in the field of gender studies as a special strategic goal. On the other hand, the Strategy for Prevention and Protection against Discrimination (2013) establishes, as one of the specific goals to ‘include content on unacceptability of all forms of discrimination of women, including gender stereotypes, in the curricula of primary and secondary schools and higher education’. Although, in accordance with the aforementioned strategies, integration of the gender perspective could be expected to be one of the goals of the Strategy for Development of Education in Serbia until 2020, the Strategy does not treat gender inequalities in education as a problem, nor is gender mainstreaming of this field established as a strategic goal. More understanding for gender issues can be found in the new Strategy of Scientific and Technological Development of the Republic of Serbia for the Period from 2016 to 2020: Research for Innovation, which requires promotion of gender equality (and minority rights) in science and innovation to be one of the six measures that will ensure excellence and availability of human resources for science, economy and social activities.<sup>62</sup>

60 This statement was also included in the previous National Strategy for Improving the Status of Women and Promoting Gender Equality (2009–2015).

61 The aforementioned measures include: introduction of mandatory gender-sensitive and anti-discrimination educational programs and curricula at all levels of education, including adult education and education of media professionals; revision of teaching contents and textbooks with the aim of eliminating gender stereotypes, discriminatory content and language; improving the competencies of employees in education through the introduction of mandatory educational programs on gender equality; introduction of gender sensitive language in all teaching content; inclusion of women’s contribution to science, culture and art in the curricula.

62 This goal, however, has not been operationalized, because activities for implementation of the measures have not been established, other than to say that gender equality (and minority rights) will be promoted ‘at all decision-making levels’ and that ‘gender budgeting will be implemented according to the Guidelines for Gender Budgeting at the National Level in the Republic of Serbia’ (translated by author).

#### 4. THE NECESSITY OF TWO-WAY REFORMS IN HIGHER EDUCATION

Gender mainstreaming of higher education requires two-track reforms. On the one hand, it requires the introduction of action plans for gender mainstreaming of higher education, including law schools, i.e. intervention of the state and universities authorities in articulating gender mainstreaming policies in all necessary dimensions. In order to realistically introduce measures for improving the state of gender equality at higher education institutions, it is necessary to first examine and diagnose the situation from a gender perspective, in terms of establishing gender-sensitive statistics (statistics on possible disparities in the number of students of both sexes, in the number teachers of both sexes, in the recruitment of new staff, in advancement opportunities, as well as in possible pay differences, etc.) and in terms of conducting empirical research into the views of academic community on gender-relevant issues. Based on the diagnosis of the situation, it is possible to introduce various measures for improving, achieving and maintaining the gender balance in higher education institutions. These measures include, for example, establishment of gender equality in the processes of selection, employment and promotion of university staff, establishment of a legal framework for protection against gender discrimination and any other discrimination or violence in the university environment, introduction of systemic tracking of gender-sensitive statistics and budgeting, introduction of gender-responsible practices in human resource departments, as well as adopt measures for additional protection of academic workers during pregnancy and after childbirth, encouraging gender balance in the use of leave for child care, making efforts to establish optimal nutrition and child care services in the work environment. The aforementioned public policy for gender mainstreaming in higher education also includes the introduction of various measures aimed at improving the cultural environment and to overcome the so-called ‘hidden curriculum’ of reproducing stereotypes and prejudices in behaviour and discourse among the teaching staff, during classes and in relations with the students.

The introduction of gender mainstreaming public policy, and taking a ‘top-down’ approach to achieving gender equality, is the central and most important segment related to the introduction of regulatory mechanisms for the necessary gender mainstreaming of cur-



ricula, syllabi and teaching materials.<sup>63</sup> The mechanisms should certainly include the rearrangement of accreditation materials, in the sense that the definition of goals, content and learning outcomes requires the introduction of a gender perspective for both the general curriculum and for each syllabus separately.<sup>64</sup> Also, regulatory mechanisms for gender-sensitive textbook writing would imply that each university environment offer education and teaching materials from those foreign or domestic educational centres that have already achieved certain results in the same or similar fields of study, in terms of writing textbooks with gender-sensitive content. It is also necessary to establish panels that would check the quality of textbooks in general and their gender-sensitive character, and emphasize in the instructions for the reviewers the necessity of verifying a gender-sensitive approach and content (as opposed to the gender-blind or negative approach), and it would be desirable to have among the reviewers at least one person who already has a proven track record in terms of gender-sensitive approach to higher education.

On the other hand, gender mainstreaming of the teaching content, pedagogical approaches and textbook literature must also occur inherently, from the 'bottom-up', through systematic additional training of teachers on how to understand and adopt a gender perspective, which most university staff never considered during their own education or during the fulfilment of academic obligations. Being open to new ideas, to the create of knowledge with a new perspective, is, by definition, nothing new to the academic world and it is therefore possible to act in the direction of their promotion, acceptance and adoption. Attending educational seminars and posting teaching staff to different university centres, where their academic disciplines have already been reconstructed with a gender-sensitive approach and content, is crucial. Exchanging knowledge and existing textbook sources, which can serve as a blueprint, can be very useful; start-

ing a dialogue as well as the process of getting to know those elements of knowledge and experiences that prove worthwhile is also pivotal.

It is necessary to introduce separate gender study courses, in terms of infrastructural efforts to improve the capacity of the educational process in this domain, but also to introduce a gender dimension to each course in a way and to the extent appropriate to the given domain and study contents. For this purpose of transformation of knowledge from within, in a gender-sensitive sense, the introduction of multidisciplinary, interdepartmental studies is of the greatest importance, first at the level of undergraduate and master's studies, and subsequently at the doctoral level. The point is to engage staff from various branches of study, such as the law and other humanities as well as natural sciences, so that they could improve their syllabi and their textbooks and build curricula for gender-sensitive undergraduate, master's and doctoral studies, through the aforementioned additional education and exchange of knowledge and teaching sources with those who have already made qualitative progress in terms of gender mainstreaming in their fields of education and their work. Teachers from different teaching disciplines should, simultaneously and cumulatively, join international research projects, where they would adopt and exchange gender-sensitive knowledge and approaches, on the basis of which they could initiate the establishment and accreditation of gender-sensitive curricula for undergraduate, master's and doctoral studies in various fields of knowledge creation. This is the optimal way to inherently and infrastructurally incorporate gender perspective into higher and legal education.

The process of introducing gender-sensitive systematic approaches and curricula requires quality teaching staff and their further education and encouragement, which means that the support of the faculty and university administration is necessary, as is finding financial support for study trips, scholarships, international research projects for improving the capacity of the university centres, and for training in this direction and with this aim. Educating teachers on gender sensitization of their knowledge and pedagogical approach, should also include the organization of various mandatory seminars, training, conferences, media promotions of gender issues and introduction of faculty/university days dedicated to gender issues.

The cumulative and intersecting effect of the 'top-down' approach, from the public policy sphere, and the 'bottom-up' approach, from the educational environment

63 See: D. Vujadinović, Gender Mainstreaming in Law and Legal Education, *Annals of the Faculty of Law in Belgrade – Belgrade Law Review*, Vol. 53 No. 4/2015, 56–74; D. Vujadinović, N. Petrušić, *op. cit.*, 53–74; N. Petrušić, D. Vujadinović, Od rodno slepog ka rodno inkluzivnom visokom obrazovanju u Srbiji: Akcioni planovi za urođnjavanje, *Sociologija*, Vol. 60 No. 1/2018, 313–329.

64 Commissioner for Protection of Equality, Initiative to change the standards in the procedure for accreditation of higher education institutions, No. 6–00–1/2018–02, of 9 January 2019, <http://ravnopravnost.gov.rs/inicijativu-za-izmenu-standarda-u-postupku-za-akreditaciju-visokoskolskih-ustanova-dostavl%DI%98enu-nacionalnom-savetu-za-visoko-obrazovanje-i-nacionalnom-telu-za-akreditaciju-cir/>.

and educational processes, within a prolonged systemic process of implementation, simply has to have a positive outcome. These revolutionary 'top-down' and 'bottom-up' shifts are necessary in their combined impact. Even with their cumulative momentum, we cannot expect many results or for them to have an immediate effect. Gender mainstreaming of teaching materials, syllabi and pedagogical approaches is a long process with large investments that result in gradual progress. The patriarchal matrix elements are rooted deep inside higher education as well as in legal education and great efforts must be made to achieve the results that will not be great or even visible at first. Yet every little step is part of this revolutionary endeavour and its realization. Therefore, all those who want to contribute to this emancipatory enterprise must make a huge effort, be persistent and continuously active, and must not expect a swift or big large at any cost, but rather they must consider every small or large step a success and encouragement for further action.

## **5. PURPOSE AND GOALS OF THE ACTION PLAN FOR ACHIEVING GENDER EQUALITY AT THE UNIVERSITY OF BELGRADE FACULTY OF LAW**

### *5.1. General considerations*

Legal education is particularly important in the higher education framework. The production of legal knowledge and the profiles of professional holders of judicial offices, offices in the prosecution and legal profession, as well as in public administration, from the highest to the lowest levels, crucially affect the quality of strategic, normative and regulatory measures that will shape the life of society and the state, in the long run.

The University of Belgrade Faculty of Law belongs to the oldest state university, which is high up in the ranking of the universities in the world (Shanghai ranking), and according to this criteria it is the leading university in Serbia and in the region.<sup>65</sup> Therefore, the pioneering project of articulating the first action plan for higher education precisely at the University of Belgrade Faculty of Law has exceptional symbolic and essential significance. The Faculty of Law and the University of Belgrade strive to be among the best universities in Europe, which have

already embarked on the path of affirmation of gender equality as one of the leading principles of profiling the quality of knowledge and institutional arrangements. The issue at hand is the awareness that gender equality essentially contributes to improving the quality of the university operations in regard to the production and transfer of knowledge, as well as in the dimension of strategic institutional and operational administrative activities. The Faculty of Law and the University of Belgrade strive to join in the development of a creative and friendly institutional and interpersonal environment in regard to the ideas and practices of gender equality, both in relations between teachers and in their behaviour towards students. In order to achieve this, both the knowledge and the value systems of the teaching and non-teaching staff must be improved in terms of these principles and a zero-tolerance policy for discrimination on any grounds. This means that employees, students, and job and student applicants at this University, must be treated and judged irrespective of their gender identity, as well as ethnic background, religious and other beliefs, disability, sexual orientation or age. This requires the introduction of action plans for achieving gender equality, protection of human rights, prevention of sexual harassment and any other discrimination. The administrations of the University and the Faculty have the main responsibility for the implementation of the gender equality action plans, however, all employees and students have a responsibility to support these policies and ensure that they actual bear fruit and that the principles of mutual respect, tolerance and compassion gain true meaning.

The Draft Action Plan focuses on spreading knowledge about the purpose and significance of the concept of gender equality, both among the students and the employees. Furthermore, a systematic effort is necessary to realize this concept in the recruitment of new staff, as well as to take all necessary steps to prevent harassment on any grounds and, especially, on the grounds of sex and gender, and to integrate the perspective of diversity into the educational process. In accordance with the ideas and the assumed future implementation of the Action Plan, administration and decision-making will be gender-balanced through systematic actions, and those in the administrative and decision-making positions will have to undergo special training on the struggle against discrimination, personal gender sensitization and sensitization to diversity acceptance and protection. Working and employment conditions will continually be improved from a gender balance perspective and will include, in particular, gen-

<sup>65</sup> In 2018, the University of Belgrade was ranked between 200<sup>th</sup> and 300<sup>th</sup> place, and in 2019 between 300<sup>th</sup> and 400<sup>th</sup> place (closer to 300<sup>th</sup> place), which is not the case for the other universities in Serbia, or the former Yugoslav states, Bulgaria, Romania, etc.

der-sensitive measures concerning employment and career development and gender-neutral measures related to the reconciliation of their family and professional duties.<sup>66</sup> Regarding the content and quality of education, systemic measures have been envisaged for integrating the gender perspective, equal opportunity perspective and respect for diversity (legal and political culture of human rights) into the curricula and the teaching literature, as well as into the teaching and pedagogical methods. The implementation of the action plan will be monitored through evaluations and annual reports, while failure to implement the action plan will be sanctioned as a disciplinary offence or non-compliance with work discipline.

### 5.2. Mapping the state of affairs

In order for an action plan to be appropriate and applicable in practice, it must be based on insights into the situation at a given institution, in terms of mapping the gender (in)sensitive nature of applicable regulations and their language, showing the dynamics of career advancement of university employees of both sexes, as well as their share in key decision-making bodies. It is also crucial to gain insight into the cultural matrix that determines the overall behaviour of teachers—individual, amongst themselves, in regard to students, in terms of personal and social value systems, in understanding of the legal profession, the purpose of legal education and professional tasks lawyers are faced with in teaching and in creation of curricula, syllabi and textbooks. Therefore, the review of the cultural matrix will be carried out on the basis of a meticulously-created questionnaire, which will be completed anonymously and voluntarily by all teachers. The questionnaire will cover indicators of the value system in terms of gender equality and all aspects of the fight against discrimination and sexual abuse, i.e. in terms of attitudes regarding the principles of democratic legal culture, affirmation of equal opportunity and respect for everyone, as well as indicators of patriarchal stereotypes and prejudices, degrees of sexism, attitudes towards sexual harassment and discriminatory behaviour. The questionnaire will also help map attitudes of teachers of both sexes regarding career advancement issues from a gender equality perspective.

In short, the investigation of the state of affairs encompasses, firstly, the analysis of the autonomous sources of law pertaining to gender equality achievement at the

University of Belgrade Faculty of Law, secondly, the empirical survey of data pertaining to gender equality at the Faculty, consisting of two parts: statistical indicators of gender disbalances at the Faculty, and the Questionnaire on different aspects and issues of gender equality, articulated for purpose of investigating the views of the academic staff.

#### 5.2.1. Autonomous sources of law of importance for the establishment of gender equality at the University of Belgrade Faculty of Law

The constitutional, legal and strategic framework for achieving gender equality, in regard to students, teachers and associates at the University of Belgrade Faculty of Law, is supplemented by autonomous law sources. Their regulation of the protection against gender-based discrimination is fragmented, as well as in the context of protection of students, teachers and assistants from discrimination in general. All relevant sources of autonomous law include only sex, but not gender and/or gender identity, in their catalogues of grounds for discrimination. The Statute of the University of Belgrade and the Statute of the University of Belgrade Faculty of Law uphold the right to ‘equal study conditions for all students’ and the student’s right to ‘diversity and protection against discrimination.’<sup>67</sup> The Rulebook on Enrolment of Students into University of Belgrade Study Programmes also contributes to the protection against discrimination and reaffirms that ‘in exercising their right to enrol into the study programme, candidates have equal rights that cannot be restricted on the basis of sex,’<sup>68</sup> while, in terms of the Rulebook on Standards and Procedures for Quality Assurance ‘ensuring fairness and equality of students on all grounds,’ including sex, is an instrument of student quality assurance.<sup>69</sup> This series continues with the Rulebook on Evaluation of Foreign Study Programmes and Recognition

67 Statute of the University of Belgrade (*University of Belgrade Gazette* Nos. 201/18, 213/20 and 214/20), Art. 99, para. 1, items 6 and 8; Statute of the University of Belgrade Faculty of Law 01-number 652/1, of 28 March 2018, Art. 70, para. 2, items 6 and 8. The first legal act recognizes the right of the students to ‘diversity and protection from all forms of discrimination, in accordance with the regulations issued by the Senate’ (translated by author) (which has not been enacted to date), while the Statute of the University of Belgrade Faculty of Law upholds the right to ‘diversity and protection against discrimination, in accordance with the law’ (translated by author).

68 Rulebook on Enrolment of Students into University of Belgrade Study Programs (*University of Belgrade Gazette* No. 208/219), Art. 3, para. 3.

69 Rulebook on Standards and Procedures for Quality Assurance No. 612-3828/2-13, of 11 September 2013, Art. 10, items 4-5.

66 K. Maes et al., *Women, research and universities: Excellence without gender bias*, League of European Research Universities, Leuven, 2012.

of Foreign Higher Education Documents for the Purpose of Continuing Education, which prohibits discrimination on grounds of sex in the process of granting recognition of a foreign higher education document.<sup>70</sup> Finally, gender equality among students will be further served by the special protection of students with family responsibilities, i.e. the guarantee of the student's right to request suspension of rights and obligations due to maintenance of pregnancy, biomedically assisted fertilization, care of one's child up to the age of one year, as well as special care lasting longer than the child's first year of life.<sup>71</sup>

When it comes to gender equality of teachers and assistants, we should bear in mind that the selection procedure for appointment to assistant and teacher positions, as well as the employment procedure, are regulated in detail by heteronomous and autonomous sources of law, which is important for ensuring access, development and advancement of academic and scientific careers. The legal framework is not, however, gender sensitive (in terms of promoting gender equality and preventing decision-making based on gender prejudice),<sup>72</sup> which is

70 Rulebook on Evaluation of Foreign Study Programs and Recognition of Foreign Higher Education Documents for the Purpose of Continuing Education (*University of Belgrade Gazette* Nos. 188/16 and 199/17), Art. 3.

71 Statute of the University of Belgrade, Art. 100, para. 1, items 4–6 and para. 3; Statute of the Faculty of Law, Art. 71, para. 1, items 4–6, and para. 3.

72 For example the Regulation on the Procedure, Method of Evaluation and Quantitative Research of Scientific Research Results of Researches (*Official Gazette of the RS* Nos. 24/16, 21/17 and 38/17), cites 'established international cooperation' as one of the conditions for selection to a position as well as employment, which includes at least one month of studying abroad at a university or a research institute or 'scientific cooperation conducted by a candidate who spent a long time in foreign scientific institutes, in relation to the project of the Ministry [in charge of scientific research]' (Art. 45, translated by author). This condition is accompanied by a number of open questions, starting with whether the condition can be considered fulfilled if the candidate only resided abroad, or are they required to have lectured at the foreign institute or participated in another form of education (although it would still be unclear what the minimum number of lectures would be). On the other hand, this condition can be reconsidered from a fairness point of view, since the establishment and development of international cooperation can undoubtedly be achieved without stays abroad. Internationalization of scientific and educational parent institutions, i.e. connection with an international network of researchers, teachers and associates, as well as international cooperation, can be achieved in many different ways (C. Peroni, A. Murgia, B. Poggio, Italy, in: C. Herschberg, Y. Benschop, M. van der Brink (eds.), *Constructing Excellence: The Gap between Formal and Actual Selection Criteria for Early Career Academics*, GARCIA Working Papers No. 2, University of Trento, Trento, 2015, 19), This is especially so because the condition related to studying abroad is linked to the risk of discrimination on the grounds of sex,

why it is important to critically re-examine all the phases of the selection procedure for appointment and employment at the Faculty of Law, in order to identify normative solutions and legal gaps that may contribute to discrimination based on sex and gender.<sup>73</sup> Although the Labour Law prohibits asking candidates to provide information on marital and family status and family planning, or to provide evidence which has no direct impact on the announced job opening, including a pregnancy test,<sup>74</sup> it still seems that this legal framework could be further improved by the Faculty of Law regulations/rulebooks. This is because the relevant regulations do not validate the right of a candidate for a the position of teacher, associate, practical teaching assistant or a demonstrator to not answer or incorrectly answer the illegal questions of the members of selection committees, nor do they contain a rule stating that such action will not be considered illegal (by misleading the employer about an essential characteristic of the other contracting party).<sup>75</sup> Although the principle of *good faith and fair* dealing requires the negotiating sides to inform each other only of the facts crucial to the conclusion of the contract,

since women find it more difficult to fulfil this condition, due to family duties, which are more intense for them than their male colleagues. [C. Herschberg, L. Berger, The Netherlands, in: F. Dubois-Shaik, B. Fusulier (eds.), *Academic Careers and Gender Inequality: Leaky Pipeline and Interrelated Phenomena in Seven European Countries*, GARCIA Working Papers No. 5, University of Trento, Trento, 2015, 75].

73 We should bear in mind that the provisions of the European Charter for Researchers confirm that employers in the field of scientific research should ensure that the standards for employment of researchers are clearly defined, especially in the case of those at the beginning of their careers, as well as to facilitate access to jobs for vulnerable groups of workers or researchers who are returning to scientific work, after a career break (The European Charter for Researchers, General Principles and Requirements applicable to Employers and Funders (Recruitment)). This is accompanied by the rules of the Code of Conduct for the recruitment of researchers, aimed at ensuring transparency of the recruitment process, equal treatment of candidates, and fair working conditions in this field. Recruitment procedures should therefore be 'open, efficient, transparent, accommodating, internationally comparable, and designed according to the type of job advertised', while advertisements and vacancies should contain a broader description of the required knowledge and skills, without information that will discourage suitable candidates from submitting their applications (The Code of Conduct for the Recruitment of Researchers, General Principles and Requirements for the Code of Conduct – Recruitment).

74 Labour Law, Art. 26, paras. 2–3.

75 The European Committee of Social Rights did not directly formulate such a requirement as a condition for the effective application of Article 20 of the Revised European Social Charter, but its 'jurisprudence' shows that it positively assesses national regulations that explicitly prohibit the questions regarding pregnancy, adoption or family planning (C. Kollonay-Lehoczy, 368).

we believe that the existence of an appropriate rule in University regulations would further protect candidates from discrimination.<sup>76</sup> The risk of discrimination could be further decreased by regulating, in principle, the conversation between the members of the selection committee and the candidates (for example, by creating the list of prohibited questions), which could, in addition to prohibiting illegal questions, include the rule that the interview can be held in the presence of a trade union or employee representative (if a trade union does not exist), i.e. an employee who would be appointed the Faculty Commissioner for Equality.<sup>77</sup> An alternative solution could be for the Faculty Commissioner for Equality to advise members of the selection committee on issues of importance for eliminating the risk of gender-based discrimination, especially with regards to the organization of interviews with job candidates,<sup>78</sup> or to organize training, for all teachers, on the risk of direct and indirect discrimination in selecting the candidates for teaching and associate titles.<sup>79</sup> Finally, the possibility of introducing, in exceptional cases, anonymous (depersonalized) job applications for the position of demonstrator should be considered, if there is discrimination on the grounds of sex in certain narrow scientific fields or subjects. These are standardized, gender-neutral applications that do not directly or indirectly reveal the gender of the

candidate, e.g. the applicant's name and maiden name, marital status, military service record, information on career breaks due to maternity leave.<sup>80</sup> This is because prejudices related to personal characteristics can affect employers more during the preliminary stages of selection, when they make their decisions solely on the basis of documents provided (selection of candidates who will be invited to a job interview, based on the reviewed accurate and timely applications), than when the decision is made on the basis of personal impressions from direct contact with the candidates, which happens after the candidates have been shortlisted, based on anonymous applications.<sup>81</sup> This instrument, together with supervision by the Faculty Commissioner for Equality over the delicate stages of the process of hiring new Faculty employees for professional, administrative and technical jobs, could improve the implementation of the gender equality principle, especially if there is a significant gender imbalance on the positions in question.<sup>82</sup>

The Code of Professional Ethics of the University of Belgrade prohibits any form of discrimination at the University, especially on the grounds of sex. The same applies to harassment among members of the university community, especially when it is based on abuse of institutional or hierarchical superiority, which includes sexual harassment.<sup>83</sup> The Code confirms that 'expertise, ability and professional merits, as well as training and results in performing activities, jobs and assignments, are the only relevant criteria for evaluation and advancement of members of the academic community'.<sup>84</sup> The following provision of the Code is based on the same principle: 'Members of the University community are provided

76 This type of solution would be in line with ILO standards, which prohibit the possibility of disciplinary action against an employee (including dismissal, as the most severe disciplinary measure) who gave an out-of-date or incorrect answer to an employer's question not directly related to the job, unless there are exceptional reasons that justify collecting this sensitive personal information (Protection of Workers' Personal Data: An ILO Code of Practice, pt. 6.8. in connection with pts. 6.5–6.7).

77 A similar solution exists at the University of Freiburg, where the presence of the gender expert (Gleichstellungsbeauftragter) is mandatory at meetings of the committee for evaluation of candidates for professorship (Albert-Ludwigs-Universität Freiburg Code of Practice for Professorial Appointments). At other universities, primarily in Germany, plans for achieving gender equality contain authorizations for the Faculty Commissioner for Equality or a member of the Human Resources Department with special knowledge on protection against discrimination – to participate in different stages of work of the selection committees, to ensure the application of the principle of gender equality and prohibition of discrimination.

78 E. Lübke et al., *Gender Issues in Recruitment, Appointment and Promotion Processes – Recommendations for a Gender Sensitive Application of Excellence Criteria*, Female Empowerment in Science and Technology Academia, Uppsala, 2015, 7.

79 L. M. Frehill, A. Abreu, K. Zippel, Gender, Science, and Occupational Sex Segregation, in: W. Pearson, Jr., L. M. Frehill, C. L. McNeely (eds.), *Advancing Women in Science. An International Perspective*, Springer, Berlin – Heidelberg, 2015, 63.

80 A. Krause, U. Rinne, K. F. Zimmermann, Anonymous job applications in Europe, *IZA Journal of European Labour Studies* No. 1/2012, 19; U. Rinne, Anonymous job applications and hiring discrimination, *IZA World of Labour*, 2014, 2.

81 Lj. Kovačević, Ravnopravnost muškaraca i žena kao bitan element dostojanstvenog zapošljavanja, *Radno i socijalno pravo*, Vol. 22 No. 1/2018, 128.

82 C. Falcoz, *L'égaleité femmes-hommes au travail. Perspectives pour une égalité réelle*, Éditions EMS, Caen, 2017, 69–71.

83 Code of Professional Ethics of the University of Belgrade, adopted at the session of the University Senate on 22 June 2016 (*University of Belgrade Gazette* No. 193/16), Art. 14. This act defines sexual harassment as 'making inappropriate suggestions and remarks of a sexual nature, displaying sexually offensive and harassing material, requesting sexual services in exchange for undertaking or not undertaking certain activities and physical assault' (translated by author).

84 Code of Professional Ethics of the University of Belgrade, Art. 13 (translated by author).

with equal conditions to perform professional duties, and to demonstrate intellectual abilities and development.<sup>85</sup> The Code contains additional rules related to professional advancement, and upholds the duty of members of the University community to 'base their assessment of the conditions for professional advancement of other members solely on criteria relevant to the performance of professional duties, i.e. demonstrated expertise, talent and professional results. Any form of discrimination is prohibited in the process of evaluating the conditions for professional advancement, as well as in the process of professional advancement itself'.<sup>86</sup>

Prohibition of sexual harassment contained in Code of Professional Ethics of the University of Belgrade is especially important having in mind the delicacy of regulating of this issue. This is especially true for establishing the circle of protected persons, that should include employees, as well as persons who are engaged by the Faculty independently of an employment contract, persons who are enrolled in any level of studies at the Faculty, financed from the budget of the Republic or by themselves, persons who are in the process of enrolment in a study program at the Faculty, persons who are enrolled in a program for innovation (specialization) of knowledge organized by the Faculty, and persons who are at the Faculty based on a program of an international student exchange, or based on other agreements and conventions that allow for the mobility of students.<sup>87</sup> Also, there is a need to establish adequate spatial frame of prohibition of sexual harassment. It should apply to the conduct of the employee and student on Faculty premises, and outside of them if it is related to the work or studying at the Faculty, including business trips, employee tourist voyages, study trips, student internships, student excursion, as well as events organized or financed, directly or indirectly, by the Faculty or a student's organization acting under the auspices of the Faculty.<sup>88</sup> The prohibition of sexual harassment should also apply to events that are unrelated to these activi-

ties, if they are related to the mutual relations between employees or between the employees and students, and they have repercussions on their conduct in the academic education.<sup>89</sup> Also, precise definition of sexual harassment presupposes the protection of academic freedom, via the rule that lectures and papers by teaching staff, assistants, and students, as well as teaching materials on topics related to sex, gender or sexual orientation shall not be considered sexual harassment, since they form the part of academic freedom of expression, which is why they may be the subject of discussion in the academic community.<sup>90</sup> These solutions seem particularly important due to the fact that the system of autonomous sources of law at the Faculty of Law contains no procedural rules that would provide guarantees for the protection of the harassee or adequate guarantees of the right to defence and objection for the person against whom a complaint was filed. The latter conclusion is somewhat relativized by the provisions of the Regulation on Internal Whistleblowing Procedure (2015), since they regulate the protection against retaliation for persons who disclose information regarding violation of the principle of gender equality at the Faculty of Law.<sup>91</sup> Regardless of the abovementioned, there is room for the conclusion that there is a need to regulate the prevention and protection of employees and students from any unwelcome behaviour that aims to violate or violates their dignity in the gender sphere. Therefore, the adoption and effective application of a bylaw that would define the concept of sexual harassment, prohibit such behaviour and establish measures for prevention, as well as the position of confidential counsellors and procedures for protection against such behaviour (counseling and disciplinary proceedings), is a prerequisite for establishing a safe and healthy working environment, ensuring equal opportunities for study, as well as ensuring the respect of personal integrity and human dignity of all participants in the process of higher education at the Faculty.<sup>92</sup> In this sense, an integral part of the Draft

85 *Ibid.*, Art. 10 (translated by author).

86 *Ibid.*, Art. 34, paras. 1–3 (translated by author).

87 The proposal of this solution is contained in the Draft regulation on the prevention of and protection against sexual harassment at the University of Belgrade Faculty of Law, Art. 3, see: *infra*, pp. 219–225.

88 Cf. Draft regulation on the prevention of and protection against sexual harassment at the University of Belgrade Faculty of Law, Art. 6, para. 2.

89 *Ibid.*, Art. 6, para. 3.

90 *Ibid.*, Art. 5, para. 1.

91 See Regulation on Internal Whistleblowing Procedure, 01 No. 2425/1, of 3 December 2015.

92 Compare with M. A. Paludi, J. Martin, C. Paludi, Sexual Harassment: The Hidden Gender Equity Problem, in: S. S. Klein (ed.), *Handbook for Achieving Gender Equity through Education*, Routledge, New York – London, 2010<sup>2</sup>, 223–227. For examples of good practice see: Rich-

Action Plan for the Establishment of Gender Equality is the Draft Regulation on Prevention and Protection from Sexual Harassment at the University of Belgrade Faculty of Law, which will be submitted to the Faculty of Law administration for consideration.

The provisions of the Labour Rulebook, where ‘violation of students’ right to equality and fair treatment in all forms of classes and exams’ is the biggest breach of work duty, i.e. non-compliance with work discipline due to which employment may be terminated, also contribute to the achievement of gender equality at the University of Belgrade Faculty of Law.<sup>93</sup> ‘Exposing the students to various types of blackmail while they are exercising their rights or fulfilling their obligations—especially before, during and after the exams—in order to get them to provide various types of services—personal and material—which insults the dignity of the students and sullies the reputation of the teachers and other Faculty employees’ remains a justifiable reason for termination of employment, which contributes to the protection of students

from sexual harassment, especially *quid pro quo* sexual harassment.<sup>94</sup>

The statutes of the University of Belgrade and the Faculty of Law regulate the matter of dormant employment and appointment for professors and assistants who are on pregnancy leave, leave for child birth and child care, with the qualification that, unlike the female students, the teachers and assistants cannot be granted dormancy on account of biomedically assisted fertilization.<sup>95</sup> The relevant provisions related to the special protection of employees with family responsibilities,<sup>96</sup> were literally taken (actually, copied) from the Labour Law. This means that they didn’t use the opportunity to, in accordance with the *in favor laborem* principle, provide greater rights in the Labour Rulebook than the rights provided by the Labour Law (to whose subsidiary application, in terms of exercising rights and assuming obligations and responsibilities from employment, the blanket norms of the Law on Higher Education, the Law on Employees in Public Services, and the statutes of the University of Belgrade and the Faculty of Law refer). However, the opportunity to improve working conditions, i.e. increase the rights of employees with autonomous sources of law was used during the enactment of the Regulation on Salaries, Bonuses, Compensation and Other Income from the Budget and Funds of the University of Belgrade Faculty of Law (2016), since it recognizes a special childbirth allowance equating to 100% of their salary.<sup>97</sup> In addition, teachers and associates are entitled to compensation for participating in strategic scientific research projects of

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linie zum Umgang mit sexualisierter Diskriminierung und Gewalt der Freien Universität Berlin (9 February 2015); Reglement zum Schutz vor sexueller Belästigung an der Universität Zürich (1 March 2007); Reglement über den Schutz vor sexueller Belästigung am Arbeitsplatz und im Studium an der Universität Basel (22 September 2015); University of Essex Complaints of Bullying or Harassment Procedure; University of Liverpool Policy on Student Conduct and Discipline; Stanford University Sexual Harassment Policy; Stanford University Student-on-Student Sexual Harassment and Retaliation Policy; Georgetown University Sexual Misconduct Policies and Procedures (2018–2019); University of California Sexual Violence and Sexual Harassment Student Adjudication Framework (2019); University of Georgia Non-Discrimination and Anti-Harassment Policy; The University of Michigan Interim Policy and Procedures on Student Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence (2019); University of North Carolina Policy on Prohibited Discrimination, Harassment and Related Misconduct Including Sexual and Gender-Based Harassment, Sexual Violence, Interpersonal Violence and Stalking; Ball State University Code of Student Rights and Responsibilities – Sexual Harassment and Misconduct Policy (Appendix K); The University of Scranton Sexual Harassment and Sexual Misconduct Policy; York University Policy on Sexual Violence (2016); University of Regina Sexual Violence/Misconduct Policy Procedures; Universities of Australia, Guidelines for universities responding to reports of sexual assault and sexual harassment; University of Sydney Student Sexual Misconduct Policy (2018); Flinders University Sexual Harassment Policy and Grievance Procedures of 1984 (with last amendments of 2011).

93 Labour Rulebook, 01-number: 1910/2, of 1 November 2019, Art. 80, para. 1, item 39 (translated by author). Violation of students’ right to equality is qualified as unethical behaviour, in terms of the provisions of the Draft Rulebook on Work Standards at the University of Belgrade Faculty of Law (Art. 133, para. 2, item 18, translated by author).

94 Labour Rulebook, Art. 80, para. 1, item 40 (translated by author). The ban on sex-based and gender-based discrimination in lectures, exercises, study groups, seminars, consultations and other forms of teaching is not, however, upheld by the Regulation on Teaching 03-number: 3175/1, of 27 December 2013. The same gap exists in the Regulation on Exams in Basic Academic Studies, 03-number: 3176/1, of 27 December 2013, Regulation on Master’s Academic Studies, 03-number: 2414/1, of 20 September 2011, in Master in European Integration – Main Rulebook, Regulation on Doctoral Studies at the University of Belgrade Faculty of Law, 01-number: 950/4, of 30 December 2016, Regulation on the Conditions and Procedure for Hiring Guest Professors at the University of Belgrade Faculty of Law (2010) and the Regulation on Conditions and Procedure for Hiring Visiting Professors at the University of Belgrade Faculty of Law (2010).

95 Statute of the University of Belgrade, Art. 142; Statute of the University of Belgrade Faculty of Law, Art. 119.

96 Labour Rulebook, Art. 67–70 & Art. 106, item 2.

97 Rulebook on salaries, bonuses, compensation and other income from the budget and funds of the University of Belgrade Faculty of Law, 01-number: 2856/1, dated 28 December 2016, Art. 32, item 19.

the Faculty of Law during maternity leave, leave from work for child care, and leave from work for special child care.<sup>98</sup> Both solutions are extremely important, since the reduction of the negative impact of family responsibilities on the professional careers of teachers and assistants is extremely important for achieving gender equality. Measures aimed at facilitating the harmonization of professional, family and other private responsibilities of employees could contribute to the same goal, and these can include support for employees who go on maternity leave or leave for (special) child care, as well as consultations with the eldest subject teacher, the head of department and the Head of the Science Council of the Institute for Legal and Social Sciences in order to make a principle plan for career development of the employee upon their return from absence.<sup>99</sup> The same applies to the possibility of employees who are on maternity leave or leave for (special) child care to be acquainted with the basic activities at the Faculty during their absence, as well as the possibility of reaching an agreement among subject teachers on reducing the number of teaching hours and exam obligations of employees who returned to work before their child reached the age of one. This is followed by proposals related to the reduction of secretarial and

similar obligations that the employees have as members of Faculty bodies and commissions, in order to prevent them from being burdened with excessive extracurricular and non-scientific obligations immediately upon their return. In addition, there is a lack of cooperation with services with flexible working hours that provide childcare services throughout the year.<sup>100</sup>

The above-mentioned sources of autonomous law have been written using gender-insensitive language,<sup>101</sup> and the same applies to Faculty regulations that have not been mentioned, such as the Regulation on Internal Organization and Systematization of Jobs and Positions at the University of Belgrade Faculty of Law, whose provisions related to job description, jobs, titles and special work requirements have not been written in a gender-sensitive manner. Also, the provisions of the Labour Rulebook, the Regulation on the Conditions, Method and Procedure for Selecting Practical Teaching Assistants and the Regulation on the Conditions, Method and Procedure for Selecting Demonstrators, do not provide gender-neutral advertising of job vacancies. Although the Law on Advertising 'prohibits the advertising message from, directly or indirectly, encouraging discrimination on any grounds, especially on grounds of [...] gender',<sup>102</sup> we believe that the Faculty of Law vacancies should include the emphasis that the Faculty implements a policy of gender equality, i.e. applies measures to facilitate pro-

98 Regulation on Salaries, Bonuses, Compensation and Other Income from the Budget and Funds of the University of Belgrade Faculty of Law, 01-number: 2856/1, of 28 December 2016, Art. 17, para. 11. This decision has been in force since 2016, and previously compensation for participation in the Faculty's strategic scientific research projects was limited to only three months: the rule on monthly advance payment was derogated when an employee took leave of absence for more than three months (Rulebook on Salaries and Other Income of the University of Belgrade Faculty of Law employees, 01-number: 747/1, of 14 March 2013, Art. 13, item 10; Regulation on Salaries, Bonuses, Compensation and Other Income from the Budget and Funds of the University of Belgrade Faculty of Law, 01-number: 1378/3, of 18 December 2015, Art. 17, item 11). The current decision deserves special acclaim, bearing in mind that teachers and assistants engaged in scientific research projects funded by the Ministry of Education, Science and Technological Development of the Republic of Serbia are not entitled to compensation during leave for pregnancy, childbirth and child care; see: S. Đorđević, Primer diskriminacije porodilja u naučno-istraživačkom radu, in: M. Mićović (ed.), *Savremeni pravni promet i usluge*, Pravni fakultet Univerziteta u Kragujevcu, Kragujevac, 2018, 727–736.

99 Compare with: Policy and Action Plan for Gender Equality and Equal Treatment at the University of Gothenburg (2015), 12. A similar solution was adopted by the University of Heidelberg, where special service (*Clearingstelle Wissenschaft und Familie*) organizes counselling and provides necessary support for research staff ("Academia and Family" Clearing Service, <https://www.uni-heidelberg.de/gleichstellungsbeauftragte/familie/clearingservice.html>).

100 Such opportunities are readily available to employees of the universities that make up the League of European Research Universities, and the Ludwig Maximilian University in Munich is an example of good practice, with a special service for employees with family responsibilities. They provide childcare in cooperation with pme Familienservice company, with the University covering the costs of consulting and agency services, while the employees bear the costs of childcare. In addition, the University offers flexible *ad hoc* childcare support to employees in unforeseen situations (K. Maes *et al.*, Appendix: New policies and changing practices at LERU universities). On the other hand, the University of Leuven provides babysitting services for children under the age of three at subsidized prices for services provided by the city kindergartens. Furthermore, employees whose children are ill have the right to paid leave, but also have the opportunity to, instead of using their sick leave, use the childcare services for sick children of university employees, which the University provides for a maximum of 15 days per year per child (Gender Action Plan KU Leuven 2014–2017, 15).

101 See: J. Čeriman, I. Fiket, Razumevanje koncepta rodne ravnopravnosti u normativnom okviru referentnom za sistem visokog obrazovanja u Srbiji, in: D. Vujadinović, Z. Antonijević (eds.), *Rodna ravnopravnost u visokom obrazovanju: koncepti, prakse i izazovi*, Akademska knjiga, Novi Sad, 2019, 101–120.

102 Advertising Law (*Official Gazette of the RS* No. 6/16), Art. 8.



fessional and family obligations of employees and other temporarily engaged persons.<sup>103</sup>

## 5.2.2. Empirical Research

### 5.2.2.1. Aim and Description of the Research

Empirical research consists of two parts, as previously mentioned. The first part is a desk analysis, i.e. statistical indicators of gender structure in the institutional framework of the University of Belgrade Faculty of Law (UBFL), while the second part encompasses a questionnaire about views, assessments of the state of affairs, understanding of different issues related to gender equality of the UBFL academic staff. The aim of this study is to serve to taking insights about the given state of affairs in regards of different dimensions of the gender structure of the institution, to collect relevant information about the views on gender equality, with an aim of using both sets of information in the development of the gender action plan (GAP), which will alone be relevant for conducting the policy of gender equality at the UBFL and for its constant advancement.

The desk analysis represented the first step or component in estimating the institutional context from a gender perspective, and serves to adequately profile the GAP, while offering factual information and quantitative indicators about relations between different factual information.

The second component of this study is related to the questionnaire which investigated the views of the academic staff about gender equality, as well as about the institutional, educational and cultural dimensions of gender equality at the UBFL. The questionnaire's results

were also important basis for articulating certain measures and indicators of the GAP.

Desk analysis dealt with existing administrative data on staff selection and promotion, membership on boards and other managing bodies, the gender ratio among students, different academic and administrative positions, existence or nonexistence of certain policies and procedures related to balancing work and childcare, etc. It was is the first step in the gender assessment of an academic programmes and organization, since it provides basic, factual and quantitative information.

The desk analysis involved data related to gender structure of the students who have enrolled or completed undergraduate studies, including the top-ranking student in the generation, the gender structure of the Faculty administration, as well as the gender structure of the academic staff of the Faculty of Law. In regard to the academic staff, data on the average number of years spent at each level of the professional status was collected and analysed, as was data on the gender structure of those who have been promoted or re-elected to the same status, and those who have established the initial professional status and who have been engaged as assistants and demonstrators. Also considered was the gender structure of the members of academic staff who had used parental leave as well as the gender pay gap during the mentioned period. Finally, the analysis included the comparison of the salaries of male and female members of the academic staff of the Faculty of Law.

These databases did not exist at the UBFL; they were created precisely for this purposes and the data has been collected for both female and male academic staff members. However, there is still the lack of collected data related to the memberships in the administrative boards and other administrative bodies (except regarding the Faculty administration), as well as the lack of data about the gender structure of the academic administrative bodies (department heads and their deputies).

The desk analysis represents the first step in gender assessment of the institutional context, and serves for profiling an adequate GAP, while offering basic factual and quantitative information.

The aim of the questionnaire was to provide insights into value statements of professors and assistants about general questions related to gender equality, as well as about the institutional, educational and cultural dimensions of gender equality at the UBFL. These insights are important as the basis for articulating certain GAP measures and indicators.

103 Compare: Lübke *et al.*, 2015, 6 and 16, all the more so because the Law on Employment and Unemployment Insurance does not require employers to indicate in the advertisement that persons of both sexes can apply for a job (either by directly using this wording in the advertisement, or by denoting both male and female genders in the wording of a job, or by affixing the mark 'm/f'). On the other hand, it can be argued that the aforementioned marks in advertisements could lead to discrimination against transgender persons and that preference should be given to existing gender-neutral advertising, or to indicate in job ads that positions and jobs are available for m/f/x (*How does one find her? KU Leuven Gender Action Plan. Interim Report*, KU Leuven Diversity Office, Leuven, 56; The University of Helsinki Equality and Diversity Plan 2017–2018, 25). Compare: Ž. Potočnjak, A. Grgić, Osnovni pojmovi i koncepcije o zabrani diskriminacije u radnom pravu, in: Ž. Potočnjak, I. Grgurev, A. Grgić (eds.), *Perspektive antidiskriminacijskog prava*, Sveučilište u Zagrebu – Pravni fakultet, Zagreb, 2014, 28; on the importance of job description formulations and special job requirements placed in job advertisements, see: D. Gaucher, J. Friesen, A. C. Kay, Evidence that Gendered Wording in Job Advertisements Exists and Sustains Gender Inequality, *Journal of Personality and Social Psychology*, vol. 101 No. 1/2011, 109–128).

On the basis of the desk analysis and the questionnaire, certain statements have been put into the GAP. In short, the statistical data and the questionnaire's results contributed to developing qualified insights, high quality indicators about the given state of affairs. All these results are important for creating the policy making relevant GAP and for advancing gender relations at the Faculty.

The GAP proposal for the UBFL contains among other also the measure oriented towards introducing the study programmes with gender sensitive and gender competent contents. Insofar, the GAP and attempts towards its adoption and consistent implementation meant a real stimulus for articulating the proposal, submitting the application and getting the grant for the huge international project devoted to building the master's study programme for reconsidering all fields of legal education from the gender equality perspective, and all of that with the main aim to contribute to advancing gender equality in higher education in general and legal studies in particular. The mentioned project is Erasmus Plus project titled 'New Quality in Education for Gender Equality – Strategic Partnership for the Development of a Master's Study Programme Law and Gender – LAWGEM'. The University of Belgrade is the coordinator of the LAWGEM project. Besides University of Belgrade Faculty of Law, the consortium members are: School of Law, Psychology and Social Work, *Örebro universitet*, Sweden; Faculty of Law University of LUMSA (*Libera Università degli Studi Maria Ss. Assunta di Roma*) from Palermo, Italy; University of Cadiz (*Universidad de Cadiz*), Spain, and *Europa Institut* of the Faculty of Law University of Saarland, (*Universität des Saarlandes*), Germany.

The important intellectual output proposed in the framework of LAWGEM is the articulation of the tool for empirical survey – Empirical Survey Tool, EST. As above mentioned, EST contains the questionnaire and the desk analysis, and both these tools are based on the mentioned questionnaire and the desk analysis already constructed for the UBFL. The aim of EST in the framework of the LAWGEM project is to get by means of the desk analysis insights about gender imbalances in the Consortium institutions and to get by means of the Questionnaire insights about value statements of the academic staff of all five universities.

The main purpose is to get after the particular analysis for each University, the comparative insights about similarities and differences among value statements about the same issues among academic staff of these universities, and to understand and analyse all those similarities and differences from the point of different cultural-his-

torical-religious heredity and different political, economic and social context. These insights have been *per se* interesting from sociological point of view, but they are also important for purposes of the further common work of the Consortium members on an implementation of the master's study programme Law and Gender.

Additional essential and far-reaching aim is to create the tool usable by any universities and useful for their attempts to create both GAPs and study programmes oriented towards advancing gender equality in academia.

#### 5.2.2.2. Desk analysis – Statistical indicators of gender (im)balance at the University of Belgrade Faculty of Law

Statistical analysis of students covered a longer period and was based on the assessment that 15 academic years represented a good reference period for perceiving trends relevant to gender (im)balance. However, for indicators related to employment, i.e. engagement of persons in the teaching process and their career advancement, the survey included the period from 2009, when the Gender Equality Law came into force. This timeframe was shorter for analysis of employment of the demonstrators, as they started working at the Faculty of Law in 2013.

It should be kept in mind that these data basis had not at all existed at the UBFL, and that they were collected for students and academic staff and differentiated according to gender for the first time just for this purpose.<sup>104</sup> However, this data collection lacks the collecting the facts about the gender structure of the heads of the organizational units of the Faculty (except for the case of the Faculty administration), as well as regarding the gender structure of the heads of departments and their deputies.

#### 5.2.2.2.1. Collected data and interpretation

Statistics related to the number of students enrolled in undergraduate studies at the University of Belgrade Faculty of Law show an almost unchanged trend of proportionately higher enrolment of female students over the last 12 academic years, in a situation of general progressive reduction of the total number of enrolled students (Table 1). In addition to the higher enrolment of female students in undergraduate studies, a significantly higher percentage of them are completing undergraduate studies on time (Table 2).

104 The authors of the GAP want to express their gratitude to colleagues that helped them to collect data of importance for producing tables Nos. 1, 2, 3, 4, 5, 15, 16 and 17: Branka Kokanović, Chief of Section for Financial- Activities; Ljiljana Marić, Chief of the Centre for Master and Doctoral Studies; Milkica Stjepanović, clerk in the Section for Academic Studies, and Goran Tršnjak, clerk for employment relationships.

Over the past 16 years, a convincingly higher number of female students (2/3 more than male students) were valedictorians (Table 3). Tables 4 and 5 show that proportionally more female students enrol in master's degree programmes (Bologna Process, 60.88%), and proportionally more of them also complete these studies (64.24%), however more female students enrol in PhD programmes (57.68%) but proportionally much fewer of them, compared with male students, complete their doctoral studies (45.7%).

When it comes to the Faculty of Law administration, statistical indicators of gender representation in Faculty administration convincingly point to a 'glass ceiling' that female professors have so far failed to 'punch through' in terms of administrative functions. Even when there were three or even four vice deans, women were in the minority, and none of them held the title of Dean in a given period (Table 6). It is worth noting that in the entire history of the Faculty of Law, Professor Dr. Ljubica Kandić was the only female Dean, from 1987 to 1989.

Statistical data on gender representation among teaching staff clearly shows that nearly two-thirds are men (Table 7). However, the number of male vs. female valedictorians shows an inverse proportion over the past 15 years, as well as over the past five years. Gender imbalance is also reflected in the data on employee representation among professorships and assistant positions, where the imbalance is highest among the full professors, and decreasing with lower positions (Table 8). On the other hand, the average number of years spent in each of the assistant positions and each of the professorships with fixed term employment contracts shows a relatively small disproportion at the detriment of women in relation to the dynamics of promotion to higher ranks (Table 9). When it comes to the number of assistants and professors who have been promoted to higher ranks in the past nine academic years, it is noticeable that, both in individual academic years and in total over the past nine academic years, more men were promoted than women, but this gender disproportion is much more pronounced in cases of promotion to higher positions (Table 10). On the other hand, the number of candidates for graduate student instructor/junior teaching instructor (demonstrator) and the number of demonstrators working at the Faculty of Law since 2013 shows the potentially positive impact of a relatively higher number of selected female demonstrators, since it is realistic to assume that a large number of them will obtain tenure and that this will over time ensure the balance between genders among the professors (Table 13).

The number of professors and assistants who used maternity leave, absence from work for child care, or ab-

sence for special child care between 2008 to 2018, shows that only female professors and assistants used maternity leave and absence from work for child care, (Table 14).

When it comes to pay, we should keep in mind that the remuneration paid during maternity leave, absence from work for child care and absence from work for special child care is paid in accordance with the Law on Financial Support for Families with Children<sup>105</sup> as well as the Rulebook on salaries, allowances, compensations and other income, from the budget and the funds of the University of Belgrade Faculty of Law. In this sense, there is no difference between the base salary of an employee who is on leave and the base salary of a comparable employee. Differences in salaries that employees would have received had they not been on leave and salaries paid out during the leave exist, however, in respect to the other elements of pay (allowance, benefits and other income from working on master's, PhD and specialist studies, knowledge innovation studies, summer schools and other work/consulting and other commercial projects under the Faculty's activities), and range from 16%-44% for Do- cents, and 18%-47% for Assistant Professors (Table 15).

Special attention is paid to Table 16, which shows that the average salary of male full professors is significantly higher (16.3%) than the average salary of female full professors. Base salaries are, of course, identical. The gender pay gap can be explained by a significantly greater number of male full professors than female full professors and that proportionally they are older and have higher seniority compensation, and by the fact that men in the highest rank occupy one or more paid administrative positions and/or functions. These abovementioned are indicators for a strong impact of inherited discrimination (although it should be noted that the difference in pay also depends on the amount of teaching obligations at different years of studies, for each professor, male or female). This disproportion doesn't exist for lower professorial ranks, in fact, there is a small advantage in favour of female associate professors and female do- cents regarding average salary. This disproportion in favour of female associate professors and female assistant profes- sors can probably be explained by a relatively large number of female staff in the aforementioned positions, as well as by the fact that female associate professors and female do- cents have been progressively occupying certain administrative and decision-making positions, which can be qualified as a positive trend from a gender equality perspective.

<sup>105</sup> Financial Support for Families with Children (*Official Gazette of the RS* Nos. 113/17 and 50/18).



Table 3: Top of the class (by generation)<sup>106</sup>

No.	Academic year	Name and Surname	Average Mark/ Grade
1	2000/2001	Vladimir Vuletić	9.77
2	2001/2002	Nikola Bodiroga	10.00
3	2002/2003	Nataša Petrović	9.87
4	2003/2004	Jelena Jovičić	9.67
5	2004/2005	Jelena Adamović	10.00
6	2005/2006	Marko Jovanović	9.71
7	2006/2007	Mateja Đurović	10.00
8	2007/2008	Nina Kršljanin	10.00
9	2008/2009	Jelena Obradović	10.00
10	2009/2010	Snežana Dabić	9.86
11	2010/2011	Aleksandra Višekruna	10.00
12	2011/2012	Mirjana Ignjatović	10.00
13	2012/2013	Maša Mišković	10.00
14	2013/2014	Jelena Jovanović Miloš Vukotić	10.00 10.00
15	2014/2015	Nikola Paunović	10.00
16	2015/2016	Ivana Danilović	10.00
17	2016/2017	Đorđe Vičić, Ana Petričević	10.00
18	2017/2018	Stefan Petrović	10.00
19	2018/2019	Konstantin Babić	10.00

Table 4. Students enrolled in master and doctoral programmes

ENROLLED STUDENTS												
Academic year	MASTER – New System				PhD – New System				MA – Old System			
	Total	Male	Female	Female %	Total	Male	Female	Female %	Total	Male	Female	Female %
2005/2006									119	59	60	50.42
2006/2007	123	51	72	58.53								
2007/2008	158	86	72	45.56								
2008/2009	230	98	132	57.39	44	18	26	59.09				
2009/2010	331	140	191	57.70	37	26	11	29.73				
2010/2011	419	180	239	57.04	36	19	17	47.22				
2011/2012	490	185	305	62.24	35	16	19	54.28				
2012/2013	553	207	346	62.57	44	19	25	56.82				
2013/2014	562	196	366	65.12	34	13	21	61.76				
2014/2015	558	208	350	62.72	40	14	26	65				
2015/2016	459	173	286	62.31	36	21	15	41.67				
2016/2017	475	181	294	61.89	44	13	31	70.45				
2017/2018	498	183	315	63.25	42	10	32	76.19				
2018/2019	522	205	317	60.73	46	15	31	67.39				
2019/2020	543	223	320	58.93	37	17	20	54.05				
<b>Total</b>	<b>5921</b>	<b>2316</b>	<b>3605</b>	<b>60.88</b>	<b>475</b>	<b>201</b>	<b>274</b>	<b>57.68</b>	<b>119</b>	<b>59</b>	<b>60</b>	<b>50.42</b>

<sup>106</sup> Top of the class student is a student who graduated first in his/her generation with the highest average mark.

Table 5. Students who obtained MA and PhD degrees

STUDENTS WHO OBTAINED DEGREES																
Academic year	MASTER diploma – New System				PhD STUDIES – New System				MA diploma – Old System				PhD – Old System			
	In total	Male	Female	Female %	Total	Male	Female	Female %	Total	Male	Female	Female %	Total	Male	Female	Female %
2005/2006									24	18	6	25.00	11	5	6	54.54
2006/2007									23	16	7	30.43	11	6	5	45.45
2007/2008	59	27	32	54.24					23	10	13	56.52	17	12	5	29.41
2008/2009	60	30	30	50.00					21	10	11	52.38	17	10	7	41.17
2009/2010	74	29	45	60.81					34	14	20	58.82	16	12	4	25.00
2010/2011	99	46	53	53.53					11	5	6	54.54	13	7	6	46.15
2011/2012	136	55	81	59.56	1		1		5	2	3	60.00	8	3	5	62.50
2012/2013	271	105	166	61.25	1		1	100					16	11	5	31.25
2013/2014	323	104	219	67.80	7	5	2	28.57	3	2	1	33.33	9	4	5	55.55
2014/2015	250	75	175	70	7	3	4	57.14	1	1		0	7	4	3	42.86
2015/2016	449	153	296	65.92	17	10	7	41.18	1	1		0	40	16	24	60
2016/2017	294	106	188	63.95	11	7	4	36.36					2	1	1	50
2017/2018	331	114	217	65.56	16	8	8	50					1		1	100
2018/2019	277	94	183	66.06	10	5	5	50					2	1	1	50
<b>Total</b>	<b>2623</b>	<b>938</b>	<b>1685</b>	<b>64.24</b>	<b>70</b>	<b>38</b>	<b>32</b>	<b>45.71</b>	<b>146</b>	<b>79</b>	<b>67</b>	<b>45.89</b>	<b>170</b>	<b>92</b>	<b>78</b>	<b>45.88</b>

Table 6: Faculty administration, by sex

Year	Men	Women	Dean	Vice Dean	Total
2013	3	1	1	3	4
2014	3	1	1	3	4
2015	3	2	1	4	5
2016	3	2	1	4	5
2017	3	2	1	4	5
2018	3	2	1	4	5
2019	3	2	1	4	5

Table 7. Faculty teaching staff, by sex (6 November 2019)

Year	Men	Women	Total	M%	W%
2013	73	42	115	36.5%	63.5%
2014	69	39	108	36.1%	63.9%
2015	65	39	104	37.5%	62.5%
2016	64	38	102	37.3%	62.7%
2017	67	38	105	36.2%	63.8%
2018	64	37	101	36.7%	63.3%
2019	61	42	103	40.8%	59.2%

Table 8. Academic titles and teaching staff, by sex (6 November 2019)

		Men	Women	M %	W %
Teaching staff	Professor	26	10	72.1%	27.9%
	Assist. Professor	13	9	59.1%	40.9%
	Docent	15	9	62.5%	37.5%
	Foreign Language Teachers	0	3		100%
Teaching assistants	Assistants	6	8	42.8%	57.2%
	(Junior) Teaching Assistants	1	3	25%	75%

Table 9. The average number of years spent in an academic rank on a fixed term contract

	Men	Women
Graduate Student Instructor/ Junior Teaching Assistant	3.54	3.21
Assistant	5.25	4.8
Docent	6	6.06
Associate Professor	5.44	6.63

Table 10. The number of teaching assistants promoted to a higher academic position/rank

	Year	Promoted Teaching Assistants		Promoted teaching staff (Docents, Associate Professors)	
		Men	Women	Men	Women
Academic year	2009/2010	7	5	5	1
	2010/2011	3	1	1	1
	2011/2012	1	5	2	1
	2012/2013	2	0	6	0
	2013/2014	5	1	7	4
	2014/2015	5	4	8	3
	2015/2016	1	0	5	2
	2016/2017	3	2	2	3
	2017/2018	4	4	6	1
	2018/2019	1	8	3	6
<b>Total Number of reappointed</b>		32	30	45	22

Table 11. The number of teaching staff re-elected/reappointed to the same academic position

		Reappointed Teaching Assistants		Reappointed Teaching Staff	
		Men	Women	Men	Women
Academic year	2009/2010	6	3	2	0
	2010/2011	2	2	3	0
	2011/2012	3	3	0	0
	2012/2013	5	0	0	1
	2013/2014	0	4	1	0
	2014/2015	4	1	2	0
	2015/2016	1	2	1	0
	2016/2017	0	1	2	1
	2017/2018	0	1	1	0
	2018/2019	0	0	2	0
Total		21	17	14	2

Table 12. The number of persons hired for the first time by the Faculty of Law in the past ten years

		Men	Women
		2009/2010	1
Academic year	2010/2011	2	0
	2011/2012	1	3
	2012/2013	0	0
	2013/2014	0	1
	2014/2015	0	0
	2015/2016	2	0
	2016/2017	3	4
	2017/2018	0	2
	2018/2019	1	3
	Total		10

Table 13. Number of candidates for the position of graduate student instructor/junior teaching instructor (demonstrator) since 2013

Academic Year	Candidates		Candidates elected and engaged by the Faculty of Law (temporary work contracts, contracts on additional work)	
	Men	Women	Men	Women
2013/2014	15	20	1	2
2014/2015	8	11	0	2
2015/2016	26	31	4	4
2016/2017	43	53	9	5
2017/2018	30	39	0	7
2018/2019	5	18	0	5
Total number of candidates in the last six years	127	172	14	25



Table 14. Number of teaching staff who took maternity and parental leave, 2008–2019

		Men	Women	Average number of months spent on a leave
Type of Leave	Maternity leave	0	11	3
	Child care leave	0	8	5.75
	Special care of the child leave	1	1	6

Table 15. Difference between salary and remuneration during maternity and child care leave (8 November 2019)

	Difference between salary and remuneration during maternity and child care leave		Average difference between salary and remuneration during leave
Docents who took maternity leave or child care leave	1.1.	15%	25.71%
	1.2.	31%	
	1.3.	25%	
	1.4.	44%	
	1.5.	21%	
	1.6.	18%	
	1.7.	26%	
Assistants who took maternity leave or special care of the child leave	2.1.	22%	30.20%
	2.2.	57%	
	2.3.	32%	
	2.4.	17%	
	2.5.	23%	

Table 16. Teaching staff salaries for the period December 2017–September 2019

		Ratio in % between salaries (men –women)
Teaching Staff	Professors	16.32%
	Associate Professors	– 5.10%
	Docents	– 2.86%
	Teachers (foreign language)	-100%
Teaching Assistants	Assistants with a Ph.D.	18.30%
	Assistants	-15.37%

Table 17. Number of teaching staff whose employment relationship was terminated in the past ten years<sup>107</sup>

		Men	Women
Ground for the termination of employment relationship	Retirement	16	11
	Consensual termination of employment contract	1	1
	End of a fixed term contract	11	14
	Resignation	0	1
	Working permit termination	1	0

<sup>107</sup> Over this period, there were four cases in which employment relationship was terminated because of the death of an employee.

5.2.2.3. Investigating the views on gender equality of the academic staff of the University of Belgrade Faculty of Law<sup>108</sup>

#### 5.2.2.3.1. The subject-matter and aim of the investigation

The overall objective of this online questionnaire was to investigate conditions and attitudes regarding gender equality at the University of Belgrade Faculty of Law.

The specific objectives are to investigate (1) general gender patterns and attitudes, (2) experiences with specific gender-related policies at the institutional level, (3) perceptions about gender equality in educational material (syllabi, textbooks etc.), (4) mainstream mutually controversial and contradictory cultural matrixes—the patriarchal one and the alternative emancipatory one.

The most important aim of this empirical survey is that its results contribute to the creation of the gender action plan for the UBFL, and the hope persists that this document will serve as an inspiration and model for creating action plans for achieving gender equality at other faculties.

#### 5.2.2.3.2. Research methodology

The theoretical background is based on the following assumptions: There are structural gender inequalities (in terms of power, leadership positions at faculties and universities, and other resources) at the institutional level as well as at the level of attitudes and beliefs, cul-

tural settings that can influence the evaluation of competences and achievements, both inherited from the historical dominantly patriarchal gender regimes. These cultural patterns can be observed at the individual and at the organizational level. The distinction between explicit organizational policies and organizational culture, which is more informal and implicit, will be kept in mind throughout the entire survey analysis.

The sample was formed anonymously from the total academic staff, whom there were 98 at the time that this empirical survey was conducted.

The particular questionnaire was created for this survey, consisting of 71 question, systematized in four groups: a general part in which the questions were partly devoted to gender issue in general and partly to gender equality in education, a part that was devoted to the institutional framework, while the third part was related to the educational framework, with the fourth related to the cultural framework.

Research focuses can be differentiated into four categories of questions, meaning that the professional and wider socio-economic position and opinions of the university staff was analysed according to four dimensions of gender (in)equality:

- a) General understanding of the gender issue, with reference to gender equality in education;
- b) Institutional framework: investigating the views of the academic staff about the quality of rules and regulations regarding employment, career promotion, gender pay gap, maternity leave and parental leave, family friendly institutional support, new job announcements, protection from sexual harassment;
- c) Educational framework: considering the academic staff's views about quality of gender (in)sensitivity of study programmes, syllabi and textbooks, as well as of the pedagogical approach and 'the hidden curriculum' (value statements, prejudices, and stereotypes implied in communication and relations between members of academic staff and between professors and students); and
- d) Cultural settings: investigating the value systems, possible stereotypes and prejudices of professors regarding gender issues in academia (personal estimate of the necessity of gender equality, how it should or could be achieved, do women have equal capacities and/or equal opportunities, what 'fair share of priva-

<sup>108</sup> This Questionnaire was articulated by Prof. Dr. Dragica Vujadinović, who also analysed the results collected through it. The author wishes to express her sincere gratitude to Prof. Dr. Nevena Petrušić from the Faculty of Law University of Niš and Dr Marina Blagojević Hughson from the Institute for Sociological and Criminological Research for their generous and highly competent assistance in creating the Questionnaire. Dr. Marina Blagojević Hughson, unfortunately, recently passed away, and would not be in position to do honour to the Questionnaire analysis with her brilliant intelligence and the most sovereign knowledge in feminist sociology in both theoretical and research dimension. The author also expresses her gratitude to Prof. Dr. Ivana Krstić, Prof. Dr. Danilo Vuković, Prof. Dr. Vladimir Pavić and Prof. Dr. Miloš Živković for their highly useful suggestions and corrections of certain questions. Finally, the author of the Questionnaire wants to express her special gratitude to Prof. Dr. Ljubinka Kovačević, who took part with her suggestions, corrections, competent arguments and opinion, as well as with her collegial professional attempts, efforts and generous support in each segment of both creating the Questionnaire and conducting the analysis of the collected results, presented below.

The author also wishes to express extraordinary gratitude to Petar Pavlović, IT manager at the UBFL, for creating the online platform for announcing this questionnaire and its inscribing, as well as for creating the basic online analysis of the collected data.

te and professional duties' should mean, what should be a family friendly institutional design, is affirmative action necessary, etc.).

The following research questions are the basis of the questionnaire:

- Are integrative mechanisms (e.g. leadership change, member promotion) equally accessible to women and men, or do segregation patterns occur in this aspect as well?

- Are curricula and textbooks gender sensitive?
- What are the attitudes and beliefs of the staff with regards to gender equality (as well as what are the underlying values)?
- Is the institution aware of the need to monitor gender equality and that specific policies work to promote gender equality?
- Who is or should be the policy holder, or who are the agents of change?

### 5.2.2.3.3. The text of the Questionnaire

#### QUESTIONNAIRE FOR COLLECTING DATA ABOUT THE VIEWS OF THE ACADEMIC STAFF OF THE UNIVERSITY OF BELGRADE FACULTY OF LAW ABOUT THE GENDER ISSUES

- 1) Gender
  - a) male
  - b) female
- 2) Age
  - a) 18–29
  - b) 30–39
  - c) 40–49
  - d) 50–59
  - e) above 60
- 3) Academic title
  - a) Master
  - b) Magister of Science
  - c) PhD
- 4) Professional status
  - a) graduate teaching assistant
  - b) teaching assistant
  - c) assistant professor
  - d) associate professor
  - e) full professor

To what extent do you agree with the following statements? ( <i>please, circle a number</i> )		1=I disagree completely, 2=I mostly disagree, 3=I neither agree, nor disagree, 4=I mostly agree, 5=I agree completely				
GENERAL						
GENDER EQUALITY IN GENERAL						
1.	I believe that gender equality is very important to the socio-economic development of our country.	1	2	3	4	5
2.	The patriarchal patterns are present in our society to this day, which is why men have more power than women in all spheres of life.	1	2	3	4	5
3.	In our country men still dominate the decision-making ranks at all levels of the educational system, including university education.	1	2	3	4	5
4.	In order to achieve and preserve gender equality in all modern societies, ours included, a better implementation of international and national laws, as well as appropriate public policies are needed.	1	2	3	4	5
5.	The achievement of gender equality is an important element of the rule of law.	1	2	3	4	5
6.	The achieved level of gender equality is an indicator of the level the human rights culture has reached.	1	2	3	4	5
7.	Achieving gender equality is a task men and women must work on together.	1	2	3	4	5
8.	Gender neutral laws are not just, because they do not take into consideration different needs and interests of men and women.	1	2	3	4	5
GENDER EQUALITY IN EDUCATION						
9.	Education plays a key role in removing gender stereotypes and prejudices.	1	2	3	4	5
10.	The perspective of gender equality is still underdeveloped at all levels of education in our country (they are gender insensitive).	1	2	3	4	5

11.	Adopting action plans for achieving gender equality in educational institutions improves education on the whole.	1	2	3	4	5
12.	Special (affirmative) measures are necessary in order to reach a balanced representation of men and women in higher education institutions.	1	2	3	4	5
13.	The possibility of balancing professional and family duties is essential to the career advancement of both men and women.	1	2	3	4	5
14.	The slower advancement of women in the academic ranks is mostly due to the fact that their family duties do not allow broader professional engagement.	1	2	3	4	5
15.	A balanced representation of men and women in scientific and research teams contributes to better results in scientific research.	1	2	3	4	5
16.	Sexual harassment of students by the teaching staff is the worst form of gender-based undesirable behaviour.	1	2	3	4	5
17.	The eradication of sexism in academia is not possible without a public denouncement by the employees and the Faculty/ University administration.	1	2	3	4	5
INSTITUTIONAL FRAME						
18.	Institutional discrimination of women is present at our Faculty/University.	1	2	3	4	5
19.	The employees of our Faculty are aware that relevant laws explicitly forbid to publicly advocate, support and practice conduct in keeping with prejudices, customs and other social models of behaviour based on the patriarchal matrix and stereotyped roles of the genders.	1	2	3	4	5
20.	The legal frame for employment at our Faculty/University is harmonized with the principle of gender equality.	1	2	3	4	5
21.	The legal frame for advancing in the academic ranks at our Faculty/University is harmonized with the principle of gender equality.	1	2	3	4	5
22.	Our Faculty/University should develop mechanisms for achieving gender balance in enrolling students in undergraduate, postgraduate and doctoral studies.	1	2	3	4	5
23.	The fact that there are always/by rule more men than women in the administration of our Faculty is an indicator of institutional discrimination of women.	1	2	3	4	5
24.	The fact that at our Faculty women make up about 1/3 of the teaching staff is a coincidence, and not an indicator of the effects of long-term institutional discrimination of women.	1	2	3	4	5
25.	The fact that at our Faculty there has been an increase in the number of women appointed as assistants and younger academics in the last couple of years speaks of the implementation of gender responsible Human Resources policies.	1	2	3	4	5
26.	The fact that in the last two years the average net salaries of male full professors at our Faculty/University were about 16% higher than those of female full professors speaks, among other things, of a discrimination of women inherited from the past.	1	2	3	4	5
27.	The fact that in the last two years the average net salaries of female associate professors and assistant professors at our Faculty/University top the salaries of their male colleagues of the same rank (by 5.10% and 2.86%, respectively) speaks of the positive changes in gender relationships of the younger generations.	1	2	3	4	5
28.	The committees in charge of appointing professors and assistants at our Faculty/University should be made up of both male and female professors, in proportion to their total numbers.	1	2	3	4	5
29.	At our Faculty, during the selection process for employment or appointment, the rule which prohibits gathering information on the marital and family status of the candidates is strictly enforced.	1	2	3	4	5
30.	In order to achieve a balanced representation of women and men in management positions at our Faculty, it is necessary to introduce quotas that would benefit the insufficiently represented gender.	1	2	3	4	5
31.	At our Faculty there is a need for an appointed ombudsman for gender equality and protection against discrimination.	1	2	3	4	5
32.	Our Faculty should support the employees and students who have small children by organizing our own childcare facility.	1	2	3	4	5
33.	Our Faculty should support the employees and students who have small children by setting up a cooperation with a nearby childcare facility.	1	2	3	4	5
34.	Our Faculty should support the employees who have small children, by reorganizing their work-related duties.	1	2	3	4	5
35.	Our Faculty should support the students who have small children, by providing financial support (if proven to be necessary), or by concessions in the way their studies are organized, etc.	1	2	3	4	5
36.	The fact that no male teachers or assistants at our Faculty have so far used the possibility of parental leave speaks of the endurance of gender stereotypes related to parenthood.	1	2	3	4	5
37.	According to your personal impressions or knowledge – sexual harassment among staff is present at our Faculty.	1	2	3	4	5
38.	According to your personal impressions or knowledge – sexual harassment of students is present at our Faculty.	1	2	3	4	5
39.	At our Faculty, in your opinion, there are no mechanisms that would be efficient in preventing sexual harassment.	1	2	3	4	5

40.	During lectures and extracurricular communication with students – according to your personal impressions or knowledge – the teachers at our Faculty sometimes express sexist attitudes.	1	2	3	4	5
41.	Sexist behaviour – according to your personal impressions or knowledge – is tolerated and covered up at our Faculty.	1	2	3	4	5
42.	The introduction and regular upkeep of gender sensitive statistics is necessary at our Faculty.	1	2	3	4	5
43.	Applying gender analysis in budget planning (gender responsible budgeting) should be part of the Faculty policy.	1	2	3	4	5
EDUCATIONAL FRAME						
44.	Including a gender perspective into study plans and curriculums at our Faculty would significantly improve the quality of legal education here.	1	2	3	4	5
45.	It is necessary to perform a critical reconsideration from the gender sensitive point of view of all the textbooks used at our Faculty.	1	2	3	4	5
46.	Gender sensitive legal studies are important to the professional competences of the future lawyers, judges and other members of the legal profession.	1	2	3	4	5
47.	It is impossible to include a gender perspective in courses dealing with positive law.	1	2	3	4	5
48.	Gender perspective in legal studies is utterly irrelevant to the quality of content and the meaning of acquired legal knowledge.	1	2	3	4	5
49.	As a rule, classes do not provide a gender perspective when learning about legal institutes.	1	2	3	4	5
50.	Our Faculty/University does not offer textbooks containing elements of gender stereotypes and prejudices in the interpretation of certain terms and phenomena.	1	2	3	4	5
51.	A gender sensitive pedagogic approach is very important when working with the students of our Faculty.	1	2	3	4	5
52.	Additional education of teachers and assistants on matters of gender equality is both useful and necessary at our Faculty.	1	2	3	4	5
53.	The improvement of university education from a gender perspective should be regulated by the Law on Higher Education.	1	2	3	4	5
54.	The rules on standards and procedures for the accreditation of study programs should stipulate that the ability to understand and apply the principles of gender equality is a general competence that students should acquire at all levels of academic studies.	1	2	3	4	5
CULTURAL FRAME						
55.	Discrimination of women is no longer a problem in our country.	1	2	3	4	5
56.	Women already have more rights than they deserve.	1	2	3	4	5
57.	Women do not succeed in traditionally 'male' professions, because they do not have the same abilities that men have.	1	2	3	4	5
58.	Gender equality is detrimental to our society.	1	2	3	4	5
59.	The matter of gender equality is purely ideological, and not civilizational.	1	2	3	4	5
60.	Women should not force the issue of achieving gender equality, since it will come spontaneously.	1	2	3	4	5
61.	Introducing quotas or some other way of balancing the number of women and men in a public office is a forced acceleration of a change that would happen either way.	1	2	3	4	5
62.	The introduction of legal measures and public policies for achieving gender equality are imposing, artificial and unnecessary interventions in our social life.	1	2	3	4	5
63.	Legal solutions concerning the protection against domestic violence are open to serious misuse, to the detriment of men.	1	2	3	4	5
64.	The ideology of gender equality represents a threat to family values.	1	2	3	4	5
65.	The ideology of gender equality represents a threat to national traditions.	1	2	3	4	5
66.	The ideology of gender equality represents a threat to fertility and the survival of the nation.	1	2	3	4	5
67.	Women lack natural authority that is demanded in leadership positions.	1	2	3	4	5
68.	Men at our Faculty must hide their opinions so as not to appear sexist and discriminating towards women.	1	2	3	4	5
69.	The phenomenon of women using their 'female charms' in order to gain employment and/or advance their careers is present at our Faculty.	1	2	3	4	5
70.	The phenomenon of female and/or male students using their 'charms' to obtain benefits during studies is present at our Faculty.	1	2	3	4	5
71.	Reducing gender stereotypes and prejudices among teachers, regardless of their gender, would have a positive effect on interpersonal relationships.	1	2	3	4	5

### 5.2.2.3.4. Results and interpretation

#### 5.2.2.3.4.1. Introductory consideration

Research Protocol – Analysis of the questionnaire results has been based on the procedures and techniques of data established by IBM SPSS Statistics 23.0, while the descriptive statistics method was used for the analysis of the basic data, as well as the statistics of conclusions making. For descriptive statistics frequency, percentage, arithmetic mid measure and standard deviation are used as the main instruments. First the Shapiro-Wilks test of distributive normalcy was done, proposed for small samples (Shapiro-Wilks Normality Test). The test showed that there was statistically significant deviation from normal distribution, and it was the reason for also applying non-parametric methods. For investigating the statistical importance of differences between particular groups, there were applied Kruskal-Wallis analysis and Mann-Whitney U test, depending on whether a comparison of two or more groups being carried out.

The results of SPSS cross-analysis techniques for identifying significant differences based on gender, age, professional status and/or academic title, were mentioned in the questionnaire analysis only regarding the questions that were found to be linked to some of mentioned bases. There were many questions without identified statistically significant differences on any basis, and there were rare questions for which statistically significant differences linked to two bases were found, and none were found to be linked to three or four bases.

The tables that demonstrate significant differences in responses based on different factors of the SPSS analysis are attached to this empirical survey as Annex II.

As previously mentioned, the questionnaire was offered to all members of the academic staff of the UBFL, with a request to fill it on a voluntary basis.

The questionnaire was anonymous, and it was filled out by 55 members of the Faculty staff, among whom 24 were male, 29 female and 2 did not identify their gender. The distribution of respondents by age categories was relatively balanced: 9 between 20 and 29 age, 15 between 30 and 39 age, 14 between 40 and 49 age, 8 between 50 and 59 age, and 5 above age 60. In short, most respondents were between the ages of 30 and 50, i.e. 29 of them. Concerning the academic status, the numbers of respondents were very well balanced, e.g. there were 12 assistants, 12

assistant professors (docents), 11 associate professors, and 13 full professors.

The questionnaire consisted of 71 questions: questions from 1 to 17 were general questions on gender equality and gender equality in education, questions from 18 to 35 were devoted to the institutional framework, questions from 44 to 54 were about the specific educational framework, and questions from 55 to 71 were about the cultural framework. As previously mentioned, the Likert scaling from 1 to 5 was used, where 1 meant 'I disagree completely', 2 meant 'I mostly disagree', 3 meant 'I neither agree, nor disagree', 4 meant 'I mostly agree', and 5 meant 'I agree completely'.

When the Likert scale shows higher percentage of responses in favour of patriarchal relations, it is interpreted as a sign of the lack of emancipatory value orientation regarding gender equality and the consequential lack of readiness among academic staff to contribute to its advancement. Contrary to that, when the Likert scaling expresses more value orientation in favour of gender equality, then the frequency and percentage of the responses are considered as emancipatory ones. Furthermore, value orientation is considered by collecting the percentage of responses under scales 1 and 2, and analogously under scales 4 and 5. Of course, particular mutual proportion of responses under 1 and/or 2, on the one hand, and under 4 and/or 5 is also taken into consideration, on the other.

#### 5.2.2.3.4.2. Gender equality: Generally speaking

##### **Question No. 1 – I believe that gender equality is very important to the socio-economic development of our country.**

	Frequency	Percentage
I disagree completely	3	5.5
I mostly disagree	1	1.8
I neither agree, nor disagree	7	12.7
I mostly agree	15	27.3
I agree completely	29	52.7
Total	55	100.0

A great percentage of respondents (80%) do agree that gender equality is strategically important for Serbia, and it is a promising result from an emancipatory point of view. However, there are more than 7% of those who disagree and almost 13% of those who do not have a clear opinion, which indicates still existing and persistent patriarchal attitudes.

**Q No. 2 – The patriarchal patterns are present in our society to this day, which is why men have more power than women in all spheres of life.**

	Frequency	Percentage
I disagree completely	2	3.6
I mostly disagree	6	10.9
I neither agree, nor disagree	10	18.2
I mostly agree	18	32.7
I agree completely	19	34.5
Total	55	100.0

The high percentage (more than 67%) of respondents have been willing to recognize the still powerful patriarchal matrix with its negative consequences on power relations and lack of gender equality in Serbia. That is a promising result from the point of the chance that attempts to overcome gender inequality will be successful.

However, 15% do not agree with this statement and 18% do not have a clear opinion about whether men have more power on the basis of an existing patriarchal patterns.

If taken together, these two results account for almost one third (33%) of the respondents. This indicates still rather strong elements of acceptance of the patriarchal matrix among a significant number of respondents and a lack of their readiness to question and overcome it.

**Q No. 3 – In our country men still dominate the decision-making ranks at all levels of the educational system, including university education.**

	Frequency	Percentage
I disagree completely	2	3.6
I mostly disagree	5	9.1
I neither agree, nor disagree	10	18.2
I mostly agree	28	50.9
I agree completely	10	18.2
Total	55	100.0

Most of respondents (almost 70%) are aware of the fact that there is institutional discrimination in favour of male academic staff when higher ranks—responsible for decision making—are in question. However, the percentage of those who do not have a clear statement is rather high (18%), and almost 13% disagree mostly or completely on the dominance of male academics in higher positions with a decision-making power. One third of academics has strong or mild suspicion regarding this value statement, despite the fact that this statement is also a fact-based statement. These results are indicative for a still persistent patriarchal attitude among a certain

proportion of respondents who do not realize the lack of equality in this regard.

Namely, those who do not agree that dominance of men does exist in decision-making in education represent those who do not question the mentioned power relations because for them they are self-explanatory.

There is a statistically significant difference in responses based on sex/gender: male respondents neither agree nor disagree, while female respondents mostly agree. This means that the male respondents are more among those who accept the mentioned patriarchal model a bit more than the female part of the sample.

**Q No. 4 – In order to achieve and preserve gender equality in all modern societies, ours included, a better implementation of international and national laws, as well as appropriate public policies are needed.**

	Frequency	Percentage
I disagree completely	1	1.8
I mostly disagree	4	7.3
I neither agree, nor disagree	9	16.4
I mostly agree	20	36.4
I agree completely	21	38.2
Total	55	100.0

The academic staff of the UBFL expressed in a great percentage (75%) an agreement with the importance of gender-sensitive international and national law and public policies, and their better implementation for an advancement of gender equality. This dominant value orientation is a promising/emancipatory one from the point of view of confidence in legal/institutional top-down attempts at gender equality advancement. However, there are still more than 9% of those who disagree and more than 16% of those who do not have a defined statement. These results indicate that suspicion and rejection of ideas regarding the role of national and international law in promoting gender equality still exist even among law professors at the UBFL.

Concerning the age-based statistically significant difference, respondents aged over 60 agree completely, the respondents age 50 to 59 mostly agree, while respondents ages 40 to 49 and 30 to 39 neither agree nor disagree. Younger generations of law teachers have had gradually more suspicion towards an importance of gender sensitive international and national law, with those over the age of 60 having the least suspicion in this regard .

**Q No. 5 – The achievement of gender equality is an important element of the rule of law.**

	Fervency	Percentage
I disagree completely	2	3.6
I mostly disagree	3	5.5
I neither agree, nor disagree	4	7.3
I mostly agree	13	23.6
I agree completely	33	60.0
Total	55	100.0

The representatives of legal profession from the UBFL showed a very high level of awareness (more than 83%) about the correlation between gender equality and rule of law. Only 9% are disagree with this statement (with a higher percentage of those who mostly disagree) and only 7.3% do not have a defined opinion in this regard. This result is a rather promising indicator for possible future policy-making attempts/readiness/willingness aimed at improving gender equality.

**Q No. 6 – The achieved level of gender equality is an indicator of the level the human rights culture has reached.**

	Frequency	Percentage
I disagree completely	1	1.8
I mostly disagree	1	1.8
I neither agree, nor disagree	4	7.3
I mostly agree	15	27.3
I agree completely	34	61.8
Total	55	100.0

A very high percentage (89%) of positive value statements regarding human rights culture as essentially interconnected with gender equality, and a low level of disagreement (3.6%), and of undefined opinion (7.3%). It is a promising emancipatory result. The high level of awareness of the interconnection between the achieved and aimed gender equality and already achieved human rights culture (and further attempts in this direction) is a good indicator both from the point of view of acknowledging the mentioned interconnection and from the point of view of giving importance to women's rights and human rights in general.

This is also a promising indicator from the point of view the quality of human rights culture among the members of academic staff and consequently likely also from the point of view of the quality of human rights classes that they possibly teach students.

Respondents of both gender mostly agree, while this opinion is more expressed by females.

**Q No. 7 – Achieving gender equality is a task men and women must work on together.**

	Frequency	Percentage
I disagree completely	2	3.6
I mostly disagree	-	-
I neither agree, nor disagree	3	5.5
I mostly agree	9	16.4
I agree completely	41	74.5
Total	55	100.0

Most respondents (almost 91%) agree that gender equality is a common task. It is a significant emancipatory result, because stereotypes about gender issues being primarily a female concern must be overcome.

Concerning the statistically significant age-based difference, respondents between the ages of 30 and 39 mostly agree, while the respondents between the ages of 40 and 49 neither agree nor disagree. This means that a slightly clearer opinion about gender equality being the common task of both gender is expressed by the slightly younger respondents.

**Q No. 8 – Gender-neutral laws are not just, because they do not take into consideration different needs and interests of men and women.**

	Frequency	Percentage
I disagree completely	7	12.7
I mostly disagree	6	10.9
I neither agree, nor disagree	20	36.4
I mostly agree	17	30.9
I agree completely	5	9.1
Total	55	100.0

Distribution of responses related to the statement that gender-neutral laws are unjust because they do not take into consideration the different needs of men and women: (more than 23% disagreed, more than 36% had undefined opinion and 40% agreed, among which only 9% responded that they fully agree with this value statement) is an indicator that most of the UBFL teaching staff do not agree with the idea that gender-neutral laws are unjust while not being gender sensitive. The problem with responding to this question might emerge from possible different understanding of the notion of 'gender-neutral' among those who did not agree or who did not have a clear opinion. 'Unjust' as 'gender-neutral' was meant 'not gender sensitive', however, the mentioned re-



spondents may have interpreted gender=neutral as being universally valid and impartial.

#### 5.2.2.3.4.3. Gender equality in education – General

##### **Q No. 9. Education plays a key role in removing gender stereotypes and prejudices.**

	Frequency	Percentage
I disagree completely	1	1.8
I mostly disagree	4	7.3
I neither agree, nor disagree	3	5.5
I mostly agree	21	38.2
I agree completely	26	47.3
Total	55	100.0

A high percentage of respondents (more than 86%) consider education a crucial tool in overcoming gender stereotypes and prejudices; a small proportion disagreed (mostly or completely 9%), and even fewer were with undefined opinion (5.5%).

This is a very good result from the point of view of the state of mind among the academic staff regarding the impact that education could have on achieving gender equality. It also indicates a logical belief among academics of the key role of education in overcoming stereotypes and prejudices, including the ones related to gender.

##### **Q No. 10 – The perspective of gender equality is still underdeveloped at all levels of education in our country.**

	Frequency	Percent
I disagree completely	1	1.8
I mostly disagree	4	7.3
I neither agree, nor disagree	13	23.6
I mostly agree	21	38.2
I agree completely	16	29.1
Total	55	100.0

The critical attitude towards underdeveloped gender prospects in education, expressed by more than 67% of respondents, indicates relatively well-articulated awareness about the poor state of affairs in regards of gender mainstreaming in education, i.e. about the need to improve the given negative condition.

A rather high percentage of undefined value statements (23.6%, and more than 9% of those who do not agree mostly or completely with this critical opinion) speaks about the still not fully developed awareness about the poor state of affairs regarding gender sensitization of education in Serbia and about the need to improve gender equality at all levels of education.

##### **Q No. 11 – Adopting action plans for achieving gender equality in educational institutions improves education on the whole.**

	Frequency	Percentage
I disagree completely	3	5.5
I mostly disagree	4	7.3
I neither agree, nor disagree	17	30.9
I mostly agree	16	29.1
I agree completely	15	27.3
Total	55	100.0

There is a significant number of those who agree with an importance of gender action plans as the mechanism that should be established for the abovementioned purpose (more than 56%). However, a great percentage of those suspicious, or without a defined opinion (30.9%, plus almost 13% of those who are against introducing the GAP) speaks about nearly equal distribution of opinions for and against GAPs.

The policy of introducing GAPs at higher education institutions has become a common one in the developed Western countries, including EU member states.

In Serbia the trend of establishing GAPs in institutions of education and elsewhere has been germinating, but regarding higher education – there are good prospects for their recommendation and introduction. From the point of view of the attempts to introduce the GAP at the UBFL, these results indicate rather high level of disagreement and high prospects of a refusal of the proposed measure.

##### **Q No. 12 – Special (affirmative) measures are necessary in order to reach a balanced representation of men and women in higher education institutions.**

	Frequency	Percentage
I disagree completely	3	5.5
I mostly disagree	5	9.1
I neither agree, nor disagree	16	29.1
I mostly agree	21	38.2
I agree completely	10	18.2
Total	55	100.0

In regards of introducing special affirmative measures for achieving better gender-balance in representation, a rather high percentage of respondents (more than 56%) stated that they 'mostly agree' (38%) or 'agree completely' (18.2%), and a high percentage (more than 29%) had an undefined opinion response, while 14% disagreed mostly or completely.

This speaks of a relatively positive inclination towards introducing affirmative measures, but not a very determined one. It also indicates potentially high resistance towards this kind of measure and the need for more promotion of affirmative measures in order for them to become more acceptable to those who still do not have a defined opinion.

**Q No. 13 – The possibility of balancing professional and family duties is essential to the career advancement of both men and women.**

	Frequency	Percentage
I mostly disagree	1	1.8
I neither agree, nor disagree	1	1.8
I mostly agree	17	30.9
I agree completely	36	65.5
Total	55	100.0

The question might be too neutrally posed, without designating the importance of the mentioned balancing, especially in regards of women academics. As a consequence, around 95% agreed completely or mostly, with the result implying that male respondents probably have not experienced the mentioned lack of balance, while women have been bearing (because of the patriarchal heredity) the greater burden of family duties even when they have been also successful in fulfilling professional duties.

Concerning statistically significant differences based on academic title, both groups (those with PhD and master degrees) of respondents mostly agreed while this opinion is more present among respondents with master's degrees.

**Q No. 14 – The slower advancement of women in the academic ranks is mostly due to the fact that their family duties do not allow broader professional engagement.**

	Frequency	Percentage
I disagree completely	3	5.5
I mostly disagree	5	9.1
I neither agree, nor disagree	10	18.2
I mostly agree	25	45.5
I agree completely	12	21.8
Total	55	100.0

The rather high percentage (more than 67%) of those who agree mostly or completely with this value statement, opposite a significant percentage (18.2%) of those who do not have a defined opinion and with almost 15% of those who mostly or completely disagree, shows that

there are a great doubts regarding this statement, but also a high level of the agreement.

Two thirds of the respondents believe that the poor job/family balance has an impact on the female academics' career advancement, and this indicates the need for changing the mentioned poor state of affairs and represents a good stimulus for introducing certain measures when establishing the GAP at UBFL.

**Q No. 15 – A balanced representation of men and women in scientific and research teams contributes to better results in scientific research.**

	Frequency	Percentage
I disagree completely	5	9.1
I mostly disagree	2	3.6
I neither agree, nor disagree	20	36.4
I mostly agree	13	23.6
I agree completely	15	27.3
Total	55	100.0

A high percentage (almost 51%) of respondents agree with the value statement that a balanced representation of men and women in scientific and research teams contributes to better results in scientific research.

However, also rather high percentage does not have a defined opinion (36%). When undefined statements are taken together with negative ones (nearly 13%), it implies that almost 50% of respondents do not consider well gender-balanced teams to be important.

This result shows a lack of awareness about the importance of including female researchers and scientists in teams, i.e. to have both genders well-represented in the project teams for purposes of not only gender equality but also of productivity of ideas and better results, which inclusion of both genders and of different researchers and scientists entails.

**Q No. 16 – Sexual harassment of students by the teaching staff is the worst form of gender-based undesirable behaviour.**

	Frequency	Percentage
I disagree completely	4	7.3
I mostly disagree	1	1.8
I neither agree, nor disagree	3	5.5
I mostly agree	6	10.9
I agree completely	41	74.5
Total	55	100.0

More than 85% of respondents have very negative opinions and sentiments towards sexual harassment in

academia, i.e. agree that sexual harassment of students by the teaching staff is the worst form of gender-based undesirable behaviour.

However, there are still 9,1% who disagree mostly or completely, and almost 11% of the respondents with an undefined opinion, which could be considered as a too high percentage of the problematic value opinions regarding sexual harassment among the respondents from the UBFL.

**Q No. 17 – The eradication of sexism in academia is not possible without a public denouncement by the employees and the Faculty/University administration.**

	Frequency	Percentage
I disagree completely	2	3.6
I mostly disagree	1	1.8
I neither agree, nor disagree	5	9.1
I mostly agree	7	12.7
I agree completely	40	72.7
Total	55	100.0

More than 85% of respondents agree mostly or completely that public denouncement by the employees and the Faculty administration is necessary for eradicating sexism in academic behaviour and communication, including the teaching context and out-class discourse and cultural settings.

Undefined opinions are rather highly presented (more than 9%), but those who disagree mostly or completely are a significant minority (5,4%).

5.2.2.3.4.4. Institutional framework

**Q No. 18 – Institutional discrimination of women is present at our Faculty.**

	Frequency	Percentage
I disagree completely	25	45.5
I mostly disagree	15	27.3
I neither agree, nor disagree	11	20.0
I mostly agree	3	5.5
I agree completely	1	1.8
Total	55	100.0

Almost 73% of respondents disagree mostly or completely that there is structural discrimination at the UBFL.

However, there is a significant percentage of those who do not have a defined opinion (20%), which implies – together with the group of those who think that there

is structural discrimination of women (13.6%) – that one third of the whole sample does not negate the existence of structural discrimination against women.

**Q No. 19 – The employees of our Faculty are aware that Law on the Prohibition of Discrimination – Art 20 explicitly forbid to publicly advocate, support and practice conduct in keeping with prejudices, customs and other social models of behaviour based on the patriarchal matrix and stereotyped roles of the genders.**

	Frequency	Percentage
I disagree completely	2	3.6
I mostly disagree	5	9.1
I neither agree, nor disagree	19	34.5
I mostly agree	15	27.3
I agree completely	14	25.5
Total	55	100.0

The 53% of the respondents agree that the employees of the Faculty are aware that Law on the Prohibition of Discrimination – Art 20 explicitly forbids public advocacy, support and conduct in keeping with prejudices, customs and other social models of behaviour based on the patriarchal matrix and stereotyped gender roles.

However, there is a very high percentage (34.5%) of respondents who do not have a defined opinion on whether academic staff are familiar or not with legal regulations in this respect, which together with almost 13% of respondents who think that the academic staff are not familiar with these legal rules indicates a critical attitude of many respondents regarding the legal culture of other members of the UBFL staff. Namely, almost half of the respondents are not sure or disagree that the academic staff of the UBFL has been made fully aware of the mentioned legal rules, e.g. Art 20 of the Law on the Prohibition of Discrimination.

**Q No. 20 – The legal frame for employment at our Faculty is harmonized with the principle of gender equality.**

	Frequency	Percentage
I disagree completely	2	3.6
I mostly disagree	1	1.8
I neither agree, nor disagree	10	18.2
I mostly agree	18	32.7
I agree completely	24	43.6
Total	55	100.0

A very high percentage (more than 76% of the respondents) agree that the legal framework for employment at the UBFL is in compliance with the principle of gender equality.

However, more than 23% of the respondents either disagree or are not sure whether this compliance exists or not. In other words, more than one fifth or almost one quarter of the sample has a relatively or fully critical opinion in this regard. There is a very small percentage of those who disagree completely or partially – 5,4%.

**Q No. 21 – The legal frame for advancing in the academic ranks at our Faculty is harmonized with the principle of gender equality.**

	Frequency	Percentage
I disagree completely	2	3.6
I mostly disagree	2	3.6
I neither agree, nor disagree	10	18.2
I mostly agree	13	23.6
I agree completely	28	50.9
Total	55	100.0

More than 74% of the respondents have a positive opinion about equal academic advancement opportunities for both gender.

However, more than 25% of the respondents disagree (mostly or completely) or are uncertain whether this is a case of compliance with the principle of gender equality, which indicates that one quarter of the sample has more or less critical or more or less negative attitude in this regard.

**Q No. 22 – Our Faculty should develop mechanisms for achieving gender balance in enrolling students in undergraduate, postgraduate and doctoral studies.**

	Frequency	Percentage
I disagree completely	23	41.8
I mostly disagree	7	12.7
I neither agree, nor disagree	14	25.5
I mostly agree	6	10.9
I agree completely	5	9.1
Total	55	100.0

More than 54% of the respondents disagree more or less with the statement that the Faculty should develop mechanisms for achieving gender balance in students enrolment in undergraduate, postgraduate and doctoral programmes, i.e. that there is a need for a special gender-balancing enrolment policy (quota system) at the Faculty.

However, almost half of the sample is not so strict and certain in this regard. There are 25,5% of those with an undefined opinion and 20% of those who are in favour for a special policy.

These two results taken together indicate that a great proportion—almost one half—of the respondents are more or less open to considering this type of policy, and the other half are against. On the other hand, there nearly 80% of the respondents are fully or partly against introducing the quota system in the enrolment policy, in addition to those who are most likely also inclined (with their undefined opinion) towards the refusal of the quota system. That might indicate that a great number of staff members are not aware of the existence of this issue, although it produces negative effect on the attitude of the judiciary on the issue of gender equality. Also, this problem has not been identified in the Strategy for Advancement of the Judiciary.

**Q No. 23 – The fact that there are always/by rule more men than women in the administration of our Faculty is an indicator of institutional discrimination of women.**

	Frequency	Percentage
I disagree completely	12	21.8
I mostly disagree	11	20.0
I neither agree, nor disagree	12	21.8
I mostly agree	15	27.3
I agree completely	5	9.1
Total	55	100.0

Interpretation of the facts that there are always more men than women in the Faculty administration, as an indicator of institutional discrimination against women, vary from 32% of those who disagree, almost 22% of those with undefined opinions and more than 36% of those who agree to a lesser or greater extent.

If undefined and critical responses are combined, then 58% might accept this kind of critical approach and might be ready for changing the mentioned disbalance.

However, if the opinions of dismissing this fact as an indicator of structural discrimination of women are combined with the undefined opinion, then almost 64% could be among those who do not connect or are not sure whether there is a connection between male dominance in the Faculty administration and female structural discrimination.

Concerning statistically significant gender-based data, male respondents are more represented among those who

mostly agree, while female respondents are more represented among those who neither agree nor disagree.

When taking into consideration together the first mentioned analysis and the statistically significant data, it can be concluded that female respondents alone do not have a clearly articulated critical opinion and, even more, that they have less critical approach in this regard than the male respondents.

**Q No. 24 – The fact that at our Faculty women make up about 1/3 of the teaching staff is a coincidence, and not an indicator of the effects of long-term institutional discrimination of women.**

	Frequency	Percentage
I disagree completely	5	9.1
I mostly disagree	13	23.6
I neither agree, nor disagree	17	30.9
I mostly agree	12	21.8
I agree completely	8	14.5
Total	55	100.0

Concerning the statement that the fact that at the Faculty women make up about one third of the teaching staff is a coincidence, and not an indicator of the effects of long-term institutional discrimination against women, a higher percentage (36%) of respondents think that it is a matter of coincidence than that it is a matter of a long-term gender-based discrimination (33%). However, there is a high percentage of those who have an undefined opinion—almost 31%.

Taken together, there are 64% of those with critical and undefined opinions, which implies a certain emancipatory potential. However, those with an undefined opinion combined with the ones who think that this is a matter of coincidence, amount to 67%. These results might imply a great distance from critical opinion, i.e. a rather strong resistance to recognizing and acknowledging the existence of structural discrimination.

There are statistically significant differences based on professional status, in the sense that full professors have an undefined opinion to a higher degree, while associate professors and assistant professors mostly disagree. This indicates that younger academics interpret this fact as a sign of structural discrimination based on gender, while the older ones, with the highest rank, do not have a defined opinion in this respect.

Younger and lower-rank academics/respondents are closer to a critical opinion and acknowledging the long-

term structural discrimination of female academics and indicates an emancipatory potential for gradual changing the mentioned disbalance in the future.

**Q No. 25 – The fact that at our Faculty there has been an increase in the number of women appointed as assistants and younger academics in the last couple of years speaks of the implementation of gender responsible Human Resources policies.**

	Frequency	Percentage
I disagree completely	9	16.4
I mostly disagree	12	21.8
I neither agree, nor disagree	18	32.7
I mostly agree	9	16.4
I agree completely	7	12.7
Total	55	100.0

Concerning the statement that the fact that at the Faculty there has been an increase in the number of women appointed as assistants and younger academics in the past several years speaks of the implementation of gender responsible human resources policies, there is the highest percentage of statements of a complete or partial disagreement (38%), a very high percentage of an undefined statement (almost 33%), and more than 29% of statements of agreement.

It shows a relatively dispersed, i.e. a rather equal distribution of responses, which—when taken together with the statements of disagreement and undefined statements—implies a realistic and at the same time critical attitude towards the shortcoming of human resources policy, which should be aimed at establishing a better gender balance at the Faculty. Namely, based on the sample, the causes of the fact the number of female teaching staff has increased is not the result of the intended progressive policy.

**Q No. 26 – The fact that in the last two years the average net salaries of male full professors at our Faculty were about 16% higher than those of female full professors speaks, among other things, of a discrimination of women inherited from the past.**

	Frequency	Percentage
I disagree completely	8	14.5
I mostly disagree	11	20.0
I neither agree, nor disagree	15	27.3
I mostly agree	10	18.2
I agree completely	11	20.0
Total	55	100.0

Only 38.2% of the respondents agree mostly or completely that the significantly higher salaries of male full professors compared to female full professors can be linked to the inherited structural discrimination from the past, while 27.3% do not have a defined opinion and 34.5% disagree mostly or completely with the explanation related to discrimination.

The greatest portion of the statements of agreement, taken together with the undefined opinions, amount to 65.5%, which indicates a rather strong inclination towards interpreting the higher salaries for the same professional rank by the structural discrimination inherited from the past.

The fact that there are no statistically significant differences in female and male responses among the 34.5% who disagree, indicates that these respondents of both gender are not prepared to analyse these striking facts in depth and to try to understand why there are proportionally much more male full professors and why they have more decision making paid academic and administrative functions.

**Q No. 27 – The fact that in the last two years the average net salaries of female associate professors and assistant professors at our Faculty top the salaries of their male colleagues of the same rank (by 5.10% and 2.86%, respectively) speaks of the positive changes in gender relationships of the younger generations.**

	Frequency	Percentage
I disagree completely	10	18.2
I mostly disagree	10	18.2
I neither agree, nor disagree	17	30.9
I mostly agree	14	25.5
I agree completely	4	7.3
Total	55	100.0

Concerning the statement that in the past two years the average net salaries of female associate professors and assistant professors at the Faculty top the salaries of their male colleagues of the same rank (by 5.10% and 2.86%, respectively) speaks of the positive changes in gender relationships of the younger generations, almost per one third is the distribution of responses for the disagreement, agreement and undefined response. Namely, more or less disagreement was expressed by more than 36% of the respondents, an undefined opinion response was given 31%, and an affirmative one by 33% of the sample.

All things considered, this kind of the dispersion of responses speaks in itself in favour of undefined statement regarding the mentioned fact. However, more than 67% of collected responses of disagreement and unclear opinion speak of a rather critical or realistic approach, meaning that two thirds do not want to conclude too easily that there are emancipatory changes and their indicators.

**Q No. 28 – The committees in charge of appointing professors and assistants at our Faculty should be made up of both male and female professors, in proportion to their total numbers.**

	Frequency	Percentage
I disagree completely	11	20.0
I mostly disagree	12	21.8
I neither agree, nor disagree	10	18.2
I mostly agree	8	14.5
I agree completely	14	25.5
Total	55	100.0

Almost 42% of respondents do not agree that gender-balanced committees in charge of appointing academic staff should be introduced as the principle; an almost equal number do agree, and 18% do not have a defined opinion. This indicates a rather sharp division of mutually opposite responses and a rather small proportion of undefined opinions. If the responses of disagreement and undefined responses are taken together, 60% express a predominant suspicion and disagreement in regard to the need for better balanced recruitment committees.

Concerning statistically significant gender-based data, male respondents are the majority among those who mostly agree, while female respondents are dominant those who neither agree nor disagree. This indicates that male respondents are more open to this principle approach, e.g. they are slightly more progressive in this regard.

**Q No. 29 – At our Faculty, during the selection process for employment or appointment, the rule which prohibits gathering information on the marital and family status of the candidates is strictly enforced.**

	Frequency	Percentage
I disagree completely	4	7.3
I mostly disagree	3	5.5
I neither agree, nor disagree	14	25.5
I mostly agree	8	14.5
I agree completely	26	47.3
Total	55	100.0

A great percentage of the respondents (62%) do agree that at the Faculty the rule which prohibits gathering information on the marital and family status of the candidates is strictly respected during the selection process for employment or appointment.

There are 13% of those who disagree or have a critical opinion towards this claim and 25.5% are unsure whether it is respected or not.

If the responses of disagreement and undefined ones are combined, the result indicates that almost 40% have potentially or literally critical opinions in this regard, in a sense that it certainly or probably is not true that the rules strictly prohibiting the collecting of data on the marital and family status of the candidate have been strictly respected at the UBFL in the recruitment/employment procedure and the procedure of the professional promotion.

This result is cautionary in the sense that the mentioned procedures have to be improved and that the GAP should also cover this issue.

**Q No. 30 – In order to achieve a balanced representation of women and men in management positions at our Faculty, it is necessary to introduce quotas that would benefit the insufficiently represented gender.**

	Frequency	Percentage
I disagree completely	17	30.9
I mostly disagree	10	18.2
I neither agree, nor disagree	11	20.0
I mostly agree	13	23.6
I agree completely	4	7.3
Total	55	100.0

Concerning introducing quotas as an affirmative mechanism in the case of administrative positions, a great percentage of respondents is mostly or completely against this (49%), much fewer are for (31%), and a rather high percentage has an undefined opinion (20%). This indicates that introducing the policy of quotas for electing the management positions, with the aim of achieving more gender balanced results, would not be very popular and widely accepted at the UBFL.

Concerning statistically significant gender-based differences, the two groups mostly disagree, but this statement is more expressed by the female respondents. This means that the female respondents among the members

of academic staff are slightly more against introducing quotas. This is one more statistically significant case and an indicator that male respondents are slightly more in favour of policies devoted to promoting gender equality than female respondents.

**Q No. 31 – At our Faculty there is a need for an appointed ombudsman for gender equality and protection against discrimination.**

	Frequency	Percentage
I disagree completely	16	29.1
I mostly disagree	5	9.1
I neither agree, nor disagree	11	20.0
I mostly agree	14	25.5
I agree completely	9	16.4
Total	55	100.0

The 42% of respondents are in favour of introducing the institution of ombudsman/ombudswoman for protection against discrimination based on sex and gender. However, 38.2% are against, and 20% do not have a defined opinion.

These results indicate that attempts towards introducing the mentioned institutional position would be met by high disagreement and refusal. On the basis of a presumption that some respondents considered the mentioned body as too narrowly defined, it could be also supposed that the percentage of positive responses would have been bigger if the question referred to introducing the commissioner for equality as the body for protection against any sort of discrimination, including that based on gender and sex.

**Q No. 32 – Our Faculty should support the employees and students who have small children by organizing our own childcare facility.**

	Frequency	Percentage
I disagree completely	10	18.2
I mostly disagree	2	3.6
I neither agree, nor disagree	9	16.4
I mostly agree	12	21.8
I agree completely	22	40.0
Total	55	100.0

A high percentage of respondents (62%) agree with this statement. However, 22% are against and 16% without a clear opinion.

These results (combined disagreement and undefined responses, 38%) indicate significant reservation and scepticism towards Faculty's own childcare facility.

**Q No. 33 – Our Faculty should support the employees and students who have small children by setting up a cooperation with a nearby childcare facility.**

	Frequency	Percentage
I disagree completely	4	7.3
I mostly disagree	4	7.3
I neither agree, nor disagree	7	12.7
I mostly agree	13	23.6
I agree completely	27	49.1
Total	55	100.0

Compared with the responses to the previous question, related to establishing the own childcare facility, here the idea to support a nearby childcare facility has even more support (73%), less opposition (14.6%) and less indifference (12%).

This result is a good indicator for possibly introducing this kind of policy measure within the framework of the GAP.

**Q No. 34 – Our Faculty should support the employees who have small children, by reorganizing their work-related duties.**

	Frequency	Percentage
I disagree completely	2	3.6
I mostly disagree	3	5.5
I neither agree, nor disagree	5	9.1
I mostly agree	15	27.3
I agree completely	30	54.5
Total	55	100.0

Regarding the statement that the Faculty should support the employees who have small children, by reorganizing their work-related duties, there is an extremely high percentage of positive responses (82%). It is a clear example of solidarity and readiness to support the mentioned co-workers, as well as of a well-developed awareness about an objective importance of this matter.

This is a convincing indicator for policy-making decision by the Faculty administration in this regard and, insofar as the introduction of this kind of measure into the GAP can be expected to encounter easy and wide acceptance by the academic staff.

**Q No. 35 – Our Faculty should support the students who have small children, by providing financial support (if proven to be necessary), or by concessions in the way their studies are organized, etc.**

	Frequency	Percentage
I disagree completely	2	3.6
I mostly disagree	3	5.5
I neither agree, nor disagree	5	9.1
I mostly agree	20	36.4
I agree completely	25	45.5
Total	55	100.0

Concerning the statement that the Faculty should support students who have small children by providing financial support (if proven necessary), or by concessions regarding the way their studies are organized, 82% of the respondents are ready and open for supportive measures for students with small children.

This is a clear indicator that introducing this kind of a measure in the GAP is expected to encounter easy and wide acceptance by the academic staff.

**Q No. 36 – The fact that no male teachers or assistants at our Faculty have so far used the possibility of parental leave speaks of the endurance of gender stereotypes related to parenthood.**

	Frequency	Percentage
I disagree completely	8	14.5
I mostly disagree	6	10.9
I neither agree, nor disagree	10	18.2
I mostly agree	13	23.6
I agree completely	18	32.7
Total	55	100.0

Concerning the statement that the fact that no male teachers or assistants at the Faculty have so far used the right to parental leave speaks of the endurance of gender stereotypes related to parenthood, more than 56% of the respondents believe that it is an indicator of enduring stereotypes related to parenthood, more than 26% do not agree (completely or partially) and more than 18% do not have a clear opinion.

This distribution of responses/value statements – with 44% of responses which are undefined or negative regarding the facts about no use of parental leave among male academic staff—indicates the existence of still strong stereotypes related to the parental leave used by fathers among one third of the academic staff.



**Q No. 37 – According to your personal impressions or knowledge – sexual harassment among staff is present at our Faculty.**

	Frequency	Percentage
I disagree completely	13	23.6
I mostly disagree	12	21.8
I neither agree, nor disagree	16	29.1
I mostly agree	9	16.4
I agree completely	5	9.1
Total	55	100.0

Regarding the statement related to the personal assessment of the respondents regarding the presence of sexual harassment among staff at the UBFL, the results indicate that 45% of the respondents disagree mostly or completely that there is sexual harassment among the staff, 29% do not have a defined opinion/impression/knowledge, and 25.5% agree that sexual harassment does exist.

In spite of a high percentage who disagree, the combined results of agreement and undefined opinions, it comes out that more than a half of respondents are unsure or agree that this negative phenomenon does exist among the staff.

This is an indicative result, which is not absolutely clear but is clear enough for putting more focus on this issue and for introducing into the GAP and practices of the Faculty the Law regulation/autonomous legal sources and institutional mechanisms for preventing the mentioned impermissible behaviour.

**Q No. 38 – According to your personal impressions or knowledge – sexual harassment of students is present at our Faculty.**

	Frequency	Percentage
I disagree completely	5	9.1
I mostly disagree	8	14.5
I neither agree, nor disagree	16	29.1
I mostly agree	15	27.3
I agree completely	11	20.0
Total	55	100.0

Regarding the statement that according to the respondent's personal impressions or knowledge sexual harassment of students is present at the Faculty, these results show that 24.5% of the respondents disagree that there is sexual harassment of the students, 29.1% do not have a defined opinion/impression/knowledge, and more than 47% agree mostly or completely that it does exist.

When compared with the previous question, this one indicates a much clearer and higher probability that they

agree with the existence of this negative phenomenon in the case of students, the percentage of undefined opinions is the same as in the case of academic staff, from the previous question, and a disagreement is much lower, e.g. the dismissal of the phenomenon's existence is lower.

When the undefined opinions and the ones of an agreement/confirmation are combined, it surmises that a huge percentage of respondents (76%) believe that there is a probability and/or reality of the mentioned sexual harassment's existence.

This is a clear and strong indicator for introducing into the GAP and the practice of the Faculty the autonomous sources of law and institutional mechanisms for preventing the mentioned negative phenomenon. Here, of course, the focus is on the protection of students against sexual harassment, but the same is necessary for the protection of the academic staff.

The difference between the percentage of confirmation of the sexual harassment's existence among the staff, on the one hand, and in the case of students, on another, might indicate more knowledge and witnessing among respondents about the bad experiences of students (or it is more apparent in this case), or it indicates the reality that students have been a more vulnerable social group, as a rule, or it indicates some kind of coverup, neglecting, suppression of that kind of experience in the case of academic staff. Whatever the explanation may be, it does not detract from the relevance or the importance of introducing the GAP with included Regulation on Prevention and Protection from Sexual Harassment at the Faculty/University.

**Q No. 39 – At our Faculty, in your opinion, there are no mechanisms that would be efficient in preventing sexual harassment.**

	Frequency	Percentage
I disagree completely	4	7.3
I mostly disagree	6	10.9
I neither agree, nor disagree	11	20.0
I mostly agree	17	30.9
I agree completely	17	30.9
Total	55	100.0

Concerning the statement that there are no mechanisms at the Faculty that would be efficient in preventing sexual harassment, almost 62% of the respondents do agree with it, i.e. they do not agree that there are no efficient mechanisms against sexual harassment at the Fac-

ulty, only 18% do not agree or mostly disagree, and 20% do not have a clear opinion.

This is a clear indicator of the necessity of introducing the mentioned legal regulation and institutional mechanisms, and articulating them in the framework of the GAP.

Concerning the statistically significant gender-based data, female respondents mostly agree, while male respondents neither agree nor disagree. Namely, the female respondents were more critical and more aware of the issue, probably because they might be a more vulnerable group in regard to sexual harassment.

**Q No. 40 – During lectures and extracurricular communication with students – according to your personal impressions or knowledge – the teachers at our Faculty sometimes express sexist attitudes.**

	Frequency	Percentage
I disagree completely	4	7.3
I mostly disagree	8	14.5
I neither agree, nor disagree	12	21.8
I mostly agree	19	34.5
I agree completely	12	21.8
Total	55	100.0

Concerning the statement that during lectures and extracurricular communication with students the teachers at the Faculty sometimes express sexist attitudes, a great percentage of the respondents (more than 56%) confirm it, while 22% do not agree and 22% do not have a clear opinion.

This means that 78% of respondents clearly or uncertainly/potentially agree with the existence of the sexist discourse among the academic staff. This result is a warning one and it requires the change and elimination of the phenomenon.

The GAP has to introduce measures and indicators for the effects of measures for eliminating sexist discourse from extra-curricular and any other communication in academia.

**Q No. 41 – Sexist behaviour – according to your personal impressions or knowledge – is tolerated and covered up at our Faculty.**

	Frequency	Percentage
I disagree completely	7	12.7
I mostly disagree	5	9.1
I neither agree, nor disagree	11	20.0
I mostly agree	19	34.5
I agree completely	13	23.6
Total	55	100.0

Concerning the statement that sexist behaviour (according to the respondent's personal impressions or knowledge) is tolerated and covered up at the Faculty, there are more than 58% affirmative responses, almost 21% responses of negation, and 20% of undefined responses.

Regarding statistically significant title-based differences, respondents with a PhD degree neither agreed nor disagreed, while respondents with an academic title master predominantly disagreed.

All in all, these results clearly indicate the need for the introduction of rules and measures against sexist behaviour—as the extremely unacceptable phenomenon—in the GAP and practice of the Faculty.

**Q No. 42 – The introduction and regular upkeeping of gender sensitive statistics is necessary at our Faculty.**

	Frequency	Percentage
I disagree completely	4	7.3
I mostly disagree	4	7.3
I neither agree, nor disagree	17	30.9
I mostly agree	12	21.8
I agree completely	18	32.7
Total	55	100.0

More than 54% of the respondents were in favour of introducing gender sensitive statistics, a high percentage (almost 31%) did not have a defined opinion, and 14.6% were strongly or moderately against it.

Concerning statistically significant gender-based data, both groups neither agreed nor disagreed, but the statement in favour of its introduction was more expressed by female respondents.

Knowledge about gender sensitive statistics and its importance is not highly developed, which is why 31% of the respondent did not know how to respond. However, a rather high support for this measure is a good sign, and speaks about the support which this measure will get when introduced by the GAP.

**Q No. 43 – Applying gender analysis in budget planning (gender responsible budgeting) should be part of the Faculty policy.**

	Frequency	Percentage
I disagree completely	7	12.7
I mostly disagree	4	7.3
I neither agree, nor disagree	19	34.5
I mostly agree	12	21.8
I agree completely	13	23.6
Total	55	100.0

Concerning the statement that gender responsible budgeting should be part of the Faculty policy, there were more than 45% positive and supportive responses, but also 34,5% of undefined opinions, and 20% of disagreeing opinions.

These results show that gender-oriented budgeting still has not been very well understood and accepted. However, a rather high percentage of agreement and a probability that many among 34% of uncertain respondents could in time and given more information accept the positive approach, does indicate that the introduction of gender sensitive budgeting as the measure in the GAP would be accepted well at the Faculty.

#### 5.2.2.3.4.5. Educational framework

**Q No. 44 – Including a gender perspective into study plans and curriculums at our Faculty would significantly improve the quality of legal education here.**

	Frequency	Percentage
I disagree completely	7	12.7
I mostly disagree	5	9.1
I neither agree, nor disagree	11	20.0
I mostly agree	20	36.4
I agree completely	12	21.8
Total	55	100.0

Concerning the statement that including a gender perspective into study plans and curriculums at the Faculty would significantly improve the quality of legal education, more than 58% of the respondents agree completely or mostly that gender perspective would add quality to legal education, and this really is a promising result.

However, 22% of respondents were more or less against and 20% were without a clear opinion in this regard. These results indicate that a greater effort should be made in order for the academic staff accept this approach much wider and in greater full numbers.

Concerning statistically significant gender-based data, both groups neither agree nor disagree, but agreement with this statement is more prominent among the female respondents.

These results also are an indication of the importance of introducing this approach in systemic policy making through the GAP.

**Q No. 45 – It is necessary to perform a critical re-consideration from the gender sensitive point of view of all the textbooks used at our Faculty.**

	Frequency	Percentage
I disagree completely	10	18.2
I mostly disagree	11	20.0
I neither agree, nor disagree	11	20.0
I mostly agree	10	18.2
I agree completely	13	23.6
Total	55	100.0

Concerning the statement that it is necessary to perform a critical reconsideration of all the textbooks used at the Faculty from the gender-sensitive point of view, 41,8% of respondents agree predominantly or fully that all textbooks should be reviewed from the gender perspective, and therefore implying their agreement that they should be gender-sensitive and gender-competent in their content. This is a relatively promising and progressive result.

However, a great percentage of respondents (38,2%) was against reconsidering all textbooks from gender equality perspective. This result is also cautionary, as it indicates that there is a high resistance and disagreement as well, and when combined with unclear position of many respondents (20%), the majority could be against reviewing all textbooks from the gender point of view. That should be kept in mind in the context of the GAP and its efforts related to gender sensitization of textbooks.

**Q No. 46 – Gender sensitive legal studies are important to the professional competences of the future lawyers, judges and other members of the legal profession.**

	Frequency	Percentage
I disagree completely	6	10.9
I mostly disagree	6	10.9
I neither agree, nor disagree	10	18.2
I mostly agree	19	34.5
I agree completely	14	25.5
Total	55	100.0

Concerning the statement that gender-sensitive legal studies are important to the professional competences of the future lawyers, judges and other members of the legal profession, the high percentage of the respondents (60%) do agree, and this is a highly promising proportion of positive responses.

However, a rather high percentage of disagreements (22%), and a significant percentage of undefined statement (18.2%), do warn that the potential resistance would exist towards attempts of gender-sensitizing legal studies and their introducing into the GAP and into legal education practice.

**Q No. 47 – It is impossible to include a gender perspective in courses dealing with positive law.**

	Frequency	Percentage
I disagree completely	10	18.2
I mostly disagree	16	29.1
I neither agree, nor disagree	16	29.1
I mostly agree	8	14.5
I agree completely	5	9.1
Total	55	100.0

Concerning the statement that it is impossible to include a gender perspective in the positive law courses, more than 47% of the respondents disagree completely or mostly (think that the gender perspective is possible or needed in the positive law courses), 29% were undecided, and more than 23% agree completely or mostly that positive law cannot (or should not) be gender sensitive.

These results indicate that there is a high percentage of those who are undecided and who could be convinced of the relevance of the gender-equality perspective in positive law courses, but also could be swayed oppositely. However, the fact that almost half of the respondents consider gender perspective as more or less fitting positive law courses has been a promising result *per se*.

If we combined the results of one half of respondents who demonstrated understanding for the relevance of gender equality for positive law and the ones who are undecided, we would have more than two thirds of those with greater or lesser openness towards reconsidering positive law courses and introducing the gender equality approach into them.

Concerning statistically significant gender-based data, female respondents mostly disagree that it is impossible to include gender perspective into positive law courses, while the male ones neither agree nor disagree. This is indicative of higher awareness among female respondents than among the male ones regarding the importance of gender perspective in all fields of legal knowledge.

The abovementioned results are positive, in principle, from the point of view of potential for accepting the

importance of gender perspective, for positive law as well as for all fields of legal study.

**Q No. 48 – Gender perspective in legal studies is utterly irrelevant to the quality of content and the meaning of acquired legal knowledge.**

	Frequency	Percentage
I disagree completely	21	38.2
I mostly disagree	12	21.8
I neither agree, nor disagree	9	16.4
I mostly agree	7	12.7
I agree completely	6	10.9
Total	55	100.0

60% of the respondents do not agree with the statement that gender perspective in legal studies is utterly irrelevant to the quality of content and the meaning of acquired legal knowledge, more than 23% do agree (confirm the mentioned irrelevance), and 16.4% do not have a defined statement.

If combined with the responses of those who dismiss irrelevance of gender equality approach and of those who can change their undefined opinion and accept arguments in favour of the relevance of gender equality, it leads to a huge majority of up to 83% of those who are more or less aware of the importance of gender perspective for legal knowledge.

These results are promising because they confirm the dominant positive attitude of the UBFL academic staff regarding the importance of the gender equality approach to legal studies, which was differently but with similar strength expressed also in the several previous questions.

**Q No. 49 – As a rule, classes do not provide a gender perspective when learning about legal institutes.**

	Frequency	Percentage
I disagree completely	2	3.6
I neither agree, nor disagree	17	30.9
I mostly agree	19	34.5
I agree completely	17	30.9
Total	55	100.0

More than 65% of the respondents have a critical opinion informing us that classes (lectures and practical work) at the Faculty of Law do not provide a gender perspective about legal institutes, 31% do not have a clear opinion, and a very small percentage (3.6%) believe that they do provide a gender sensitive approach when learning about legal institutes.

A very high percentage of unclear opinions implies that a significant number of respondents do not know what to think about this issue, or that they have some kind of reservation towards either the dominant critical or the inferior affirmative statement.

Concerning statistically significant differences based on professional status, the group of the youngest staff members—who also have the lowest academic rank—mostly disagree, e.g. they believe that classes on legal institutes lack gender perspective, while assistants neither agree or disagree, and while assistant professors (do-cents) and full professors mostly agree, e.g. they believe that these classes include gender perspective. When comparing associate professors with full professors, associate professors neither agree or disagree, while full professors mostly agree.

The mentioned statistically significant differences imply that younger generations of academic staff have had a higher tendency towards gender sensitization and critical opinion, i.e. towards recognizing the lack of the gender equality perspective in the study of legal institutes.

All this might indicate that the change in awareness/critical approach among the younger academics has emerged recently. It also might indicate a positive step forwards in educational approach of the younger and the youngest staff members, meaning that they have accepted gender sensitive approach more than the older ones and the ones with the highest rank. Or, it might indicate that the younger staff members have recognized that the lectures and practical work classes of their older colleagues (who had until recently been their lecturers) the elements of gender sensitive teaching and/or pedagogic approach.

**Q No. 50 – Our Faculty does not offer textbooks containing elements of gender stereotypes and prejudices in the interpretation of certain terms and phenomena.**

	Frequency	Percentage
I disagree completely	4	7.3
I mostly disagree	9	16.4
I neither agree, nor disagree	22	40.0
I mostly agree	15	27.3
I agree completely	5	9.1
Total	55	100.0

Concerning the statement that the Faculty does not offer textbooks containing elements of gender stereotypes and prejudices in the interpretation of certain terms and phenomena, 24% of the respondents more or less disa-

gree, i.e. they believe that there are textbooks with elements of gender stereotypes and prejudices, 40% do not have a clear opinion regarding this textbook's qualification, and 36% believe that there are no textbooks that contain this type of issue.

Concerning statistically significant gender-based data, female respondents mostly disagreed, e.g. expressed a critical view, while males neither agreed nor disagreed, e.g. did not have a clear critical or apologetic statement.

A very high percentage of unclear opinions (40%) indicates that many respondents might have not even contemplated the issue and that they also might be paying more attention from now on and possibly change their current undefined attitude into a more clearly critical one.

When these results are compared to the results of the question 45, which stated that all textbooks should be reconsidered from gender equality perspective, and where there were 41% responses of agreement, 38% of responses of disagreement, and 20% of undefined responses, there is a similar percentage of those who agree that gender stereotypes and prejudices exist (36%) and those who are against reviewing textbook content from a gender perspective (38%). There is proportionally a higher percentage of those who are in favour of reviewing the content of textbooks from a gender point of view (41%) than those with a clearly critical opinion and consider that there are gender stereotypes and prejudices in the textbooks currently in use (24%). There is a significantly higher percentage of those with undefined opinions about whether there are gender stereotypes and prejudices in the textbooks currently in use (40%) than those who have an undefined opinion about whether the content of textbooks should be reviewed from a gender perspective (20%).

The last two sets of data compared indicate that some of the respondents with undefined opinions regarding gender stereotypes and prejudices and some of those who do not think that the textbooks should be reviewed from gender perspective could change their mind, because there was some openness to the idea of reconsidering the textbook content and for finding out the given state of affairs. Objectively speaking, it could be expected that some or many of the respondents might change their undefined or negative opinions and accept more proactive and progressive ones after gaining more insight and reasonable arguments in this respect.

**Q No. 51 – A gender sensitive pedagogic approach is very important when working with the students of our Faculty.**

	Frequency	Percentage
I disagree completely	1	1.8
I mostly disagree	6	10.9
I neither agree, nor disagree	13	23.6
I mostly agree	19	34.5
I agree completely	16	29.1
Total	55	100.0

Concerning the statement that a gender sensitive pedagogic approach is very important when working with students of the Faculty, almost 64% of respondents agree, 13% disagree, and 23.6% still do not have a clear statement.

However, these respondents who do not have a clear opinion can develop a positive opinion in this regard if faced with good arguments and good practices in a near future. On the other hand, there is no guarantee that they will change their undefined opinion and if they do change it there are again no guarantees that the change will be a positive one in the given context.

The results that nearly two thirds of the respondents accept, in principle, gender-sensitive pedagogy, and only a small percentage refuses it, is promising, generally speaking, and they indicate that introducing the measures related to gender-sensitive pedagogy in the GAP could be well accepted, on one hand, and also could be stimulating for those with an unclear opinions to overcome it and to accept the gender-sensitive pedagogy.

**Q No. 52 – Additional education of teachers and assistants on matters of gender equality is both useful and necessary at our Faculty.**

	Frequency	Percentage
I disagree completely	5	9.1
I mostly disagree	4	7.3
I neither agree, nor disagree	8	14.5
I mostly agree	20	36.4
I agree completely	18	32.7
Total	55	100.0

Concerning the statement that additional training of teachers and assistants on matters of gender equality is both useful and necessary at the Faculty, 58% of the respondents do agree, and this represents a very important positive indicator about the openness and awareness of the academic staff regarding this kind of additional education.

There are also 14.5% without a clear opinions, and 16.4% of those who disagree. This means that one third of the respondents could be against or suspicious towards introducing this kind of additional training through the GAP, and this result warns that in spite of its minority character—a cautious, scrupulous and wise approach is necessary.

**Q No. 53 – The improvement of university education from a gender perspective should be regulated by the Law on Higher Education.**

	Frequency	Percentage
I disagree completely	5	9.1
I mostly disagree	4	7.3
I neither agree, nor disagree	19	34.5
I mostly agree	13	23.6
I agree completely	14	25.5
Total	55	100.0

Introducing of legal rules on gender-sensitive university education into the Law on Higher Education is acceptable for 49% of respondents, it is unacceptable for 16.4%, and a high percentage of 34% have an undefined opinion about the issue .

Half of the sample is positive and the other half is unclear or is against.

For many respondents the Law on Higher Education obviously represents the field and scope where this kind of intervention could be problematic. This attitude might indicate their conservatism regarding gender issues and/ or their traditional understanding of the role of this Law.

**Q No. 54 – The rules on standards and procedures for the accreditation of study programmes should stipulate that the ability to understand and apply the principles of gender equality is a general competence that students should acquire at all levels of academic studies.**

	Frequency	Percentage
I disagree completely	9	16.4
I mostly disagree	6	10.9
I neither agree, nor disagree	13	23.6
I mostly agree	14	25.5
I agree completely	13	23.6
Total	55	100.0

Concerning the statement that the rules on standards and procedures for the accreditation of study programmes should stipulate that the ability to understand and apply the principles of gender equality are a general competence that students should acquire at all levels

of academic studies, 49% of respondents agree that accreditation rules should include accreditation procedure requirements for study programmes in favour of gender sensitization of higher education, while more than 27% disagree and 23.6% do not have a clear opinion. This means that half of the respondents are inclined towards refuting this statement.

The accreditation procedure obviously for many respondents represents the field and scope where this kind of intervention could be problematic. That approach might indicate their conservatism related to gender equality and/or their generally traditional understanding of the role and purpose of the accreditation.

When compared to similar scepticism in the case of the previous question, it could be concluded that negative inclinations and conservatism are more expected when radical changes of the Law on Higher Education are on agenda, and are less understandable in the case of the accreditation process.

#### 5.2.2.3.4.6. Cultural framework

##### **Q No. 55 – Discrimination of women is no longer a problem in our country.**

	Frequency	Percentage
I disagree completely	29	52.7
I mostly disagree	13	23.6
I neither agree, nor disagree	7	12.7
I mostly agree	3	5.5
I agree completely	3	5.5
Total	55	100.0

Concerning the statement that discrimination of women is no longer a problem in Serbia, a very high proportion of respondents disagree with this statement (more than 76%), and this is a promising emancipatory result. There were not many respondents who disagree, i.e. think that discrimination of women does not exist any longer in Serbia (11%), and 12,7% have undefined opinions.

It could be noted, however, that for this kind of question, even around 23,7% of responses that mean the negation of discrimination, taken together with those that mean unclear ideas about whether discrimination of women is or is not a problem in Serbia any more – is too high.

Looking at statistically significant gender-based data, female respondents disagree entirely, while male respondents mostly disagree, i.e. female respondents are even clearer than males that gender issues are still an unresolved problem.

##### **Q No. 56 – Women already have more rights than they deserve.**

	Frequency	Percentage
I disagree completely	38	69.1
I mostly disagree	9	16.4
I neither agree, nor disagree	5	9.1
I mostly agree	2	3.6
I agree completely	1	1.8
Total	55	100.0

An extremely stereotyped value statement that women have more rights than they deserve collected more than 85% of a legitimate disagreement opinions. The massive refusal of this stereotype is a promising result.

However, there are 9,1% of respondents without a clear opinion; this result might be considered as a very negative one when obtained from law professors and lecturers for this kind of a notorious question.

In addition, 5,4% of those who agree with this statement indicate, together with the undefined opinions, a negative phenomenon of the existence of stereotypes at the Faculty.

Concerning statistically significant gender-based data, both groups predominantly disagree completely, but this kind of value statement is more prominent among male respondents. It indicates that the elimination of this stereotype is slightly greater among male respondents than among the female academic staff members.

##### **Q No. 57 – Women do not succeed in traditionally ‘male’ professions, because they do not have the same abilities that men have.**

	Frequency	Percentage
I disagree completely	29	52.7
I mostly disagree	9	16.4
I neither agree, nor disagree	8	14.5
I mostly agree	5	9.1
I agree completely	4	7.3
Total	55	100.0

Concerning the statement that women are not successful in traditionally ‘male’ professions, because they do not have the same abilities that men have, 69% of respondents dismissed this stereotype, and most of them strongly disagree with the mentioned value statement.

Concerning statistically significant gender-based data, female respondents disagree completely, while the male respondents mostly disagree.

However, stereotypical thinking still exists among academics at the Faculty, and we can speak of a significant proportion of undefined opinions (14.5%), and a high percentage of an agreement with the stereotype (16.5%).

These results indicate a lack of emancipatory attitudes and willingness to promote gender equality among 30% of the respondents who apparently represent traditionally-oriented academic staff members, i.e. one third of the sample lacks of willingness to promote gender equality.

**Q No. 58 – Gender equality is detrimental to our society.**

	Frequency	Percentage
I disagree completely	38	69.1
I mostly disagree	4	7.3
I neither agree, nor disagree	9	16.4
I mostly agree	2	3.6
I agree completely	2	3.6
Total	55	100.0

Concerning the statement that gender equality is detrimental to our society, a great proportion of respondents (76.5%) refuted the stereotype.

However, there are 16.4% of those with an unclear opinion, which indicates their inclination towards stereotypical thinking about gender equality. There is a certain percentage of those who clearly agree with this stereotype (7.4%).

All in all, more than 27% of those who accept this stereotype, or do not have a clear opinion in that regard, do indicate a high level of stereotypical thought among respondents from the UBFL, even when the extreme and notorious stereotype such as this one is in question.

Concerning statistically significant gender-based data, female respondents disagree completely, while the male respondents mostly disagree. This indicates that females refuse this stereotype more clearly than males.

**Q No. 59 – The matter of gender equality is purely ideological, and not civilizational.**

	Frequency	Percentage
I disagree completely	34	61.8
I mostly disagree	5	9.1
I neither agree, nor disagree	9	16.4
I mostly agree	3	5.5
I agree completely	4	7.3
Total	55	100.0

Concerning the statement that the matter of gender equality is purely an ideological and not a civilizational matter, a high portion of respondents refuse this stereotype (71%), while a significant portion do not have clear

opinion (16.4%), and a rather high proportion accept this stereotype (12.8%).

These results indicate dominant refusal of the attempt to reduce gender equality to a negative connotation of 'ideology', but also indicates a rather high existence of this type of a negative understanding of gender equality among academics.

Concerning statistically significant gender-based data, female respondents disagree completely, e.g. refuse the stereotype, while male respondents mostly disagree.

**Q No. 60 – Women should not force the issue of achieving gender equality, since it will come spontaneously.**

	Frequency	Percentage
I disagree completely	24	43.6
I mostly disagree	15	27.3
I neither agree, nor disagree	9	16.4
I mostly agree	3	5.5
I agree completely	4	7.3
Total	55	100.0

Concerning the statement that women should not push the issue of achieving gender equality (since it will come spontaneously), most respondents dismiss this stereotype (71%). However, there is also a relatively high percentage of those with an undefined opinions (16.4%), and a certain portion who agree with the stereotype (13%).

The results indicate that more than two thirds of the sample refuse the stereotype that the issue of gender equality will be resolved spontaneously, without outside interventions, especially without imposed changes in this regard. Results also indicate visible existence and persistence of stereotypical thinking among some members of the UBFL academic staff.

Concerning statistically significant gender-based data, female respondents disagree completely, e.g. clearly refuse the stereotype, while male respondents mostly disagree with it.

**Q No. 61 – Introducing quotas or some other way of balancing the number of women and men in a public office is a forced acceleration of a change that would happen either way.**

	Frequency	Percentage
I disagree completely	12	21.8
I mostly disagree	18	32.7
I neither agree, nor disagree	12	21.8
I mostly agree	7	12.7
I agree completely	6	10.9
Total	55	100.0



Concerning the statement that introducing quotas or some other way of balancing the number of women and men in a public office is a forced acceleration of a change that would happen either way, stereotypical interpretation of quotas in regards of gender balancing public activities is refused by a significant number of respondents (54,5%). However, this is a rather small percentage of the dismissal of this negative statement regarding quotas, even smaller than in the case of refusing quotas for better gender balancing of representation.

Reciprocally, a huge percentage of those with undefined opinions on whether quotas should be introduced in public policies (as the promoters of gender equality) or not (because quotas impose artificial measures) is present – almost 22%, and there are almost 24% of those who agree with this stereotype, i.e. who consider introducing quotas and other affirmative measures as the forced and artificial acceleration of a change that will happen regardless.

A significant refusal of quota system and other affirmative measures is evidently present among the academic staff of the UBFL. Taken together, the undefined opinions and statements of approval of the mentioned stereotype, amount to a very high percentage (46%), although undefined opinions do not necessarily shift in this direction.

Concerning statistically significant gender-based data, female respondents disagree completely with the mentioned stereotype that introducing quotas in this case amounts to a forced and artificial measure. Contrary to this, they clearly and strongly consider quotas an emancipatory affirmative mechanism, while male respondents neither agree nor disagree.

**Q No. 62 – The introduction of legal measures and public policies for achieving gender equality are forced, artificial and unnecessary.**

	Frequency	Percentage
I disagree completely	23	41.8
I mostly disagree	13	23.6
I neither agree, nor disagree	8	14.5
I mostly agree	5	9.1
I agree completely	6	10.9
Total	55	100.0

Concerning the statement that legal measures and public policies for achieving gender equality are forced, artificial and unnecessary, there is a significant portion of respondents dismissing this stereotype (65%). It is a

much better result than the previous ones, regarding quotas and affirmative measures were mentioned. This might mean that notions of ‘quota system’ and ‘affirmative measures’ are unpopular and counter-productive for promoting affirmative measures focused on gender equality and the struggle against all types of discrimination. This implies that better and more positive results might emerge when the real processes of introducing gender balancing are designated using more abstract and less ‘irritating’ terms, as the ones used in this question: ‘legal measures’ and ‘public policies’.

However, the proportion of respondents who agree with the stereotype that introducing legal measures and public policies in favour of gender equality represent enforced, artificial and unnecessary interventions is not neglectable (20%), and there is a rather high proportion of those who do not have a clear opinion (14.5%). This means that one third of the sample of the UBFL academic staff interiorize this stereotypical way of thinking, which is a cautionary bad result.

Concerning statistically significant gender-based differences, female respondents disagree completely, while male respondents mostly disagree. Female respondents have even clearer opinions refusing this stereotype than the male respondents.

Concerning statistically significant differences based on academic rank, respondents with a PhD degree, mostly disagree, while respondents with a master’s degree disagree completely. This may imply that younger generations of those with a very high levels of education have had even clearer progressive stance of refusing such notorious stereotypes than their slightly older colleagues.

**Q No. 63 – Legal solutions concerning the protection against domestic violence are open to serious misuse, to the detriment of men.**

	Frequency	Percentage
I disagree completely	26	47.3
I mostly disagree	5	9.1
I neither agree, nor disagree	13	23.6
I mostly agree	8	14.5
I agree completely	3	5.5
Total	55	100.0

Stereotypical opinion that legal rules against domestic violence are detrimental to men is refused by only 56.5% of respondents, unclear opinion is expressed by 23.6% of respondents, and 20% of the respondents fully or mostly agree with the this stereotypical opinion.

These results—when viewed from the position that improvement of the protection against domestic violence has represented a civilizational progress *per se* in the sphere of law—indicates a problematic, counter-emanipatory inclination among more than 40% of respondents. The suspicion and reservations towards legal solutions against domestic violence exist among the academic representatives of the legal profession at the UBFL in a significant proportion and this is a very troubling result.

Concerning statistically significant gender-based data, female respondents disagree completely, while the male ones mostly disagree. Female respondents strongly and clearly refuse this stereotype, and males mostly disagree with this stereotype. Insofar, the female respondents have had a clearer and stronger statement against this stereotype.

**Q No. 64 – The ideology of gender equality represents a threat to family values.**

	Frequency	Percentage
I disagree completely	38	69.1
I mostly disagree	7	12.7
I neither agree, nor disagree	5	9.1
I mostly agree	2	3.6
I agree completely	3	5.5
Total	55	100.0

A significant majority (82%) dismiss the stereotype that ideology of gender equality represents the threat to family values, 9,4% agree mostly or completely with that stereotype and 9,1% do not have a defined opinion.

Generally speaking, the 9,4% who agree are not a high percentage, but when this notorious stereotype is in question, this result (together with 9,1% of undefined opinions) is a rather surprising and negative result.

Concerning statistically significant gender-based data, female respondents disagree completely, while male respondents mostly disagree.

**Q No. 65 – The ideology of gender equality represents a threat to national traditions.**

	Frequency	Percentage
I disagree completely	37	67.3
I mostly disagree	4	7.3
I neither agree, nor disagree	8	14.5
I mostly agree	3	5.5
I agree completely	3	5.5
Total	55	100.0

Concerning the statement that the ideology of gender equality represents a threat to national traditions,

74,6% of the respondents dismiss this negative attitude towards socio-psychological and cultural implications of dealing with gender equality, and most of them do so absolutely. Those with undefined opinions amount to 14.5%, and 11% accept mostly or completely this statement, which indicates a rather high level of stereotypical thinking among certain parts of the UBFL academic staff.

These results indicate that this kind of the rigid gender-based stereotype has been present among some members of the academic staff, especially among those who incline towards politicizing gender issues in an extraordinary traditionalist manner. More than 25% of those who accept or are incline towards a negative interpretation of attempts in favour of gender equality is the result that has to be taken seriously into account when introducing the GAP, because it implies rather strong resistance to and refusal of gender equality policy.

Concerning statistically significant gender-based data, female respondents disagree completely, while male respondents mostly disagree.

**Q No. 66 – The ideology of gender equality represents a threat to fertility and the survival of the nation.**

	Frequency	Percentage
I disagree completely	36	65.5
I mostly disagree	9	16.4
I neither agree, nor disagree	5	9.1
I mostly agree	2	3.6
I agree completely	3	5.5
Total	55	100.0

Concerning the statement that the ideology of gender equality represents a threat to fertility and the survival of the nation, 82% of the respondents refuse this rigidly stereotypical statement regarding the negative implications of dealing with gender issue.

However, there are some respondents who agree with this stereotype (9,1%), or do not have a clear attitude regarding it (9,1%). This means that 18,2% of respondents more or less accept this extreme stereotype, and this is an indicative negative result.

It is noticeable that the scope of undefined responses is much smaller and the refusal of the stereotype greater in this case than that of the previous statement. the explanation could be that some of the respondents responded to the question (that they agree mostly or completely that the ideology of gender equality represents a threat to national traditions responded) not from the point of view of supporting the stereotype but from the point of view of that gender equality has objectively been opposed to

the patriarchal tradition of gender subordination. And, it might be that some of the respondents responded to this question (that the ideology of gender equality represents a threat to fertility and the survival of the nation) that they disagree with the stereotype not because they do not share it but because the statement that gender equality puts threatens the survival of the nation (besides fertility) might have sounded to them as an exaggeration.

Concerning statistically significant gender-based data, female respondents disagree completely, while male respondents mostly disagree, and this has repeatedly been the case in a several previous statements related to stereotypes, where the female respondents have had proportionally more clearer opinions against stereotypes than their male colleagues.

**Q No. 67 – Women naturally lack authority that is demanded in leadership positions.**

	Frequency	Percentage
I disagree completely	44	80.0
I mostly disagree	3	5.5
I neither agree, nor disagree	3	5.5
I mostly agree	2	3.6
I agree completely	3	5.5
Total	55	100.0

Concerning the statement that women naturally lack the authority that is required for leadership positions, a very high proportion of respondents (85.5%) refused the stereotype.

However, there is a small proportion of those who do not have a clear opinion (5.5%), or those who even mostly or completely accept this stereotype (9.4%).

These stereotypical opinions are a great minority, but the result is the indicative *per se* that this kind of notorious stereotype regarding the eligibility of women for leadership positions still exists even among UBFL academics.

**Q No. 68 – Men at our Faculty must hide their opinions so as not to appear sexist and discriminating towards women.**

	Frequency	Percentage
I disagree completely	24	43.6
I mostly disagree	8	14.5
I neither agree, nor disagree	13	23.6
I mostly agree	9	16.4
I agree completely	1	1.8
Total	55	100.0

Concerning the statement that men at the Faculty must keep their opinions to themselves so as not to ap-

pear sexist and discriminating towards women, 58% of respondents disagree completely or mostly with it.

However, 23% of the respondents neither agree nor disagree, and 20% agree with this statement, and these results taken together statistically make up a large portion, which should be seriously taken into consideration. They might imply that male academics experience too many negative reactions and/or misunderstanding when publicly expressing their opinion regarding gender issues.

This also might imply that reactions of the other side—the female staff members—might sometimes be excessive and exaggerated, even dogmatic or intolerant towards the opinion of their male colleagues who had not intended to be sexist and discriminating towards them but were wrongly labelled as such.

**Q No. 69 – The phenomenon of women using their ‘female charms’ in order to gain employment and/or advance their careers is present at our Faculty.**

	Frequency	Percentage
I disagree completely	15	27.3
I mostly disagree	11	20.0
I neither agree, nor disagree	16	29.1
I mostly agree	8	14.5
I agree completely	5	9.1
Total	55	100.0

Concerning the statement that the phenomenon of women using their ‘feminine charms’ to gain employment and/or advance their careers is present at the Faculty; only 47.3% of the respondents did not agree with this statement, or dismissed this type of the stereotype. There is a high percentage of respondents with an undefined opinion (29.1%), and 23.6% of the respondents agree with this stereotype.

The measure in which these value statements are an expression of stereotypical way of interpreting reality, or are an expressions of real power relations and real misuse of ‘charms’ by female academics (from which this stereotype emerged, in principle), could be the subject for additional sociological consideration. The second interpretative code is linked to power relations and patriarchal matrix in its literal meaning as the background cause of the mentioned phenomenon, because the usage of ‘charms’ by the hierarchically lower social group belongs by definition to the patriarchal model of social roles.

Concerning statistically significant rank-based differences, respondents with a PhD degree mostly disagree, while the respondents with a master’s degree disagree completely.

**Q No. 70 – The phenomenon of female and/or male students using their ‘charms’ to obtain benefits during studies is present at our Faculty.**

	Frequency	Percentage
I disagree completely	8	14.5
I mostly disagree	5	9.1
I neither agree, nor disagree	17	30.9
I mostly agree	18	32.7
I agree completely	7	12.7
Total	55	100.0

Concerning the statement that the phenomenon of female and/or male students using their ‘charms’ to obtain benefits during studies is present at the Faculty: only 23.6% of the respondents dismissed this statement, while 45% agree that students use their ‘charms’ for obtaining benefits at the Faculty. A high proportion of the respondents (30,9%) has an undefined opinion in this regard.

The measure in which these value statements are an expressions of stereotypical interpretation of reality or are an expressions of real power relations and real misuse of ‘charms’ by female and/or male students (from which this stereotype emerged, in principle) should be a matter of additional consideration.

There is a noticeably very high proportion of academic staff respondents who agree that students misuse non-academic tools, qualities and mechanisms, which have been by definition inappropriate and unacceptable for achieving academic aims. There is also a huge proportion of those who are uncertain in this regard, which together amounts to 76,3% of those respondents from the sample who think or might think that this phenomenon exists. This result is a cautionary one and should be taken seriously into consideration so that different measures might be included in the GAP with an aim of preventing this negative phenomenon.

**Q No. 71 – Reducing gender stereotypes and prejudices among teachers, regardless of their gender, would have a positive effect on interpersonal relationships.**

	Frequency	Percentage
I disagree completely	3	5.5
I neither agree, nor disagree	13	23.6
I mostly agree	13	23.6
I agree completely	26	47.3
Total	55	100.0

Concerning the statement that reducing gender stereotypes and prejudices among teachers (regardless of their gender) would have a positive effect on interpersonal relationships, almost 71% of the respondents agree with it. A very small percentage (5.5%) disagree, and 23.6% of respondents neither agree nor disagree, e.g. they do not have a defined opinion.

More than two thirds of the sample express a progressive statement regarding the importance of overcoming the patriarchal cultural model and stereotypical value statements. Here the mentioned importance is linked to the final positive outcome of overcoming prejudices and stereotypes, i.e. creating a new social context of better, more fair and just interpersonal relations among female and male academic staff.

The high percentage of undefined opinions, together with the 5.5% who expressed disagreement in this case, make up approximately one third of the academic staff of the UBFL with stereotypical views and significant disagreement with the idea of gender equality.

All in all, two thirds of the sample which is in favour of gender equality is a great majority and represents a critical mass for introducing the measures and mechanisms for promoting gender equality through NAP and other policies and educational measures. On the other hand, the one third of the sample that is against gender equality or is suspicious of this issue, does represent a significant minority that should be taken seriously into consideration in all further attempts at the UBFL for minimizing the potentially strong resistance and refusal related to gender equality improvement.

#### 5.2.2.3.5. Concluding remarks

This questionnaire serves as a good basis for investigating the opinions of the academic staff of the UBFL, which represents a solid foundation for further improving the sets of questions for even more fruitful investigating of their value opinions, assessment of gender relations and level of knowledge regarding gender issues.

The summary conclusion could be that the significant majority of respondents—a greater or smaller one—do express emancipatory statements regarding general ideas on the importance, essence, purpose and outcomes of gender equality, and concerning the implementation and advancement of measures and indicators of better gender balancing in the Faculty’s institutional, educational and cultural context.

However, there are also relatively significant proportions of still persistent and existing stereotypes and refusal of emancipatory tendencies among the Faculty's academic staff. When the greater or smaller minority of responses that are against the ideas and practice of gender equality is qualified as 'a relatively significant proportion', it is because the value statements are of the law professors and lecturers of legal studies. Representatives of legal education by definition are expected to be the promoters of the rule of law, human rights culture and gender equality, and protection from any form of discrimination, indirectly entailing opposition to all forms of gender stereotypes and prejudice linked to discrimination platform of any kind. If however there exists any proportion (10 to 30%) of the value statements opposite to gender and/or other discriminatory platforms based stereotypes and prejudices, that proportion could and should be considered as the significant one in a negative sense.

For example, 80% of respondents consider gender equality as generally important, but still there are 7% of those who disagree and 13% who do not have a clear opinion.

There are 67% of respondents who agree that patriarchal matrix is still strong, however 15% do not agree with this statement and 18% do not have a clear opinion about whether men have more power on the basis of existing patriarchal patterns. The proportion of potential negating of patriarchy is too high, when taking together negative and undefined opinions, which implies either ignorance or refusal to recognize the essence of the existing patriarchal codes.

There are 70% of respondents who agree that decision-making higher-ranking positions dominantly belong to men, however, there are still almost 13% of respondents who disagree and 18% of those with an undefined opinion regarding the disbalance in decision-making positions, in favour of men.

There are around 75% of respondent who agree that gender-sensitive international and national law and public policies are important, but doubt concerning (16,4%) and refusal (9,2%) of ideas about the role of national and international law in promoting gender equality still exist among respondents, i.e. even among law professors.

There are 67% of respondents who critically consider gender equality as underdeveloped in education. However, a rather high percentage of undefined value opinion in this regard (23.6%), and more than 9% of those that do not agree with this critical approach speak of still not fully developed awareness about the poor state of affairs

and about the need to improve gender equality—at all levels of education.

There are 42% of respondents in favour of introducing the institution of ombudsman/ombudswoman for protection against discrimination based on sex and gender. However, 38.2% are against, and 20% do not have a defined opinion. These results indicate that attempts at introducing the mentioned institutional position would encounter great disagreement and rejection. It is possible that more positive responses would have been reached, i.e. more agreement with the idea to appoint an ombudsman if the question had mentioned an ombudsman for protection against all types of discrimination—including that based on gender or sex.

There is a significant number of those who agree with the importance of gender action plans (GAP) as a mechanism that should be established for this purpose (more than 56%). However, a great percentage of those suspicious, or without a defined opinion (30.9%), and almost 13% of those who are against introducing a GAP, reveals an almost half/half distribution of statements for and against GAPs. This indicates that there would be a rather high resistance towards introducing and implementing a GAP at the UBFL.

Concerning affirmative measures and quota system, there were a few questions (Q 12 –gender balanced representation, Q 22 – student enrolment policy measures, Q 28 – employment/recruitment procedures, Q 30 – administrative positions, Q 61 – quotas in public offices).

Regarding the quota system for gender-balanced representation, a rather high percentage of respondents (more than 56%) answered that they 'mostly agree' (38%) or 'agree completely' (18.2%), and a significantly high percentage (more than 29%) opted for the undefined response, and 14% against. This speaks of a relatively positive inclination towards introducing affirmative measures, but indicates even more a potentially strong resistance against introducing any kind of quota or other affirmative measures. Concerning the introduction of quotas as an affirmative mechanism in the case of administrative positions, a high percentage of respondents is against introducing quota system (49%), much less is in favour (31%), and a rather high percentage has an undefined opinion (20%). It indicates that introducing a policy of quotas for administrative positions appointments, with the aim of achieving more gender-balanced results, would not be very popular and widely accepted

at the UBFL. There is even higher resistance concerning the introduction of policy measures for better student enrolment gender-balancing (54%), although statistical data has persistently shown for decades that female student enrolment is higher and the gender disbalance favouring female students has been maintained.

In question 61, the stereotypical interpretation of quotas, in regard to gender balancing public offices, is refused by a significant number of respondents (54%). However, this is a rather low percentage for such statement refusal, even lower than in the case of refusing quotas for better gender balancing of representation.

In question 62, 65% of respondents rejected the stereotype that legal measures and public policies for achieving gender equality are forced, artificial and unnecessary. It is a much better result than the previous ones, mentioning quotas and affirmative measures. It might mean that notions of 'quota system' and 'affirmative measures' are unpopular and counterproductive for promoting gender equality and antidiscrimination in general.

Resistance towards the introduction of affirmative measures and quotas favouring the underprivileged gender, which as a rule means favouring female members of academic staff (except in the case of the enrolment of more female students every year), evidently exists at the UBFL, and most probably exists elsewhere in higher education in Serbia.

This type of resistance towards quotas and affirmative measures also exists in other countries, even in those highest developed ones.<sup>109</sup> The willingness to accept quota system in employment procedures has been lacking in the case of a significant number of academic staff everywhere, while they consider affirmative measures as inconsistent with academic standards and conditions for employment, which are based on the principle of autonomy of university and on the quality of pedagogic and scientific achievements of candidates as the only selection criteria.<sup>110</sup> Additional argument used against employment quotas is related to the higher education in natural sciences where as a rule there is a small number of female students and consequently a smaller availability of female candidates for academic careers.<sup>111</sup> Also, one should keep in mind the sociologically indicative phenomenon where in the most

developed Western countries female PhD candidates lose interest in the academic career after completing doctoral studies more often than their male counterparts.

To return to the discussion about the UBFL, if the ideas about introducing quota system and other possible affirmative measures would be aimed at achieving a better gender balance, serious resistance could be expected from a certain number of law teachers. Those with undefined value opinions concerning quotas might in the meantime clarify their orientation in favour of introducing quotas, but also in favour of their refusal.

There were 60% of respondents who agree that gender perspective is very important for legal education. However, almost 40% of those who consider gender perspective in legal studies irrelevant or have an undefined opinion in this issue indicates that there is still wide and strong suspicion and rejection of the above-mentioned statement.

For 58% of respondents it is acceptable (useful and necessary) to get additional education about gender equality. This represents a very important positive indicator about openness and awareness of the academic staff in this respect. There are also 22% respondents without a clear opinion, and 20% of those who disagree.

There are 64% of respondents with a positive attitude towards the introduction of gender sensitive pedagogy in the legal education.

However, when it comes much closer to the educational work, more specifically to the issue of textbooks and learning materials, resistance increases. Only 41% of the respondents think that the textbooks should have gender competent content.

Introducing legal rules in favour of gender sensitive university education into the Law on Higher Education is acceptable for 49% of respondents, unacceptable for 16.4%, and 34% of respondents have undefined opinion on the issue. Half of the sample is positive and half is unclear or is against it. The eventual change of the Law in this manner would obviously cause a great discontent or resistance.

There are 49% of respondents who agree that rules for accreditation of faculties and study programmes should include requirements of gender sensitization of higher education in the accreditation procedure, while more than 27% disagree and 23.6% do not have a clear opinion. This means that half of the respondents are inclined towards rejecting this statement. For many respondents the accreditation procedure obviously represents the field and scope where this type of intervention could be problematic.

109 *Gender Equality in Academia and Research GEAR tool*, 42.

110 Gerlind Wallon, Sandra Bendiscioli, Michele S. Garfinkel, *Exploring Quotas in Academia*, Robert Bosch Stiftung, Heidelberg, 2015, 16.

111 *Ibid.*

A very high proportion of respondents disagree with the statement that gender discrimination is no longer a problem in Serbia (more than 76%), and this is a promising emancipatory result. There are no many who disagree (11%) and 12,7% of those with an undefined opinion. It could be remarked, however, that for a notorious question, even around 23,7% of unclear and negative notions about whether gender discrimination is a problem in Serbia—is too high.

The extremely stereotypical value statement that women have more rights than they deserve was rejected by more than 85% of respondents. The widespread rejection of this stereotype is a promising result. However, there are 9,1% of respondents without a clear opinion, and this result might be considered very negative for this type of notorious question, from law professors. In addition, the 5,4% of those who agree with this statement indicates, together with the undefined statements, a negative phenomenon of the existence of stereotypes at the Faculty.

There were 69% of respondents who rejected the stereotype that women cannot be successful in 'male' professions (academic work traditionally belonged to males), and most of them strongly disagree with the given value statement. However, stereotypical thinking is still alive at the Faculty, and we can speak about a significant proportion of undefined opinions (14.5%), and a high percentage of persons agreeing with this stereotype (16.5%).

A great proportion of respondents (76.5%) reject the stereotype that gender equality is detrimental for Serbian society, however there are 16.4% of those with an unclear opinion, which indicates their inclination towards stereotypical way of thinking about gender equality issues. There is a certain percentage of those who clearly agree with this stereotype (7.4%). On the other hand, 24% of those who accept this notorious stereotype is a very poor result from the standpoint of the emancipatory processes.

A high proportion of respondents reject the stereotype that gender equality is an ideological and not civilizational matter (71%), while a significant proportion has no clear opinion (16.4%), and a rather high proportion accept this stereotype – 12.8%. This represents a rather poor result from the emancipatory point of view, in spite of the dominant refusal of this stereotype among academic staff.

A rather high proportion of respondents agree with the stereotype that introducing legal measures and public policies in favour of gender equality represent imposed, artificial and unnecessary interventions (20%), a rather high proportion does not have a clear opinion (14.5%),

and 65% reject this stereotype. Almost 35% of those who accept this stereotype or do not have a clear statement indicates a rather cautionary and unpromising result from the point of view of attempts to advance gender equality.

Stereotypical view that rules against domestic violence are detrimental for men is rejected by only 56.5% of the respondents, and almost 44% have unclear opinion or the statement against. When the results come from a sample of academic staff at a faculty of law, they are surprisingly poor and unpromising.

A significant majority of respondents (82%) reject the stereotype that ideology of gender equality represents the threat to family values, and majority of 75% reject the stereotype that gender equality represents a threat to national traditions and most of them do so strongly. These are good results, but still they have been accompanied with a rather high percentage of the sample which is suspicious or positive towards these stereotypes.

Only 47.3% of the respondents did not agree with the stereotype that female members of academic staff use their 'feminine charms' for purposes of getting university employment or advancing their career. A high percentage of those with an undefined statement does exist in this case (30%), and 23.5% of the respondents agree with this stereotype.

Almost 71% of the respondents agree with the statement that reducing gender stereotypes among teachers would contribute to better interpersonal relations at the Faculty. A very small percentage (5.5%) disagree, and there are 23.6% of those who neither agree nor disagree, i.e. do not have a defined statement. This high percentage of undefined statements reflects in a summary manner all previously recognized stereotypical ideas and ways of thinking.

It is very important to bear in mind the specificity and complexity of undefined opinions. Depending on the context, undefined opinions sometimes incline logically more towards one pole of the scale, and sometimes towards the other. Therefore, the context and content for attaching the undefined statements in the conclusive remarks—either to one pole of the agreement/disagreement scale or the other—is decisive in each concrete case of the opinion analysis. In addition, it is very important to remain cautious when interpreting undefined opinions, because regardless of the logical the inclinations towards one pole of the scale, it is not certain that the undefined opinions will turn into a definite one or into the one that is logical in the given case. The assumption is that the change of an undefined opinion is not necessary and that if it does happen, it is not necessarily the one that would have been more logi-

cal in the given context. This is so because each undefined opinion has been exposed to different alternatives, and this fact is valid for all statement analyses of this questionnaire. In other words, all members of the academic staff who took part in this empirical survey can in principle keep their undefined attitude, they can also change their negative opinion regarding gender equality into a positive one when faced with good arguments and examples of good practices, and they could all also accept the negative opinion. The point is that the field of gender relations has been overburdened by stereotypes and prejudices and has been under the impact of not only rational reasoning but also irrational way of thinking. Therefore, good arguments of the rational reasoning do not guarantee success in this field, in which irrational thinking also has a strong presence. That is why a very scrupulous analysis is necessary for the abovementioned value statements, and why advancing gender equality requires the persistency, consistency and constant promotion by means of both the institutional measures and additional gender-equality-related education and self-education of the academic staff (both proposed in the GAP).

Finally, it should be mentioned that the respondents had also the opportunity to add their comments at the end of the questionnaire. Nine professors and lecturers took advantage of this. The critical comments of two respondents were useful for further development of the questionnaire in the framework of the LAWGEM project, as they contained suggestions that a third gender should be also introduced as the optional response. Similar could be said for the remark 'that gender equality has not been a sufficiently precise notion, it is not clear what exactly it means' (translated by author), and it indicates that the questionnaire could have been improved by the prior defining the meaning of this concept, or at least by determining what was implied by the concept in the context/content of the questionnaire. In addition, one of the comments pointed out the restricted capacities of the law to contribute to the achievement of gender equality. ('The impression is that there are attempts to solve by law something what is more in the domain/competences of the culture and social relations. For the status of women it is more important that women are paid and treated equally in all respects, and much less is important whether they are addressed by gender sensitive terms or not.' translated by author). On the other hand, additionally the resistance to applying affirmative measures is underlined ('Quotas are a bad solution. Not only in this domain, but in general. Highly professionalized jobs should be conducted by the most competent persons ir-

respectively of their gender, religion, nation, race. There is serious criticism related to quota applied in bodies which have not been appropriate for reproducing the multiplicity of a social structure.' translated by author). One respondent expressed surprise regarding the questions about supporting the academic staff as well as students with small kids. ('Questions 34 and 35 – well, guys, do you consider the Faculty of Law as being the social enterprise?' translated by author). Furthermore, one respondent felt the need to express his/her thoughts about the question of gender equality (Although this question has been an important social issue, it seems like as that we are on the tip of iceberg, and that we are not tackling the root, which is that there has not been sufficient understanding between both gender, understanding of their position/approach towards sexuality, partnership interrelations, marriage, etc. IF there were more discussion, from an early age, about similarities and differences between genders, the level of understanding would increase and no one would feel threatened. Negative reactions and even aggression have most often been the result of a lack of mutual understanding and lack of knowledge about the other side. It seems as though pure normativisation does no achieve the effect of closer relations but that both sides would become even more fixed on opposite sides of the cliff. However, it is necessary that each sex walks a mile in the other's shoes, and only in that case would we achieve the desired relaxation of relations between the genders.' translated by author). Finally, one of the respondents praised the content of the questionnaire, adding personal insights into the issue of gender equality. ('Questions have been very well articulated. There is more sexism at the Faculty of Law than one wants to acknowledge. Especially problematic is the behaviour towards younger female colleagues as if they were immature, unserious dolls, as well as considering somebody's private life.' translated by author), while one comment was malicious ('It would be better if the enormous money that you received from donators had been oriented towards something more socially useful, than you trying to justify spending of money by such a kind of research').

\* \* \*

To conclude, gender equality is accepted by and acceptable for the majority of respondents in different aspects and in all spheres of academic life—institutional, educational and in the sphere of cultural settings. However, there is a significant proportion of those refusing the idea and practice of gender equality and of accepting



different detrimental stereotypes related to gender issue (between 10% and 30%). On the one hand, the negative results indicate a real probability of the emergence of significant resistance, dissatisfaction, misunderstanding, and refusal to attempt the introduction of a GAP at the UBFL. On the other hand, the mentioned dominant positive results indicate good prospects for introducing in the coming years policy measures, legal regulation, and real educational and cultural changes in favour of the promotion and advancement of gender equality in higher education and at the UBFL.

The success of the mentioned good prospects requires strategic orientation and political will to advance gender equality, as well as the critical mass of the members of academic staff who have accepted the gender equality policy. In addition, knowledge and awareness about the resistance spots is necessary in order to establish measures that would lead towards overcoming this resistance smoothly, through educational means, examples of good practices, concrete and convincing arguments related to the educational, social, cultural, economic benefits for both individuals and society from advancing gender equality in higher education.

## 6. DRAFT GENDER ACTION PLAN

### 6.1. Strategic and specific (regulatory and operational) goals

The draft action plan of the University of Belgrade Faculty of Law has *strategic* and *specific goals*. *Specific goals* can be *regulatory* and *operational*. *Regulatory goals* are related to gender restructuring of all applicable regulations, while *operational goals* are concerned with specific measures and indicators that will serve to verify that these measures have been implemented, as well as the prescribed timeframes and responsible persons and bodies for the implementation of each operational objective.

The draft action plan defines strategic goals related to: 1. the *legal and institutional-organizational framework*; 2. the *educational-cognitive framework*, and 3. the *cultural framework*. The proposed specific goals related to the *legal and institutional-organizational framework* are: 1) establishing the position of Faculty Commissioner for Equality; 2) gender-sensitive general legal acts of the Faculty of Law; 3) gender-balanced employment—strengthening the protection of appointment and em-

ployment candidates from gender-based discrimination; 4) ensuring the development of gender-balanced staff at the Faculty of Law; 5) creating conditions for effective reconciliation of the employees' professional and family responsibilities; 6) support for students with family responsibilities; 7) production of gender-sensitive statistics.

Compulsory training on the principles and values of gender equality and fighting discrimination and sexual harassment, which should include training of the Dean, Vice-Deans, Heads of Departments, teachers, assistants and students, was proposed as a specific goal concerning *gender sensitization of the educational-cognitive framework*. In addition, gender sensitization of the educational-cognitive framework should include the following specific goals: review of study programmes of undergraduate, master's and doctoral studies from a gender perspective; re-examination of syllabi for individual subjects from a gender perspective; and review of textbooks from a gender perspective.

Finally, the specific goals relevant for the *cultural framework*, *i.e. combating gender-based stereotypes and prejudices*, are: 1) analysis of the state of affairs: empirical investigation of the scale of gender stereotypes and prejudices and elements of the patriarchal matrix; also, in the given context, a survey should be conducted of the views of teachers of both sexes regarding the conditions for career advancement, conditions for achieving a balance of professional and family duties, the possible gender income gap between teachers and assistants; and finally, an analysis of views of teachers and assistants of both sexes regarding the need for a gender-sensitive character of the study programmes, syllabi, textbooks and pedagogical approaches; 2) overcoming the existing situation; 3) fighting the individual forms of sexual and other harassment of employees and students.

As previously mentioned, each strategic goal contains the defined methods/instruments for their realization as well as defined indicators for monitoring their achievement, as well as implementing the proposed instruments and the responsible subjects, timeframes and the necessary means. At the same time, several main issues will be resolved through the goals: the issue of career advancement of the underrepresented sex, the issue of sexism, and the issue of sexual harassment of employees and students, and the character and quality of the educational process will be improved. Gender sensitization of the educational process is ultimately the principal goal.

## 6.2. Tabular part of the Draft Gender Action Plan

<b>Strategic aim No. 1</b> <b>GENDER-SENSITIVE LEGAL AND INSTITUTIONAL FRAMEWORK</b>	<p><b>GENDER-SENSITIVE LEGAL/INSTITUTIONAL/ORGANISATIONAL FRAMEWORK</b></p> <p><i>Specific aims in the frame of the strategic aim No. 1:</i></p> <ol style="list-style-type: none"> <li>1. Establishing the function of the Faculty Commissioner for Equality</li> <li>2. Analysis, critical reconsideration and revision of general acts of the University of Belgrade Faculty of Law (UBFL) with the aim of achieving preconditions for achieving gender equality</li> <li>3. Gender balance in recruitment – improvement of protection of candidates for professor and assistant posts against gender-based discrimination</li> <li>4. Ensuring the Faculty of Law academic staff's gender balance, improvement of protection of candidates for professor and assistant posts against gender-based discrimination</li> <li>5. Advancing protection against gender-based discrimination of persons who have been conducting professional, administrative and technical jobs at the Faculty of Law</li> <li>6. Creating conditions for efficient/productive/successful mutual matching of professional and family duties of the employees</li> <li>7. Support for students with family duties</li> <li>8. Introduction and continuous collection of gender-sensitive statistics</li> </ol>
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Specific aims	Activities/measures	Indicators of implemented measures	Responsibility for the implementation	Timetable	Required resources	Expected outcome/scope of realised specific aims
<b>1. Establishment of the function of the Faculty Commissioner for Equality</b>	<p><b>1.1.</b> Innovation/revision of the Statute of the UBFL, with an aim of introducing the function of Faculty Commissioner for Equality and defining its competences</p> <p><b>1.2.</b> Appointment of the Faculty Commissioner for Equality</p> <p><b>1.3.</b> Additional training of the Faculty Commissioner for Equality</p>	<p>– Adoption of amendments to the Statute of the University of Belgrade Faculty of Law</p> <p>– The Faculty Commissioner for Equality has taken office and the plan of activities has been adopted.</p> <p>– Additional training of the Faculty Commissioner for Equality has been completed.</p> <p>– All students enrolled at the first academic year as well as all students enrolled in master and PhD study programmes in academic years 2020/2021, 2021/2022 and 2022/2023 have been informed about the competences of the Faculty Commissioner for Equality</p>	– Academic Council, Faculty of Law Council and the Dean of the UBFL	By the 2020/2021 spring semester	Sources required for the remuneration and additional training of the Faculty Commissioner for Equality	<p>– Identification and prevention of gender-based discrimination of students, recruitment and promotion candidates, employees and other persons engaged in working activities at the UBFL</p> <p>– Raising awareness about the importance of establishment of gender equality at the UBFL</p> <p>– Ensuring effective protection against gender-based discrimination of students, recruitment and career promotion candidates, employees and other persons engaged at the UBFL in working activities.</p>
<b>2. Analysis, critical consideration and revision of general acts of the UBFL, aimed at creating conditions for achieving gender equality</b>	<b>2.1. Analysis and revision of the Statute of the UBFL</b>	<p>– The dynamics of adoption of revised and new acts have been approved.</p> <p>– Amendments to the Statute of the Faculty of Law, pertaining to the establishment of the Faculty Commissioner for Equality, have been adopted.</p> <p>– The Regulation for the Prevention of and Protection from Sexual Harassment has been adopted by the UBFL.</p> <p>– Possible elements of gender inequality, gender-insensitive language, and gender-neutrality, which might have discriminatory</p>	The Dean forms the Commission, which consists of the UBFL department heads and the Faculty Commissioner for Equality, the Commission reviews the contents of general acts from a gender perspective and delivers the drafts	For the measures 2.1–2.7. by the end of the 2021/22 academic year; for measure 2.8. by the end of the 2020/2021 academic year.	/	Fulfilment of normative preconditions for achieving gender equality.

<b>2. Analysis, critical consideration and revision of general acts of the UBFL, aimed at creating conditions for achieving gender equality</b>	<p>2.2. Consideration of the problems related to the adoption of new and innovation of current relevant/referential acts of the UBFL, with the aim of creating conditions for achieving gender equality as well as for resolving the issues related to the implementation of relevant acts in practice</p>	<p>consequences, have been removed from at least 40% of the general acts of the UBFL.</p> <ul style="list-style-type: none"> <li>- The Plan for Removing and Mitigating the Unequal Representation of Different Sexes has been adopted and the Annual Reporting form for controlling its realisation has been created, in accordance with the Regulation on the Content and Ways of Submitting the Plan of Measures for Removing and Mitigating Unequal Representation of Different Sex and the Annual Report of its conducting.</li> </ul>	<p>amendments of the relevant acts to the Dean of the UBFL.</p>				
	<p>2.3. Informing and consulting the employees and student representatives about the revision of the legal framework proposed with an aim of articulating innovative, legitimate (and acceptable for all interested parties) solutions and strategies for correcting inequalities</p>	<ul style="list-style-type: none"> <li>- Newly adopted acts and existing innovated relevant acts have been posted on the UBFL website.</li> </ul>					
	<p>2.4. Analysis and revision of the general acts related to the creation of syllabi and lecture plans, quality of study programmes, student evaluation, textbook quality, lecture quality control, student papers, theses and dissertations, and employees conduct.</p>						
	<p>2.5. Analysis and revision of the general acts of importance for conducting the lecturing process and the position of students in all study programmes: Regulation on Lecturing Process, Regulation on Exams at Undergraduate Academic Studies, Regulation on Master's Academic Studies, Master in European Integration – Main Rulebook; Regulation on Doctoral Studies at the UBFL.</p>						
	<p>2.6. Analysis, critical consideration and revision of the general acts of importance for employment and position of the employees and other persons who have been engaged in the lecturing process: Regulation on an Internal Organisation and Systematisation of Tasks</p>						

	<p>and Job Positions at the UBFL, Regulation on the Working Process, Regulation on Salaries, Additional Payments, Reimbursements and Other Payments from the Budget and Own Sources of the UBFL, Regulation on the Conditions, Manner and Procedure of the Recruitment of the Assistants for Practical Lectures, Regulation on the Conditions, Manner and Procedure of the Recruitment of Demonstrators, Regulation on Conditions and Engagement of Visiting Professors at the UBFL, Regulation on Conditions and the Manner of Engaging Visiting Lecturers.</p>					
<p><b>2. Analysis, critical consideration and revision of general acts of the UBFL, aimed at creating conditions for achieving gender equality</b></p>	<p><b>2.7. pertaining to 3.1.1.</b> Supplement to the Regulation on Internal Organisation and Systematisation of Jobs and Working Positions at the UBFL, Regulation on Conditions, Manners and Procedures of Recruiting Demonstrators, with the aim of articulating the special conditions for conducting jobs in a gender-neutral manner.</p>					
	<p><b>2.8.</b> Adoption of the Regulation on Prevention of and Protection Against Sexual Harassment at the UBFL.</p>					
	<p><b>2.9.</b> Establishment of a working group for creating the plan of measures for removing or mitigating disbalanced gender distribution and adopting the plan of measures for removing or mitigating disbalanced gender distribution in accordance with an obligation that applies to all employers with more than 50 employees with the permanent position, in lie with the Law on Gender Equality (Art 13).</p>					

<b>3. Gender balance in recruitment – improvement of protection of candidates for professor and assistant posts against gender-based discrimination</b>	<p><b>3.1.</b> Announcement of job openings in a way that is not only gender-neutral but also appealing to candidates with family duties, for job openings at the UBFL.</p>	<p>3.1.1. When announcing job openings for academic positions and employment at the UBFL, it is underlined that the UBFL is implementing a policy of gender equality.</p> <p>3.1.2. The UBFL website has a webpage stating the commitment of the UBFL to a working environment that is friendly for balancing the professional and family duties of the employees, including an illustration of the measures supporting the fulfilling of this goal.</p> <p>3.1.3. A recommendation has been issued that both genders be included into commission for recruitment of candidates for academic and demonstrator positions.</p>	<p>Dean, the Secretary of the UBFL, the UBFL Commission for Human Resources, the editor of the Faculty website.</p>	<p>By the beginning of the spring semester of the 2020/2021 academic year</p>	/	
	<p><b>3.2.</b> Regulation, at least in principle, of job applicant interviews.</p>	<p>3.2.1. Guidelines have been adopted for acting during promotion /recruitment of candidates to academic rank and employment, especially regarding the aspect related to the candidate, what also could include the creation of the list of inappropriate questions, i.e. the general list of questions that the candidates may be asked.</p> <p>3.2.2. Explicit confirmation of the right of a candidate for promotion or and employment as lecturer or teaching assistants, as well as the recruitment candidates for the position of assistant for practical lecturing or demonstrator, to refuse to respond or to respond falsely to unacceptable questions of the commission.</p>	<p>The Dean, advisement from the Commission for Human Resources and the Faculty Commissioner for Equality.</p>	<p>By the beginning of the spring semester of the 2021/2022 academic year</p>	/	
	<p><b>3.3.</b> Regulation of the procedure of reporting discrimination and reviewing job applications of in cases where applicants believe they have been discriminated on the basis of gender or sex in the selection and employment process.</p>	<p>3.3.1. Regulations have been adopted for the internal procedure for protecting the persons who believe that they have been discriminated against in the process of promotion or employment.</p> <p>3.3.2. The preliminary training/ education of the Faculty Commissioner for Equality for assessing the submitted reports by employment candidates who believe they were discriminated against has been completed, and conditions are secured for the Commissioner's continuous education/training in the field of protection against discrimination.</p>	<p>Dean</p>	<p>By the end of the 2021/2022 academic year</p>	/	

<p><b>4. Ensuring gender balance of academic staff at the UBFL (empowerment of the less-present gender in career advancement)</b></p>	<p>4.1. Development mid- and long-term employment plans with an aim of improving gender equality.</p> <p>4.2. Introduction of special scholarships for stimulating the less-represented gender, as well as awards and recognitions for academic works of academic staff and students in master and doctoral study programmes in the field of gender equality and projects devoted to gender issues.</p>	<p>4.1.1. The need for employing new staff members, in the context of achieving gender equality in particular scientific fields, i.e. on the courses where appropriate balance does not exist, has been analysed.</p> <p>4.1.2. Plans of employment have been adopted.</p> <p>4.1.3. The data base has been created for employment advertisements for electing demonstrators, teaching assistants and lecturers, which includes data about the persons who applied for the advertised positions, persons who were invited to interview with the members of the commission for recruitment, and persons who were selected for each advertised position, in order to try to identify employment trends, i.e. working engagement of men and women and possible gender disbalances.</p> <p>4.1.4. Regulations on particular stimulation for the promotion of the academic work of female demonstrators, lecturers, and students in master's and doctoral study programmes have been adopted.</p>	<p>Departments, Commission for Human Resources, and Academic Council.</p>	<p>Permanent measure</p>	<p>Ad 4.2. Funding for scholarships and awards to be obtained through European and international projects and donations.</p>	<p>- Increase in the number of candidates of the less-represented gender for academic promotion and employment at the UBFL.</p> <p>- Adequate and complete comprehension of the challenges that accompany processes of elimination of gender-based discrimination in recruitment and career advancement.</p>
	<p>4.3. Empowerment of the students in master's and doctoral study programmes - advancing of their capacities, skills and expertise of significance for conducting academic work, and especially addressing issues related to gender equality and struggle against all forms of gender-based discrimination.</p>	<p>- Seminars for students of master's and doctoral study programs, on the employment opportunities in the field of higher education and scientific-research activities, have been held.</p> <p>- Courses important for the adequate and complete comprehension of the conditions and procedures for promotion to assistant status, and also important for easier fulfillment of the conditions (e.g., courses on academic writing and research methods, foreign languages courses, courses searching for academic sources, books and journals, courses of statistics, etc.) have been organised.</p> <p>- An award has been established and a call has been issued for student papers related to the field of gender equality and struggle against gender-based discrimination and sexual harassment.</p>	<p>Dean, vice-deans for teaching and for academic affairs, heads of master' and doctoral academic programmes at the Faculty of Law, the Commissioner for Equality.</p>	<p>Permanent measure</p>	<p>Expenses for articulating and organising seminars for strengthening the capacities of postgraduate students for scientific and academic work.</p>	

<p><b>5. Improving protection against gender-based discrimination of the employees who conduct expert, administrative and technical jobs</b></p>	<p><b>5.1.</b> Advertisement of new job openings in a way that is not only gender-neutral but also appealing to candidates with family duties.</p>	<p>5.1.1. When advertising expert, administrative and technical positions, it is emphasised that the Faculty of Law conducts a policy of gender equality.</p> <p>5.1.2. The web page is created on the Faculty of Law website announcing that the Faculty of Law represents a working environment that is friendly for balancing employee professional and family duties, and presenting examples of measures that contribute to this aim.</p> <p>5.1.3. The possibility of anonymous (depersonalised) application for expert, administrative and technical jobs is being considered, if a huge gender imbalance is noted in certain departments of the Faculty.</p>	<p>The dean, the secretary and department heads at the Faculty of Law, with advisory of the Faculty Commissioner for Equality.</p>	<p>By the spring semester of the 2021/2022 academic year.</p>	<p>/</p>	<ul style="list-style-type: none"> <li>- Transparency and gender-neutrality in all phases of the employment procedure, i.e. working engagement for expert, administrative and technical jobs.</li> <li>- Elimination of gender stereotypes and prejudice in the hiring process and working engagement for expert, administrative and technical jobs.</li> <li>- Increase in the number of candidates of less represented sex/gender in applications for advertised job openings, i.e. working engagement in expert, administrative and technical jobs.</li> </ul>
	<p><b>5.2.</b> Regulating, at least in principle, the model of the interview with job applicants, or expert, administrative and technical engagement applicants.</p>	<p>5.2.1. Guidelines for the behaviour when selecting applicants for employment, or for the working engagement for expert, administrative and technical jobs, especially in regard to the candidate interview, have been adopted, which could include creating a list of inappropriate questions, i.e. a general list of questions that can be posed to the candidates.</p> <p>5.2.2. The applicable general legal acts confirm the right of the candidate for employment, or for the working engagement in the expert, administrative and technical jobs, not to respond or to respond falsely to inappropriate questions by members of the selection committee.</p>				<ul style="list-style-type: none"> <li>- Adequate and complete comprehension of challenges that accompany the elimination of gender-based discrimination in the recruitment process and career advancement.</li> </ul>
	<p><b>5.3.</b> Regulation of the procedure of submitting applications and considering the candidate's application for employment or for engagement when the candidate considers themselves discriminated on the basis of sex/gender.</p>	<p>5.3.1. The regulation on internal procedure for the protection of persons who believe that they were discriminated against in the hiring process or obtaining the working engagement.</p> <p>5.3.2. The training seminar for the Faculty Commissioner for Equality has been held on how to consider submitted applications by candidates who believe that they have been discriminated against, and conditions have been met for the Commissioner's continuous education in the field of protection against discrimination.</p>				

<p><b>5. Improving protection against gender-based discrimination of the employees who conduct expert, administrative and technical jobs</b></p>	<p>5.4. Creation of the mid- and long-term employment plans, with an aim of improving the gender disbalance at all departments and services at the Faculty.</p>	<p>5.4.1. The need for employing new members of the administration has been analysed, in the context of achieving gender equality in the Faculty services in which an appropriate gender balance does not exist.</p> <p>5.4.2. Employment plans of have been adopted.</p> <p>5.4.3. A database has been established, consisting of advertisements for employment or working engagement for expert, administrative and technical jobs, encompassing also data on applicants for advertised jobs, persons who were invited to interview with the selection committee and the persons who have been selected in each of the advertised call for employment, with an aim of identifying the trends in employment or working engagement of women and men, and identifying possible gender disbalances.</p>				
<p><b>6. Creating conditions for more effective combining of professional and family duties of the employees</b></p>	<p>6.1. Assist employees who take the maternity leave, leave from work for child care, for the special care of children, or for taking care of a dependent person.</p>	<p>6.1.1. Measures for supporting the employees who take the maternity leave or the leave for a (special) child care have been articulated and applied, including consultation of the eldest course lecturers, the head of department and the head of the Scientific Council of the Institute for Legal and Social Sciences, for the sake of creating a general plan of the employee's career development after returning from leave.</p> <p>6.1.2. All employees who use the right to maternity leave and the leave for taking care of the child or the care for the ill and senior family member, are informed about basic Faculty activities also during their absence from work (for example, by keeping all their email addresses on the mailing lists for circular messages about the decisions of the Faculty administration, bodies and commissions, as well as about the curricular and extra-curricular activities at the Faculty of Law).</p>	<p>Dean and vice-deans, secretary, Collegium of the heads of departments</p>	<p>Permanent measures</p>	<p>Expenses for organising refresher and advanced training knowledge and skills courses for employees who returning to work after a longer period of family leave.</p>	<ul style="list-style-type: none"> <li>– Easier balancing of professional and family duties of the employees of both genders.</li> <li>– Establishment and maintenance of a working environment that particularly supports employees with family duties.</li> <li>– Encouraging persons with family duties, especially women, to take part in competitions for appointment to teaching and associate positions and employment at the appropriate positions.</li> <li>– Better balance of professional and family duties of the employees of both genders.</li> <li>– Significant contribution to gender sensitisation of the academic staff with family duties.</li> </ul>



<b>6. Creating conditions for more effective combining of professional and family duties of the employees</b>		<p>6.1.3. Recommendations have been issued course lecturers to consider the possibility of reaching an agreement on how to reduce the scope of lecturing and examinations obligations of the employee who has returned to work before the baby age of one.</p> <p>6.1.4. The employees who return after a longer leave of absence because of family duties receive support in a sense of offered trainings for refreshing the knowledge or improving their knowledge and skills (courses on organising remote teaching, using of new electronic databases containing scientific and expert literature, etc.).</p>				
	6.2. Encouraging employed men to use the leave for taking (special) care of children.	6.2.1. Measures which stimulate male employees to use the paternity leave, or leave for the sake of adoption and care of a child, have been articulated.	Dean, vice-deans, Collegium of the heads of departments.	Permanent measure	/	
	6.3. Scheduling lectures, meetings of the Faculty's commissions and bodies in a way that will take into consideration the needs of employees to reconcile professional and family duties.	<p>6.3.1. When planning the assignment at department meeting, the needs of the employees to reconcile professional, family and other personal duties are taken into consideration and are accepted if necessary.</p> <p>6.3.2. Organisation of the working hours and the schedule of the most of extracurricular obligations of the academic staff are determined in a way that avoids the work in the late afternoon.</p> <p>6.3.3. Recommendations have adopted that the meetings of the Faculty bodies and commissions, as well as the other meetings related to extracurricular activities of the academic staff, are scheduled, as a rule, between 8:00 a.m. and 5:30 p.m. This recommendation also includes the maximum duration of the meetings, i.e. by which time they must be concluded or ended.</p> <p>6.3.4. When the schedule of lectures and practical work is determined, priority is given to employees with small children, allowing them to choose the earlier slots during the day.</p>	Dean, vice-deans, secretary, heads of the faculty commissions and bodies.	Permanent measure	/	

<p><b>6. Creating conditions for more effective combining of professional and family duties of the employees</b></p>	<p><b>6.4.</b> Adaptation of other working conditions to the special needs of employees with family duties.</p>	<p>6.4.1. A lactation room is provided in the Faculty building, which is in accordance with the rights guaranteed by the Labour Law for the female employees to have breastfeeding breaks.</p> <p>6.4.2. With an aim of supporting the employees with children, cooperation has been established with child care services, (especially when unpredictable work assignments impose the need for immediate child care); also contact has been established with child care services with a flexible working timetable, e.g. which have been working hours until 10.00 p.m. year-round (including during school holidays, when parents of school children have had the greatest problem reconciling professional and family duties).</p> <p>6.4.3. Contact has been established with services for the care for the elderly and persons with disabilities, in order to help the employees who are care providers for such persons.</p> <p>6.4.4. Possibilities have been considered for organising certain lectures remotely and a plan for combining live lecturing and distance learning.</p> <p>6.4.5. The measures for meeting the special needs of single parents have been articulated.</p> <p>6.4.6. A handbook on the rights and benefits of importance for reconciling professional and family duties has been published.</p> <p>6.4.7. the financial department and the Faculty administration monitor and inform the Faculty Commissioner for Equality about manner and scope of impact of the measures for reconciling professional and private duties affect the salaries of employees and their other rights, based on the employment contract, in order to prevent employees from being placed in an inferior position precisely because of application of these measures.</p>	<p>Dean, head of the Section for General Affairs at the Faculty of Law.</p>	<p>By the end of the 2021/22 academic year.</p>	<p>Expenses for providing a lactation and changing room as well as expenses for the producing the feasibility study for establishing a special office for assisting employees with family duties.</p>	
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	<p><b>6.5.</b> Establishment of cooperation with the kindergartens in close proximity to the Faculty of Law, in order to assisting employees and students with preschool-age children.</p>	<p>6.5.1. All employees with family duties have been consulted about their interest in carrying out the measures related to use of kindergarten service.</p> <p>6.5.2. Negotiations have been initiated with representatives of kindergartens in the vicinity of the Faculty .</p>	Dean, vice-deans and secretary.	By the end of 2021.	Subsidised prices with a participation of the beneficiaries of these services, for covering the expenses of the Faculty of Law.	
<b>7. Support for students with family duties</b>	<p><b>7.1.</b> Articulation and application of measures of significance for acknowledging the special needs of students with family obligations.</p>	<p>7.1.1. A lactation and changing room for students' small children has been provided at the Faculty of Law.</p> <p>7.1.2. The person for assisting students with family duties has been designated.</p> <p>7.1.3. The possibility has been considered for assisting students with children by establishing the cooperation with childcare services, with flexible working hours, especially with those that provide services until 10:00 p.m. (10:00 is the time by which all exams have be concluded, according to the Regulation on Exams at Undergraduate Studies).</p> <p>7.1.4. Cooperation has been established with services providing care for senior persons and persons with disabilities, in order to assist students who are care providers for such persons.</p> <p>7.1.5. The possibility has been considered remote lectures also for students with family duties.</p> <p>7.1.6. An employee of the Section for Lectures and Student Affairs has been designated for advising students with family duties and for the coordination of organising the support which the professors and assistants will provide to these students.</p>	Dean, vice-deans, head of the Section for Lectures and Student Affairs of the Faculty of Law.	By the end of the 2020/2021 academic year.	Expenses for providing the lactation and changing room for students and for creating conditions for organising remote learning for them.	- Establishment and maintenance of studying conditions in which the needs of students with family duties have been acknowledged.

<b>8. Collecting gender-sensitive statistics</b>	<p><b>8.1.</b> Articulation of a methodology for collecting gender-sensitive statistics.</p>	<p>8.1.1. The expert services of the Faculty of Law (Section for General Affairs, Section for Lectures and Student Affairs, Section for Financial Affairs) have defined the way for collecting and reporting data of importance for revealing gender inequality and achieving gender equality.</p>	<p>Dean, vice-deans, secretary, head of Section for General Affairs, Section for Lectures and Student Affairs, and Section for Financial Affairs of the Faculty of Law.</p>	<p>By the beginning of the summer semester of the 2020/2021 academic year.</p>	<p>Funds required for an advancement of the existing IT software for reporting and processing of appropriate data.</p>	<p>- Appropriate and full understanding of trends related to the inclusion of men and women in the academic and scientific community, on the basis of combining quantitative (proper statistical data) and qualitative indicators (experiences, opinions, statements, behaviour, and feelings of employees and students about the subject matter).</p>
	<p><b>8.2.</b> Organisation and collection of gender-sensitive statistics, followed by a periodical review of the types and amount of data that is collected.</p>	<p>8.2.1. The expert services of the Faculty of Law process data within their competence in a gender-sensitive manner.</p> <p>8.2.2. A permanent system has been established for collecting data on the gender structure of candidates for being promoted and for concluding employment contracts, on career advancement dynamics of academic staff of both genders, on the salaries of men and women, difference between the pay and pay compensation that employee receive during maternity leave, and leave for child care or for special child care.</p> <p>8.2.3. A permanent system has been established for collecting data on taking maternity leave and leave for child care or for special child care, from the standpoint of gender of the employees who use these rights.</p>	<p>Secretary and heads of Section for general affairs, Section for Lectures and Student Affairs and Section for Financial-Material Affairs.</p>	<p>Once a year</p>	<p>/</p>	<p>- Identification of possible inequalities between men and women in exercising the right to education and working conditions.</p> <p>- Rising awareness about the need for establishing gender equality at the Faculty of Law.</p> <p>- Visibility of the efforts by the Faculty of Law to achieve and maintain gender equality.</p>
	<p><b>8.3.</b> Monitoring the progress in regard to the proportion of men and women holding professor and assistant positions, as well as in the Faculty's administration and bodies.</p>	<p>8.3.1. Regular reporting of gender statistics and trends in regards of both the academic staff and students. Certain data can be published in the <i>Acta Diurna</i> Faculty bulletin, and it should be submitted to the Council of the Faculty of Law, either separately or as part of the report on the implementation of the plan for achieving gender equality.</p> <p>8.3.2. The Faculty administration and the Commission for human resources analyse the collected data at the end of every academic year.</p> <p>8.3.3. The Faculty administration includes into its work reports the results of the activities undertaken with the aim of achieving gender equality at the Faculty.</p>	<p>Dean and vice-deans of the Faculty of Law, Council of the Faculty of Law.</p>	<p>Permanent measure</p>	<p>/</p>	

<b>STRATEGIC AIM No. 2</b> <b>GENDER-SENSITIVE EDUCATIONAL-LEARNING FRAMEWORK</b>	<b>2. GENDER-SENSITIVE EDUCATIONAL-LEARNING FRAMEWORK</b> <i>Specific aims in the frame of the strategic aim No. 2:</i> 2.1. Introducing of a mandatory education about the principles and values of gender equality and the struggle against discrimination and sexual harassment 2.1.1. Education of the Dean, vice-deans and department heads 2.1.2. Education of professors and assistants 2.1.3. Education of administrative staff 2.1.4. Education of students 2.2. Reviewing of the undergraduate, master's and doctoral studies study programmes from a gender perspective 2.3. Reviewing of syllabi for individual courses from a gender perspective 2.4. Reviewing of the textbooks from a gender perspective
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Specific aims	Activities/measures	Indicators of implemented measures	Timetable	Required sources	Expected outcomes/scope of realised specific aims
2.1. Introducing of mandatory education on the principles and values of gender equality and the struggle against discrimination and sexual harassment.	<b>2.1.1.</b> Adoption of amendments to the Statute of the University of Belgrade Faculty of Law and the Labour Rulebook in regards of the introduction of mandatory education. <b>2.1.2.</b> Establishing Gender Equality Day, which will also be devoted to the struggle against all forms of discrimination, including that based on gender, and the struggle against sexual harassment.	<ul style="list-style-type: none"> <li>– Public discussions, roundtables, seminars, educative projects and debates are held.</li> <li>– Research dedicated to the issue of gender-based discrimination and other forms of discrimination is carried out.</li> <li>– Reports on these events are announced in the <i>Acta Diurna</i> Faculty bulletin and on the student and academic staff Faculty webpages of the Faculty.</li> <li>– The appropriate Faculty activities are promoted in media.</li> </ul>	Permanent measure.	Resources required for visiting lecturers and experts taking part in the training.	Increased awareness, advanced knowledge and improved system of values regarding protection of human rights.
<b>2.1.1. Education of the Faculty administration and all administrators</b>	Couching projects, education face to face with experts on gender equality, protection against discrimination and harassment.	- All administrators have taken part in couching projects, which the Faculty of Law organised for them.	Every academic year, for all administrators and for the new-elected Faculty administration at the beginning of term in office.	Resources can be obtained from international organisations or foundations.	Sensitisation of administrators for gender equality issues, struggle against discrimination and sexual harassment.
<b>2.1.2. Education of professors and assistants</b>	<b>2.1.2.1.</b> Mandatory courses, debates, educational projects for the academic staff. <b>2.1.2.2.</b> Courses and debates with provided literature on gender equality, human rights, and struggle against discrimination and sexual harassment. <b>2.1.2.3.</b> Courses and debates on gender-sensitive pedagogical approach, which is expected to be implemented by the academic staff.	2.1.2.1. A minimum of one course, debate or the couching project has been held every year. 2.1.2.2. Textbooks, handbooks, booklets, guides and research and analysis results have been published.	Yearly	Sources for experts and trainers who will take part in different forms of trainings.	<ul style="list-style-type: none"> <li>– Increased awareness of the academic staff, adoption of a system of values that is appropriate for the employees in the public services (even if they still have foster prejudices and stereotypes).</li> <li>– Advancement of the working methods, cultural matrix and pedagogic approaches of the academic staff.</li> <li>– Adopted knowledge about the importance of a gender- and human rights-sensitised pedagogic approach</li> </ul>

	<p><b>2.1.2.4.</b> Analysis and research of the issues related to gender equality and to the struggle discrimination and sexual harassment.</p> <p><b>2.1.2.5.</b> Ensuring academic mobility and fellowships for members of the academic staff to the university centres that have already developed gender perspective in legal education.</p>				
2.1.3. and 2.1.4. Education of administrative staff and students	<p><b>2.1.3.1.</b> Special education on the importance of gender equality in the existing courses, seminars, debates about gender-relevant topics, legal clinics, simulations of the struggle against domestic violence.</p> <p><b>2.1.3.2.</b> Sending students to mobility projects, summer and winter schools on gender-relevant topics.</p> <p><b>2.1.3.3.</b> Organising seminars, visiting lectures and debates of importance for adequate and full understanding of gender-based discrimination and gender equality.</p>	<p>- Every year a minimum of one public meeting, seminar or debate has been held, or at least one educational project has been implemented.</p> <p>- Special trainings have been held for the administrative staff.</p> <p>- Lectures, summer and winter schools and other forms of teaching in the field of gender equality have been organized.</p>	Permanent measure	Resources to be provided by the Faculty, through European projects, as well as from donations by international and domestic associations and foundations.	<p>- Student knowledge has improved, students are gender-sensitised, the level of patriarchal mind, prejudices and stereotypes has been reduced.</p> <p>- The administrative staff and students have adopted and referential knowledge, improved awareness.</p>
<b>2.2. Revision of undergraduate, master's and doctoral study programmes from a gender perspective</b>	<p><b>2.2.1.</b> Projects aimed at reviewing study programmes from a gender perspective.</p> <p><b>2.2.2.</b> Creating guidelines for the Commission for Accreditation and for the Republic Agency for Accreditation, with the aim of including gender dimension into the standards for accreditation of content, aims, learning outcomes.</p>	The documents/critical analysis/guidelines are created for improving study programmes in a way that the gender dimension is included into their aims, content and learning outcomes.	By the end of 2021.	Applications will be submitted for European projects for purposes of the analysis of study programmes, syllabi and textbooks from a gender perspective.	Creation of gender-sensitive study programmes.
<b>2.3. Revision of the syllabi for individual courses from a gender perspective</b>	<p><b>2.3.1.</b> Projects devoted to reconsidering all syllabi from a gender perspective. Projects can have either focus only on the Faculty of Law or also have a comparative perspective.</p> <p><b>2.3.2.</b> Guidelines for the Commission for Accreditation and for the Republic Agency for Accreditation with the aim of introducing gender perspective in regard to the content, aims, outcomes of the courses, and literature for the syllabi.</p>	Results of critical analysis are used as the basis for guidelines delivered to the lecturers regarding the revision of syllabi.	By the end of 2022.	Applications will be submitted for European projects with a purpose of analysing the existing study programmes, syllabi and textbooks from a gender perspective.	<p>- Revision of syllabi in accordance with the guidelines for gender sensitisation of their aims, content, themes, learning outcomes.</p> <p>- Commission for Accreditation adopts guidelines, while the Academic Council adopts gender-sensitised study programmes at all levels of studying.</p>

<p><b>2.4. Revision textbooks from a gender perspective</b></p>	<p>2.4.1. Initiating research projects for analysing textbooks from a gender perspective, especially international projects with a comparative perspective. 2.4.2. Additional education for the members of the Commission for Textbooks. 2.4.3. Revision of the Regulation on the Textbooks.</p>	<ul style="list-style-type: none"> <li>- Revised is the Regulation on Textbooks.</li> <li>- Education of the members of the Commission for Textbooks has been carried out.</li> <li>- All textbooks have been reviewed.</li> </ul>	<p>By the end of 2022.</p>	<p>Resources for the projects aimed at reviewing the textbooks will be secured from European projects, international organisations, associations and foundations.</p>	<ul style="list-style-type: none"> <li>- Revised textbook content.</li> <li>- Reviewers ensure gender perspective, with no less than one of them being competent for gender perspective and/or gender-sensitive language.</li> <li>- Commission for Textbooks returns the manuscripts with demands for gender-sensitisation.</li> </ul>
<p><b>2.5. Articulation and planning master's programmes that will be gender-sensitive/gender-competent</b></p>	<p>2.5.1. Submitting applications for international projects that will help in create capacities for a new master's study programme in the field of gender perspective in law. 2.5.2. Providing mobilities /fellowships for academic staff, with the aim of advancing their knowledge in their field of expertise from a gender perspective.</p>	<ul style="list-style-type: none"> <li>- The completed project applications have been submitted by the given deadlines.</li> <li>- Lecturers use fellowships in the university centres that have already achieved advanced gender-sensitisation of legal studies.</li> </ul>		<p>Resources can be obtained from European funds, as well as through scientific-research projects of the Ministry for Science, Education and Technological Development.</p>	<ul style="list-style-type: none"> <li>- Introducing the Law and Gender master's study programme, which will be held in English, making it attractive also for foreign students.</li> <li>- Professors and assistants adopt new approaches, perspectives, system of values and contents, which will improve the overall quality of legal studies at the Faculty of Law.</li> <li>- Increased number of professors and assistants with gender-sensitive points of view and pedagogic approaches.</li> </ul>

<b>STRATEGIC AIM No. 3</b> <b>CULTURAL FRAMEWORK – STRUGGLE AGAINST GENDER-BASED STEREOTYPES AND PREJUDICES</b>	<b>3. Cultural framework – struggle against gender-based stereotypes and prejudices</b> <i>Specific aims in the frame of the strategic aim No. 3:</i> 3.1. Analysis of the given state of affairs – empirical survey consisting of the desk analysis (statistical data of the institutional gender structures) and the questionnaire related to the statements, value systems and presence of gender stereotypes and prejudices among the academic staff 3.2. Reduction of gender stereotypes and prejudices 3.3. Struggle against specific forms of sexual and other forms of harassment of students and employees
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Specific aims	Activities/measures	Indicators of implemented measures	Timetable	Required resources	Expected outcomes/scope of realised specific aims
<b>3.1. Analysis of the given state of affairs – the desk analysis and the questionnaire for investigating the statements of professors and assistants about gender equality and the struggle against sexual harassment</b>	<b>3.1.1.</b> Creating a standardised model of statistical data pertaining to gender structure at the Faculty of Law <b>3.1.2.</b> Preparation of the questionnaire in the cooperation with the Centre for Legal- Sociological Research of the Faculty of Law and Centre for Human Rights. <b>3.1.3.</b> The questionnaire serves for investigating the statements of professors and assistants: a) about conditions for gender-sensitive hiring procedure and career advancement; about knowledge and statements related to the issues of gender equality and struggle against sexual harassment; b) about the importance of gender sensitisation of study programmes, syllabi, textbooks and pedagogic approaches; c) about the scope of existence of gender-based sexism/stereotypes and prejudices and elements of a patriarchal matrix among professors and assistants. <b>3.1.4.</b> The Faculty administration provides support during the process of filling out the questionnaire by members of the academic staff. <b>3.1.5.</b> Professors and assistants fill out the questionnaire in as bigger numbers as possible.	3.1.1.1. Administrative officers responsible for collecting statistical data have been delegated. 3.1.2.1. The empirical survey is completed, the survey sample consisting of professors and assistants. 3.1.2.2. Experts of the Centre for Legal- Sociological Research and Centre for Human Rights have analysed the results, produced the report, and presented the results to the Faculty administration and the Faculty Commissioner for Equality. 3.1.2.3. The survey results/reports have been published in the <i>Acta Diurna</i> Faculty bulletin and on the Faculty webpage. 3.1.2.4. The survey results/reports have been presented at seminars and public discussions.	By the end of 2020. The survey will be conducted every two years, while the desk analysis will be conducted every year, on the basis of the introduced gender-sensitive statistics (see ad. 8)	- Resources required for creating IT software for collecting and processing the relevant statistical data. - Resources for the empirical survey (its articulating, conducting and scientific processing) can be obtained from international and domestic organisations dealing with the protection of human rights.	- The Faculty administration reviews the results of desk analysis and the measures for resolving specific gender imbalances and improving the structural trends. - Insights are attained about the statements of professors and assistants regarding gender equality and the struggle against sexual harassment. - Emancipatory ways of thinking and their promotion have been identified. - Increased awareness about the harmfulness of stereotypes and prejudices and about the forms of struggle against them.
<b>3.2. Overcoming stereotypes and prejudices</b>	<b>3.2.1.</b> Organising public discussions, seminars, lectures, debates, conferences, summer schools on gender-based stereotypes and prejudices, on the basis of the specific results of the empirical survey. <b>3.2.2.</b> Including gender equality among the issues that are regularly considered at meetings of the Faculty administration, as well as at the meetings of the Collegium of the department heads.	- A minimum of one public discussion, seminar, lecture, debate, conference or summer school for overcoming gender-based stereotypes and prejudices has been organised per academic year. - A periodical survey of the scale of sexism/ gender-based stereotypes and prejudices is conducted.	Permanent measure.	Resources for organising the planned activities can be obtained from international and domestic organisations dealing with the protection of human rights.	- Gradual overcoming of gender-based stereotypes and prejudices among professors, assistants and students. - Gradual overcoming of gender-based stereotypes and prejudices in the judiciary, state administration, economy and social-economic sectors where Faculty of Law students finds jobs. - Incentive for conducting appropriate investigations and programmes at other faculties of the University of Belgrade.



<p><b>3.3. Struggle against particular/ individual forms of sexual harassment of students and employees.</b></p>	<p><b>3.3.1.</b> Elaboration and adoption of the Regulation on the Prevention of and Protection from Sexual Harassment at the University of Belgrade Faculty of Law, which regulates prevention and procedures for protection against sexual harassment (advisory and disciplinary measures)</p> <p><b>3.3.2.</b> Appointing of confidential councillors, one for each year of studies, that persons can contact of their own accord.</p> <p><b>3.3.3.</b> Organising workshops for informing students and employees about the content of the regulation against sexual and other forms of harassment.</p>	<p>3.3.1. The Regulation on the Prevention of and Protection from Sexual Harassment at the Faculty of Law has been drafted, adopted and enacted.</p> <p>3.3.2. Confidential councillors have been appointed and commenced work.</p> <p>3.3.3. Students and employees have completed workshops where they received information about the content of the Regulation.</p>	<p>3.3.1–3.3.2. by the end of 2020.</p> <p>3.3.3. Permanent measure.</p>	<p>Remuneration for the Faculty Commissioner for Equality and confidential councillors is secured in the Faculty of Law budget.</p>	<ul style="list-style-type: none"> <li>- Prevention, detection and punishment of sexual harassment of students and employees.</li> <li>- Increased awareness about forms of sexual harassment.</li> <li>- Inciting other faculties of the University of Belgrade to adopt appropriate measures.</li> </ul>
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# ANNEX I

## Regulation on the Prevention of and Protection Against Sexual harassment at the University of Belgrade Faculty of Law

**D R A F T**\*<sup>112</sup>

Based on the commitment of the University of Belgrade Faculty of Law to the development and protection of constitutional principles of academic freedom, equal opportunities for all participants in the educational process, protection of the integrity and dignity of every person, and particularly articles 21 and 23 of Constitution of Republic of Serbia (*Official Gazette of the Republic of Serbia*, No. 98/2006), Article 192 (1(1)) of the Labour Law (*Official Gazette of the Republic of Serbia*, Nos. 24/2005, 61/2005, 54/2009, 32/2013, 75/2014, 13/2017 – Constitutional Court ruling, and 95/2018 – authentic interpretation), articles 3 and 5 of the Law on the Prevention of Harassment in the Workplace (*Official Gazette of the Republic of Serbia*, No. 36/2010), the Law on Prohibition of Discrimination (*Official Gazette of the Republic of Serbia*, No. 22/2009), the Law on Gender Equality (*Official Gazette of the Republic of Serbia*, No. 104/2009), articles 5, 7, 8, 10, 13, and 14 of the Code of Professional Ethics of the University of Belgrade (*University of Belgrade Gazette*, No. 193/2016) and article 23 (1(7)) of the Statute of the University of Belgrade Faculty of Law, the Dean of the University of Belgrade Faculty of Law, on \_\_\_\_\_, adopted:

### REGULATION ON THE PREVENTION AND PROTECTION FROM SEXUAL HARASSMENT AT THE UNIVERSITY OF BELGRADE FACULTY OF LAW

#### *Part I*

#### *General provisions*

#### **Content of the Regulation**

#### **Article 1**

The Regulation on the Prevention and Protection from Harassment at the University of Belgrade Faculty of Law (hereinafter *Regulation*) shall stipulate the notion of sexual harassment, the prohibition of sexual harassment, the measures for prevention of sexual harassment, the status and competences of confidential counsellors, as well as the procedures for the protection from sexual harassment at the University of Belgrade Faculty of Law (hereinafter *Faculty*).

The terms used in this Regulation expressed in the grammatical male gender shall imply natural male and female gender of the person who is concerned.

#### **Aim of the Regulation**

#### **Article 2**

The aim of the Regulation shall be the creation of necessary preconditions for a healthy and safe working environment, for equal opportunities for studying, as well as for the protection of personal integrity and human dignity of every participant in the academic education at the Faculty.

The Faculty shall commit to the creation and preservation of a safe working environment for all the members of its academic community, in which there shall be no discrimination, on any grounds, nor harassment, especially sexual harassment.

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\* The Draft Regulation on the Prevention and Protection from Harassment at the University of Belgrade Faculty of Law is the result of effort by Dragica Vujadinović, Tanasije Marinković, Ljubinka Kovacević, Ivana Krstić, and Marko Davinić, who are members of the University of Belgrade Faculty of Law academic staff.

The Faculty shall not tolerate sexual harassment in the workplace nor in the academic education, and shall act responsibly and promptly in all the proceedings for the protection from the sexual harassment.

The employee or student who has been found to have committed sexual harassment, or has abused the right to protection from sexual harassment, shall be subject to disciplinary action, including the possibility of sentencing to the most severe disciplinary measures in the form of the initiation of termination of their contract of employment, i.e. expulsion from the studies at the Faculty.

### **Personal Application of the Regulation**

#### **Article 3**

The Regulation shall apply to the employees and students at the Faculty.

An employee, for the purpose of this Regulation, shall include persons who are employed or engaged by the Faculty independently of an employment contract, on the basis of the law regulating the rights, duties and responsibilities deriving from the employment contract, i.e. labour (hereinafter *employee*).

A student, for the purpose of this Regulation, shall be a person who is enrolled in any level of studies at the Faculty, financed from the budget of the Republic or by themselves, in accordance with the law regulating academic education (hereinafter *student*).

A person who is in the process of enrolment in a study program at the Faculty, as well as a person who is enrolled in a program for innovation (specialization) of knowledge organized by the Faculty shall also be considered a student.

A person who is at the Faculty based on a program of an international student exchange, or based on other agreements and conventions that allow for the mobility of students, shall also be considered a student.

### **Definition of Sexual Harassment**

#### **Article 4**

Any unwelcome conduct against an employee or a student, whose purpose is or which represents a violation of their dignity in the sexual sphere shall be considered sexual harassment.

Verbal, non-verbal, or physical conduct, as well as encouragement or instigation of others at such a conduct, shall be considered sexual harassment.

Verbal conduct shall include, but not be limited to: belittling of a certain sex, gender or sexual orientation, unwelcome lewd remarks or jokes related to appearance and physical attributes, unwelcome remarks or jokes related to the sex, gender or sexual orientation, repeated and unwanted social invitations for dates or physical intimacy, offering job favours in exchange for fraternization, and denial of rights because of rejection of sexual advances.

Non-verbal conduct shall include, but not be limited to: lewd stares and gestures, provocative whistling, sexually-suggestive body language, as well as display of pictures and audio-visual materials belittling a certain sex, gender or sexual orientation.

Physical conduct shall include, but not be limited to unwanted physical contact such as touching, stroking, pinching, hugging, kissing, and sexual assault.

### **Protection of Academic Freedom**

#### **Article 5**

Lectures and papers by teaching staff, assistants, and students, as well as teaching materials on topics related to sex, gender or sexual orientation shall not be considered sexual harassment. Lectures and papers on these topics shall be considered part of academic freedom of expression, which is why they may be the subject of discussion in the academic community.

Offending comments directed against a person's sex, gender or sexual orientation, or public advocacy of, support of or acts conforming with prejudices, customs and other social conventions based on the idea of superiority or inferiority of sexes, i.e. the stereotypical role of sexes, shall not be protected by the academic freedom.

## *Part II*

### *Prohibition of sexual harassment*

### **Prohibition of Sexual Harassment and its Spatial Application**

#### **Article 6**

Sexual harassment shall be prohibited.

The prohibition of sexual harassment shall apply to the conduct of the employee, i.e. student on Faculty premises, and outside of them if it is related to the work or studying at the Faculty, including business trips, employee tourist voyages, study trips, student internships,



student excursion, as well as events organized or financed, directly or indirectly, by the Faculty or a student's organization acting under the auspices of the Faculty.

The prohibition of sexual harassment shall also apply to events that are unrelated to the activities stipulated in paragraph 2 of this Article, if they are related to the mutual relations between employees or between the employees and students, and they have repercussions on their conduct in the academic education.

Whoever sexually harasses an employee or student shall be punished in accordance with this Regulation.

### **Prohibition of the Abuse of the Right to Protection from Sexual Harassment** **Article 7**

Abuse of the right to protection from sexual harassment shall be prohibited.

Abuse of the right to protection from sexual harassment shall be committed by an employee or a student who files a case or initiates its filing in order to appropriate for themselves or for another person material or non-material benefit, or to cause harm to another person, despite being aware or being required to be aware that there are no valid reasons for filing a case for protection from sexual harassment.

### **Consequences of the Violation of the Prohibition of Sexual Harassment and of the Prohibition of the Abuse of the Right to Protection from Sexual Harassment** **Article 8**

The employee who violates the prohibition of sexual harassment or the prohibition of the abuse of the right to protection from sexual harassment shall face disciplinary action pursuant to the legislation stipulating the labour rights, duties, and responsibilities related, this Regulation, and the Labour Regulation of the Faculty.

The student who violates the prohibition of sexual harassment or the prohibition of the abuse of the right to protection from sexual harassment shall face disciplinary action pursuant to the University of Belgrade Regulation on the Student Disciplinary Responsibility, the Statute of the Faculty, and this Regulation.

If the employee referred to in paragraph 1 of this Article is also a student of the Faculty, their responsibility shall be determined on the basis of the capacity in which they acted while violating the prohibition.

### **Prohibition of Causing Harm** **Article 9**

The employee or student who reports being a victim of sexual harassment, as well as an employee or a student who was witnessed sexual harassment or who encouraged [a presumed victim] to approach the Faculty Commissioner or confidential counsellor, shall not suffer any negative consequences therefrom.

An employee or a student shall not suffer any consequences, particularly in regard to their employment or student status, if they refused the favour that had been put forward to them if they accepted an offer of a sexual nature, or if they sought advice and help related to the sexual harassment.

An employee who participated in the counselling procedure as a confidential counsellor shall not suffer any negative consequences therefrom.

Causing harm to an employee or student referred to in the paragraphs 1 to 3 of this Article shall be treated as a violation of work discipline if the harm is caused by an employee, or as a disciplinary violation if the harm is caused by a student.

### *Part III* *Prevention of sexual harassment*

#### **Creation of Conditions for Efficient Prevention of Sexual harassment** **Article 10**

The Faculty shall organize the work and studying in such a manner as to prevent sexual harassment.

The employees and students shall treat to each other with esteem and to respect personal traits of every person, in order to enable the uninterrupted conducting of courses and other activities, and ensure a safe and healthy working environment, while developing collegial relationships and respecting the right to dignity of the persons involved in the education process.

#### **Necessity for Continuous Training on the Prevention of Sexual Harassment** **Article 11**

The Faculty shall organize continuous mandatory training for the Faculty Commissioner, confidential counsellors, members of the disciplinary commission,

the administration, and all employees with the aim of acquiring the knowledge on all relevant issues of equality and prevention of sexual harassment.

**Role of the Curriculum, Programmes and  
Textbooks on the Prevention of Sexual  
Harassment  
Article 12**

Curriculum and programmes, as well as textbooks that promote the dignity of every person and point to the harmfulness and unacceptability of discrimination on any grounds, and in particular on the grounds of sex, gender, gender identity and sexual orientation, shall be used to contribute to the prevention of sexual harassment at the Faculty.

**Role of the Faculty Commissioner  
for Equality  
Article 13**

The Faculty Commissioner for Equality (hereinafter *Faculty Commissioner*) shall have the function of prevention of all types of discrimination, including prevention of discrimination based on sex, gender, sexual orientation, as well as the prevention of sexual harassment of employees and students.

The Faculty Commissioner shall implement adequate measures of informing and training of employees and students for the purpose of identification and prevention of sexual harassment.

Every employee shall receive, before assuming their post, information on prohibition of sexual harassment, as well as the rights, duties and responsibilities of employees and the Faculty with respect to the prohibition of such conduct.

Every student shall receive, after enrolling a study program delivered at the Faculty, information on prohibition of sexual harassment, as well as the rights, duties and responsibilities of students with respect to the prohibition of such conduct.

The information referred to in paragraphs 2 and 3 of this Article shall state in particular that sexual harassment is prohibited and punishable by law, what sexual harassment is, what the powers of confidential counsellors are, as well as on how internal and state procedures against such conduct may be initiated.

The employees and students shall receive information regarding the Faculty Commissioner and the profes-

sors who perform the function of confidential counsellors, in order to be able to address them for advice and support if they believe themselves to be victims of sexual harassment.

*Part IV*  
*Confidential counsellors*

**Appointment of Confidential Counsellors  
Article 14**

The Dean of the Faculty (hereinafter *Dean*) shall appoint one confidential counsellor per each year of studies (four, in total), at the proposal of Faculty Commissioner. Equal representation of sexes shall be taken into account in the nomination process.

Confidential counsellors shall be appointed from among the professors to cooperate with the Faculty Commissioner, to prevent sexual harassment and to carry out the counselling procedure for protection from sexual harassment. An employee or a student may approach any of the appointed confidential counsellors.

Confidential counsellor shall be appointed for a period of three years. The same person may be reappointed as a confidential counsellor.

**Training of Confidential Counsellors  
for Mediation  
Article 15**

Faculty shall organize mandatory and continuous additional education for confidential counsellors, for the purpose of acquiring skills necessary for conducting restorative mediation.

The training shall be organized before the confidential counsellors assume their post.

**Competences of Confidential Counsellors  
Article 16**

The confidential counsellors, in cooperation with the Faculty Commissioner, shall inform employees and students about the prohibition of sexual harassment and organize training for them, for the purpose of being able to identify such conduct and to protect from it.

The confidential counsellors shall carry out the counselling procedure in the protection from sexual harassment.

The full name, number of their office at the Faculty, the office hours, and the telephone number of the confidential counsellors shall be published Faculty website.

**Encouragement to Approach Confidential  
Counsellor  
Article 17**

Employee and students who knows of the sexual harassment of other employees or students shall encourage the person who considers themselves to be a victim of sexual harassment to approach a confidential counsellor for help.

*Part V  
Procedures for protection  
from sexual harassment*

**Types of Procedures for Protection  
from Sexual Harassment and  
Interrelation between Them  
Article 18**

The protection from sexual harassment shall be achieved through a counselling and a disciplinary proceedings.

Initiating counselling proceedings shall not be a precondition for initiating disciplinary proceedings.

Counselling and disciplinary proceedings shall be initiated within six months of the sexual harassment act being committed. This period shall be counted from the day that the sexual harassment was committed the last time.

The proceedings for protection from sexual harassment shall be considered urgent.

**Sexual Harassment Warning  
Article 19**

Before initiating the procedure for the protection from sexual harassment, the employees or students who consider themselves a victim of sexual harassment shall, if possible, clearly inform the person they considered to be a harasser that their conduct is unacceptable and that they will seek protection if that conduct does not cease immediately.

**Interview of the Alleged Victim of Sexual  
Harassment by the Confidential Counsellor  
Article 20**

The counselling procedure shall be conducted by the confidential counsellor.

The employee or student who alleges to have been the victim of sexual harassment shall approach the confidential counsellor at their choice in order to present their problem and receive advice regarding further action and resolution of the disputed situation.

The confidential counsellor shall speak privately with the employee or student who alleges to have been the victim of sexual harassment, give them advice on how to resolve the disputed situation, and inform them of the appropriate legal procedures for protection. The confidential counsellor shall inform the employee or the student who alleges to have been the victim of sexual harassment of the legal procedures of protection that are available to them, that the counselling procedure does not exclude the disciplinary procedure and that they may also immediately seek protection from sexual harassment from the competent state institutions.

The confidential counsellor shall keep a record, noting the date of the individual interview and its content, and especially the conduct that was the reason for the interview, as well as of the advice was given during it.

The information, received in the individual interview and kept in the record, shall be considered as an official secret.

**Interview of the Alleged Sexual Harasser  
by the Confidential Counsellor  
Article 21**

If an employee or a student who alleges to have been the victim of sexual harassment wishes to continue the counselling procedure, the confidential counsellor shall address the employee or student who has been accused of sexual harassment and invite them to respond, in a private interview, to the charges pressed against him/her. The confidential counsellor shall give the employee or student advice on how to resolve the disputed situation and informs them of the possible legal procedures against them, that the counselling procedure does not exclude a disciplinary procedure and that protection from sexual harassment may sought also from the competent state institutions.

The confidential counsellor shall keep a record of the individual interview, noting the date of the individual interview and its content, and especially the response to the allegations that were the reason for the interview, as well as which advice was given during it.

The information, received in the individual interview and kept in the record, shall be treated as an official secret.

### **Joint Session of the Confidential Counsellor with Both Parties Article 22**

The confidential counsellor may suggest a joint session with the employee student who alleges to have been the victim of sexual harassment, and the employee or student who has been accused of sexual harassment, for the purpose of clarification of the facts and resolution of the disputed situation.

Should the confidential counsellor concluded that the allegations of sexual harassment are substantiated, they shall lead the discussion in such a way as to enable the employee or student who has been accused of sexual harassment to understand why the disputed conduct is a sexual harassment and why it is prohibited.

If the confidential counsellor concludes that the allegations of sexual harassment are not substantiated, they shall lead the discussion in such a way as to enable the employee or student who alleges to have been the victim of sexual harassment to understand why the disputed conduct is not sexual harassment and why it is not prohibited.

The confidential counsellor shall keep a record of the joint session, noting the date of the joint session and its content, and in particular the facts that were clarified during the session, as well as which advice was given.

The information, received in the joint session and kept in the record, shall be treated as an official secret.

### **Number of the Sessions with the Confidential Counsellor Article 23**

In the counselling procedure, there may be one individual or joint session, or more of them, depending on the complexity of the case and the suggestion of the confidential counsellor.

### **Referring to Mediation Article 24**

With the purpose of resolving the disputed situation, the confidential counsellor may refer to mediation the

employee who alleges to have been the victim of sexual harassment and the employee or student who has been accused of sexual harassment allegation, in accordance with the legislation regulating prevention of harassment in the workplace.

### **Disciplinary Procedure Against a Student Article 25**

The employee or student who alleges to have been the victim of sexual harassment may file a complaint with the Dean against the student for sexual harassment.

The complaint for sexual harassment shall contain: the full name of the student who is being accused of sexual harassment; the time, place and manner in which the alleged disciplinary infraction was occurred, the evidence, and the full name and signature of the person filing the complaint.

If there is reasonable doubt that the student committed sexual harassment, the Dean, shall initiate the proceedings for the establishment of the responsibility of the student for the disciplinary infraction, in accordance with the University of Belgrade Regulation on Student Disciplinary Responsibility and the Statute of the Faculty.

Paragraphs 1 to 3 of this Article shall also apply to the complaint procedure against the student who has allegedly abused the right to protection from sexual harassment.

### **Disciplinary Procedure Against an Employee Article 26**

The employee or student who alleges to have been the victim of sexual harassment may file a complaint against the employee for sexual harassment.

The complaint for sexual harassment shall contain: the full name of the employee who is being accused of sexual harassment; the time, place, and manner in which the alleged violation of work discipline was committed, the evidence, and the full name and signature of the person filing the complaint.

The complaint for sexual harassment shall be filed with the Faculty Commissioner.

The Faculty Commissioner shall dismiss the complaint if they establish that the conduct from the complaint cannot be considered sexual harassment, within the meaning of this Regulation.

If there is reasonable doubt that the employee committed sexual harassment, the Faculty Commissioner shall promptly forward the complaint for sexual harassment to the Dean, who shall initiate proceedings, within 48 hours, for the establishing the responsibility of the employee for the violation of work discipline, in accordance with the law and the Labour Regulation of the Faculty.

Paragraphs 1 to 5 of this Article shall apply also to the complaint procedure against the employee who has allegedly abused the right to protection from sexual harassment.

### **Establishing Responsibility of an Employee for Sexual Harassment**

#### **Article 27**

The responsibility of the employee for the violation of the work discipline shall be established in accordance with the law and the Labour Regulation of the Faculty.

The proceedings for the establishment of the responsibility for sexual harassment or for the abuse of the right to protection from sexual harassment, shall be conducted speedily and within three months of the complaint being filed.

If the disciplinary authority, having established the responsibility of the employee, considers that the violation of work discipline contains elements of a criminal act, which is prosecuted *ex officio*, it shall inform the Dean of this, who in turn shall file a criminal complaint against that employee. The filing of a criminal complaint shall not suspend the ongoing disciplinary proceedings.

The decision in the disciplinary proceedings shall be final and cannot be appealed, but it may be subject to review by the Administrative Court, in accordance with the Law on the Administrative Disputes.

The rules of the University of Belgrade Regulation on the Student Disciplinary Responsibility shall be applied subsidiary to the disciplinary proceedings against the employee.

### **Personal Information Protection**

#### **Article 28**

The Faculty shall protect the personal information of the employee or student who has alleged to have been the victim of sexual harassment, as well as the personal information of other participants in the proceedings, i.e. the information based on which the identity of these per-

sons can be revealed, unless these persons agree to the disclosure of such information, in accordance with the legislation on the personal data protection.

All parties that come into possession of the information referred to in paragraph 1 of this Article shall keep that information as an official secret.

### *Part VI* *Final provisions*

### **Disciplinary Proceeding Initiated Prior to This Regulation Entering into Force** **Article 29**

Proceedings for the establishment of the disciplinary responsibility of the employee or student who has been accused of sexual harassment allegation, initiated prior to this Regulation entering into force shall be concluded in accordance with the rules that were in effect before this Regulation entered into force.

### **Training of Confidential Counsellors and Members of Disciplinary Commission** **Article 30**

The Faculty shall, within the meaning of Article 13 (2) of this Regulation, organize mandatory training for confidential counsellors, within one month of their appointment.

The Faculty shall organize mandatory training for the members of the Disciplinary Commission, within two months of this Regulation entering into force, for the purpose of gaining the knowledge and skills necessary for the adequate and comprehensive understanding of sexual harassment.

### **Entry of the Regulation into Force** **Article 31**

This Regulation shall enter into force on the 8<sup>th</sup> day from it being published on the Faculty's notice board.



**ANNEX II**  
**STATISTICALLY SIGNIFICANT RESULTS OF INVESTIGATING THE**  
**STATEMENTS ON GENDER EQUALITY OF THE ACADEMIC STAFF**  
**OF THE UNIVERSITY OF BELGRADE FACULTY OF LAW**  
**(Tables of SPSS analysis with statistically significant differences)**

**1. GENDER-BASED VARIATION**

GENERAL PART					
GENDER EQUALITY GENERALLY					
	Sex	AS	SD	Mann-Whitney U test	Sig.
1. I believe that gender equality is very important to the socio-economic development of our country.	male	4,0000	1,21584	272,000	,133
	female	4,4828	,78471		
2. The patriarchal patterns are present in our society to this day, which is why men have more power than women in all spheres of life.	male	3,4583	1,31807	252,500	,075
	female	4,1034	,90019		
3. In our country men still dominate the decision-making ranks at all levels of the educational system, including university education.	male	3,3750	1,09594	235,000*	,029
	female	4,0000	,84515		
4. In order to achieve and preserve gender equality in all modern societies, ours included, a better implementation of international and national laws, as well as appropriate public policies are needed.	male	4,0000	1,10335	343,000	,924
	female	4,0690	,96106		
5. The achievement of gender equality is an important element of the rule of law.	male	4,1250	1,19100	297,000	,298
	female	4,4483	,98511		
6. The achieved level of gender equality is an indicator of the level the human rights culture has reached.	male	4,2917	,90790	238,000*	,020
	female	4,6897	,71231		
7. Achieving gender equality is a task men and women must work on together.	male	4,5417	,93153	318,500	,483
	female	4,7241	,59140		
8. Gender neutral laws are not just, because they do not take into consideration different needs and interests of men and women.	male	2,8750	1,11560	265,000	,120
	female	3,3448	1,04457		
GENDER EQUALITY IN EDUCATION					
9. Education plays a key role in removing gender stereotypes and prejudices.	male	4,0417	1,12208	281,500	,192
	female	4,4483	,73612		
10. The perspective of gender equality is still underdeveloped at all levels of education in our country (they are gender insensitive).	male	3,7083	1,16018	290,000	,274
	female	4,0690	,75266		
11. Adopting action plans for achieving gender equality in educational institutions improves education on the whole.	male	3,6250	1,24455	347,000	,985
	female	3,6897	1,07250		
12. Special (affirmative) measures are necessary in order to reach a balanced representation of men and women in higher education institutions.	male	3,5833	,97431	331,000	,750
	female	3,4828	1,15328		
13. The possibility of balancing professional and family duties is essential to the career advancement of both men and women.	male	4,5833	,58359	321,000	,558
	female	4,6897	,47082		
14. The slower advancement of women in the academic ranks is mostly due to the fact that their family duties do not allow broader professional engagement.	male	3,4167	1,13890	269,000	,135
	female	3,8621	1,02554		
15. A balanced representation of men and women in scientific and research teams contributes to better results in scientific research.	male	3,5000	1,28537	344,500	,948
	female	3,5862	1,15007		

16. Sexual harassment of students by the teaching staff is the worst form of gender-based undesirable behaviour.	male	4,3750	1,20911	318,000	,477
	female	4,5517	1,08845		
17. The eradication of sexism in academia is not possible without a public denouncement by the employees and the Faculty/University management.	male	4,3333	1,04950	275,500	,094
	female	4,6897	,84951		
INSTITUTIONAL FRAMEWORK					
18. Institutional discrimination of women is present at our Faculty/University.	male	1,5833	,82970	256,000	,077
	female	2,0345	,98135		
19. The employees of our Faculty are aware that relevant laws explicitly forbid to publicly advocate, support and practice conduct in keeping with prejudices, customs and other social models of behaviour based on the patriarchal matrix and stereotyped roles of the genders.	male	3,5833	1,13890	326,500	,689
	female	3,7241	1,03152		
20. The legal frame for employment at our Faculty/University is harmonized with the principle of gender equality.	male	4,0833	,92861	302,500	,382
	female	4,2759	,92182		
21. The legal frame for advancing in the academic ranks at our Faculty/University is harmonized with the principle of gender equality.	male	4,1250	1,03472	314,000	,506
	female	4,3103	,96745		
22. Our Faculty/University should develop mechanisms for achieving gender balance in enrolling students in undergraduate, postgraduate and doctoral studies.	male	2,2917	1,45898	345,500	,962
	female	2,2414	1,24370		
23. The fact that there are always/by rule more men than women in the management of our Faculty is an indicator of institutional discrimination of women.	male	2,2500	1,25974	206,000**	,009
	female	3,1724	1,16708		
24. The fact that at our Faculty women make up about 1/3 of the teaching staff is a coincidence, and not an indicator of the effects of long-term institutional discrimination of women.	male	3,3333	1,23945	284,000	,239
	female	2,9655	1,11748		
25. The fact that at our Faculty there has been an increase in the number of women appointed as assistants and younger academics in the last couple of years speaks of the implementation of gender responsible Human Resources policies.	male	3,0000	1,28537	310,500	,490
	female	2,7241	1,19213		
26. The fact that in the last two years the average net salaries of male full professors at our Faculty/University were about 16% higher than those of female full professors speaks, among other things, of a discrimination of women inherited from the past.	male	2,9167	1,17646	308,000	,464
	female	3,2069	1,44863		
27. The fact that in the last two years the average net salaries of female associate professors and assistant professors at our Faculty/University top the salaries of their male colleagues of the same rank (by 5,10% and 2,86%, respectively) speaks of the positive changes in gender relationships of the younger generations.	male	2,6250	1,05552	285,000	,245
	female	3,0000	1,28174		
28. The committees in charge of appointing professors and assistants at our Faculty/University should be made up of both male and female professors, in proportion to their total numbers.	male	2,5417	1,55980	228,000*	,028
	female	3,4138	1,32334		
29. At our Faculty, during the selection process for employment or appointment, the rule which prohibits gathering information on the marital and family status of the candidates is strictly enforced.	male	4,1667	1,09014	295,000	,308
	female	3,7586	1,37983		
30. In order to achieve a balanced representation of women and men in management positions at our Faculty, it is necessary to introduce quotas that would benefit the insufficiently represented gender.	male	2,0833	1,28255	227,000*	,026
	female	2,8966	1,26335		
31. At our Faculty there is a need for an appointed ombudsman for gender equality and protection against discrimination.	male	2,5000	1,50362	266,000	,131
	female	3,1034	1,37178		
32. Our Faculty should support the employees and students who have small children by organizing our own childcare facility.	male	3,7500	1,48177	300,500	,377
	female	3,4138	1,52403		
33. Our Faculty should support the employees and students who have small children by setting up a cooperation with a nearby childcare facility.	male	4,1250	,94696	343,500	,931
	female	3,9310	1,46217		



34. Our Faculty should support the employees who have small children, by reorganizing their work-related duties.	male	4,2917	1,08264	339,000	,857
	female	4,2759	1,03152		
35. Our Faculty should support the students who have small children, by providing financial support (if proven to be necessary), or by concessions in the way their studies are organized, etc.	male	4,2500	,94409	304,000	,398
	female	4,0000	1,13389		
36. The fact that no male teachers or assistants at our Faculty have so far used the possibility of parental leave speaks of the endurance of gender stereotypes related to parenthood.	male	3,0833	1,47196	260,000	,106
	female	3,7241	1,33354		
37. According to your personal impressions or knowledge – sexual harassment among staff is present at our Faculty.	male	2,5000	1,14208	308,500	,468
	female	2,7931	1,34641		
38. According to your personal impressions or knowledge – sexual harassment of students is present at our Faculty.	male	3,1250	1,29590	281,500	,222
	female	3,5517	1,18280		
39. At our Faculty, in your opinion, there are no mechanisms that would be efficient in preventing sexual harassment.	male	3,2917	1,33447	239,500*	,045
	female	4,0000	1,10195		
40. During lectures and extracurricular communication with students – according to your personal impressions or knowledge – the teachers at our Faculty sometimes express sexist attitudes.	male	3,1667	1,30773	257,500	,095
	female	3,7586	1,09071		
41. Sexist behaviour – according to your personal impressions or knowledge – is tolerated and covered up at our Faculty.	male	3,1250	1,32902	245,500	,058
	female	3,7586	1,27210		
42. The introduction and regular upkeep of gender sensitive statistics is necessary at our Faculty.	male	3,2500	1,18872	233,000*	,033
	female	3,9310	1,19317		
43. Applying gender analysis in budget planning (gender responsible budgeting) should be part of the Faculty policy.	male	3,0833	1,31601	282,500	,225
	female	3,5172	1,24271		
EDUCATIONAL FRAMEWORK					
44. Including a gender perspective into study plans and curriculums at our Faculty would significantly improve the quality of legal education here.	male	3,0833	1,34864	239,000*	,043
	female	3,7931	1,08164		
45. It is necessary to perform a critical reconsideration from the gender sensitive point of view of all the textbooks used at our Faculty.	male	3,0000	1,58800	325,000	,675
	female	3,1724	1,28366		
46. Gender sensitive legal studies are important to the professional competences of the future lawyers, judges and other members of the legal profession.	male	3,3333	1,37261	294,500	,322
	female	3,7241	1,13063		
47. It is impossible to include a gender perspective in courses dealing with positive law.	male	3,1250	1,11560	199,000**	,006
	female	2,2759	1,06558		
48. Gender perspective in legal studies is utterly irrelevant to the quality of content and the meaning of acquired legal knowledge.	male	2,9167	1,47196	219,000*	,017
	female	1,9655	1,20957		
49. As a rule, classes do not provide a gender perspective when learning about legal institutes.	male	3,7917	,97709	306,000	,427
	female	4,0345	,82301		
50. Our Faculty/University does not offer textbooks containing elements of gender stereotypes and prejudices in the interpretation of certain terms and phenomena.	male	3,4583	,97709	238,500*	,040
	female	2,8966	1,04693		
51. A gender sensitive pedagogic approach is very important when working with the students of our Faculty.	male	3,8333	1,09014	328,500	,716
	female	3,7586	1,05746		
52. Additional education of teachers and assistants on matters of gender equality is both useful and necessary at our Faculty.	male	3,5417	1,35066	292,500	,299
	female	3,9310	1,16285		
53. The improvement of university education from a gender perspective should be regulated by the Law on Higher Education.	male	3,1667	1,30773	267,000	,133
	female	3,7241	1,09859		
54. The rules on standards and procedures for the accreditation of study programs should stipulate that the ability to understand and apply the principles of gender equality is a general competence that students should acquire at all levels of academic studies.	male	3,0417	1,45898	286,500	,260
	female	3,5172	1,24271		

CULTURAL FRAMEWORK					
55. Discrimination of women is no longer a problem in our country.	male	2,4583	1,41357	194,000**	,003
	female	1,4138	,68229		
56. Women already have more rights than they deserve.	male	1,8333	1,00722	215,000**	,003
	female	1,1724	,46820		
57. Women do not succeed in traditionally 'male' professions, because they do not have the same abilities that men have.	male	2,5000	1,31876	173,500**	,001
	female	1,4138	,82450		
58. Gender equality is detrimental to our society.	male	2,0417	1,23285	217,500**	,004
	female	1,2414	,63556		
59. The matter of gender equality is purely ideological, and not civilizational.	male	2,3750	1,40844	201,000**	,002
	female	1,3793	,97884		
60. Women should not force the issue of achieving gender equality, since it will come spontaneously.	male	2,4167	1,28255	213,000**	,010
	female	1,5862	,86674		
61. Introducing quotas or some other way of balancing the number of women and men in a public office is a forced acceleration of a change that would happen either way.	male	3,2083	1,28466	152,500**	,000
	female	1,9310	,84223		
62. The introduction of legal measures and public policies for achieving gender equality are imposing, artificial and unnecessary interventions in our social life.	male	2,8333	1,49395	195,500**	,004
	female	1,7241	1,03152		
63. Legal solutions concerning the protection against domestic violence are open to serious misuse, to the detriment of men.	male	2,8750	1,32902	165,500**	,000
	female	1,6207	,94165		
64. The ideology of gender equality represents a threat to family values.	male	2,0000	1,25109	203,500**	,001
	female	1,2414	,73946		
65. The ideology of gender equality represents a threat to national traditions.	male	2,2917	1,36666	179,500**	,000
	female	1,2069	,61987		
66. The ideology of gender equality represents a threat to fertility and the survival of the nation.	male	2,1667	1,30773	182,000**	,000
	female	1,1724	,46820		
67. Women lack natural authority that is demanded in leadership positions.	male	1,5833	1,10007	288,000	,116
	female	1,3103	,96745		
68. Men at our Faculty must hide their opinions so as not to appear sexist and discriminating towards women.	male	2,1667	1,16718	342,000	,910
	female	2,1379	1,18696		
69. The phenomenon of women using their 'feminine charms' in order to gain employment and/or advance their careers is present at our Faculty.	male	2,5833	1,34864	347,000	,985
	female	2,5862	1,23974		
70. The phenomenon of female and/or male students using their 'charms' to obtain benefits during studies is present at our Faculty.	male	2,8333	1,30773	259,500	,102
	female	3,4828	1,12188		
71. Reducing gender stereotypes and prejudices among teachers, regardless of their gender, would have a positive effect on interpersonal relationships.	male	3,8750	1,22696	277,000	,171
	female	4,3103	,96745		

\*\* Significance at the level of 0,01

\*Significance at the level 0,05

There is a significant difference in statements among different gender in the questions Q Nos.3, 6, 23, 28, 30, 39, 42, 44, 47, 48, 50, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, and 66.

Ad Q No. 3 – Male respondents neither agree nor disagree, while female ones mostly agree.

Ad Q No. 6, both groups of respondents mostly agree, while this statement is more present among female respondents.

Ad Q Nos. 23 and 28, male respondents mostly agree, while the female ones neither agree nor disagree.

Ad Q No. 30, both groups in majority mostly disagree, but this statement is more expressed by the female respondents.

Ad Q No. 39 female respondents mostly agree, while the male ones neither agree nor disagree

Ad Q Nos. 42 and 44, both groups neither agree nor disagree, but this statement is more expressed by the female respondents.

Ad Q No. 47 female respondents mostly disagree, while the male ones neither agree nor disagree.

Ad Q No. 48 female respondents disagree completely, while the male ones mostly disagree.

Ad Q No. 50 female respondents mostly agree, while the male ones neither agree nor disagree.

Ad Q No. 55 female respondents disagree completely, while the male ones mostly disagree

Ad Q No. 56 both groups in the biggest numbers disagree completely, but this kind of statement is more expressed by male respondents.

Ad Q No. 61 female respondents disagree completely, while the male ones neither agree nor disagree.

Ad Q Nos. 57, 58, 59, 60, 62, 63, 64, 65 and 66 female respondents disagree completely, while the male ones mostly disagree.

## 2. AGE-BASED VARIATION

		N	AS	SD	Chi-square	Sig.
1. I believe that gender equality is very important to the socio-economic development of our country.	18–29	9	4,4444	,72648	,375	,984
	30–39	17	4,1765	1,13111		
	40–49	16	3,9375	1,48183		
	50–59	8	4,3750	,51755		
	60+	5	4,4000	,89443		
	Total	55	4,2000	1,09545		
2. The patriarchal patterns are present in our society to this day, which is why men have more power than women in all spheres of life.	18–29	9	4,1111	1,05409	3,757	,440
	30–39	17	3,6471	1,27187		
	40–49	16	3,6250	,95743		
	50–59	8	4,2500	1,16496		
	60+	5	4,0000	1,41421		
	Total	55	3,8364	1,13470		
3. In our country men still dominate the decision-making ranks at all levels of the educational system, including university education.	18–29	9	3,8889	,92796	4,208	,379
	30–39	17	3,3529	1,05719		
	40–49	16	3,7500	1,00000		
	50–59	8	4,0000	1,06904		
	60+	5	4,0000	,70711		
	Total	55	3,7091	,99392		
4. In order to achieve and preserve gender equality in all modern societies, ours included, a better implementation of international and national laws, as well as appropriate public policies are needed.	18–29	9	4,3333	,70711	9,604*	,048
	30–39	17	3,9412	,74755		
	40–49	16	3,5000	1,41421		
	50–59	8	4,2500	,46291		
	60+	5	5,0000	,00000		
	Total	55	4,0182	1,00905		
5. The achievement of gender equality is an important element of the rule of law.	18–29	9	4,7778	,44096	4,011	,405
	30–39	17	4,4706	,87447		
	40–49	16	3,7500	1,52753		
	50–59	8	4,5000	,75593		
	60+	5	4,4000	,54772		
	Total	55	4,3091	1,06931		

6. The achieved level of gender equality is an indicator of the level the human rights culture has reached.	18–29	9	4,4444	,72648	3,302	,509
	30–39	17	4,7647	,43724		
	40–49	16	4,0625	1,28938		
	50–59	8	4,5000	,53452		
	60	+5	4,6000	,54772		
	Total	55	4,4545	,85674		
7. Achieving gender equality is a task men and women must work on together.	18–29	9	5,0000	,00000	5,302	,258
	30–39	17	4,7647	,43724		
	40–49	16	4,1250	1,40831		
	50–59	8	4,6250	,51755		
	60+	5	4,6000	,89443		
	Total	55	4,5818	,89631		
8. Gender neutral laws are not just, because they do not take into consideration different needs and interests of men and women.	18–29	9	3,2222	1,20185	1,935	,748
	30–39	17	3,1765	1,18508		
	40–49	16	3,0000	1,15470		
	50–59	8	3,5000	,53452		
	60+	5	2,6000	1,67332		
	Total	55	3,1273	1,13944		
9. Education plays a key role in removing gender stereotypes and prejudices.	18–29	9	4,5556	,52705	2,128	,712
	30–39	17	4,4706	,51450		
	40–49	16	3,8750	1,36015		
	50–59	8	3,8750	1,24642		
	60+	5	4,4000	,54772		
	Total	55	4,2182	,97546		
10. The perspective of gender equality is still underdeveloped at all levels of education in our country (they are gender insensitive).	18–29	9	4,1111	,78174	3,588	,465
	30–39	17	3,8824	,69663		
	40–49	16	3,4375	1,36473		
	50–59	8	4,0000	,75593		
	60+	5	4,4000	,89443		
	Total	55	3,8545	,98917		
11. Adopting action plans for achieving gender equality in educational institutions improves education on the whole.	18–29	9	4,1111	,78174	2,768	,597
	30–39	17	3,4706	1,00733		
	40–49	16	3,4375	1,41274		
	50–59	8	3,7500	,88641		
	60+	5	4,0000	1,41421		
	Total	55	3,6545	1,12576		
12. Special (affirmative) measures are necessary in order to reach a balanced representation of men and women in higher education institutions.	18–29	9	4,0000	,86603	2,453	,653
	30–39	17	3,5294	,87447		
	40–49	16	3,3125	1,35247		
	50–59	8	3,3750	1,06066		
	60+	5	3,8000	1,09545		
	Total	55	3,5455	1,06837		
13. The possibility of balancing professional and family duties is essential to the career advancement of both men and women.	18–29	9	4,7778	,44096	3,822	,431
	30–39	17	4,7647	,43724		
	40–49	16	4,3750	,88506		
	50–59	8	4,6250	,51755		
	60+	5	4,4000	,54772		
	Total	55	4,6000	,62657		

14. The slower advancement of women in the academic ranks is mostly due to the fact that their family duties do not allow broader professional engagement.	18–29	9	3,4444	1,33333	3,877	,423
	30–39	17	4,0588	1,02899		
	40–49	16	3,5000	,96609		
	50–59	8	3,5000	1,19523		
	60+	5	3,8000	1,09545		
	Total	55	3,6909	1,08649		
15. A balanced representation of men and women in scientific and research teams contributes to better results in scientific research.	18–29	9	3,5556	,88192	1,296	,862
	30–39	17	3,8824	,99262		
	40–49	16	3,3125	1,53704		
	50–59	8	3,3750	1,40789		
	60+	5	3,6000	,89443		
	Total	55	3,5636	1,19820		
16. Sexual harassment of students by the teaching staff is the worst form of gender-based undesirable behaviour.	18–29	9	4,1111	1,45297	4,333	,363
	30–39	17	4,8235	,39295		
	40–49	16	3,8750	1,66833		
	50–59	8	4,8750	,35355		
	60+	5	4,8000	,44721		
	Total	55	4,4364	1,16688		
17. The eradication of sexism in academia is not possible without a public denouncement by the employees and the Faculty/University management.	18–29	9	4,6667	,70711	9,926*	,042
	30–39	17	4,8824	,33211		
	40–49	16	3,8125	1,47054		
	50–59	8	4,5000	,75593		
	60+	5	5,0000	,00000		
	Total	55	4,4909	,99764		
18. Institutional discrimination of women is present at our Faculty/University.	18–29	9	1,8889	,78174	1,776	,777
	30–39	17	1,8824	1,11144		
	40–49	16	2,1250	1,08781		
	50–59	8	1,6250	,91613		
	60+	5	1,8000	1,30384		
	Total	55	1,9091	1,02330		
19. The employees of our Faculty are aware that relevant laws explicitly forbid to publicly advocate, support and practice conduct in keeping with prejudices, customs and other social models of behaviour based on the patriarchal matrix and stereotyped roles of the genders.	18–29	9	3,7778	1,09291	3,429	,489
	30–39	17	3,6471	1,27187		
	40–49	16	3,3125	1,07819		
	50–59	8	3,6250	,74402		
	6+	5	4,2000	,83666		
	Total	55	3,6182	1,07997		
20. The legal frame for employment at our Faculty/University is harmonized with the principle of gender equality.	18–29	9	4,1111	1,05409	4,305	,366
	30–39	17	4,1765	,80896		
	40–49	16	3,6875	1,30224		
	50–59	8	4,6250	,51755		
	60+	5	4,4000	,89443		
	Total	55	4,1091	1,01238		
21. The legal frame for advancing in the academic ranks at our Faculty/University is harmonized with the principle of gender equality.	18–29	9	4,2222	1,09291	8,298	,081
	30–39	17	4,1765	,88284		
	40–49	16	3,5625	1,36473		
	50–59	8	4,7500	,46291		
	60+	5	4,8000	,44721		
	Total	55	4,1455	1,07872		

22. Our Faculty/University should develop mechanisms for achieving gender balance in enrolling students in undergraduate, postgraduate and doctoral studies.	18–29	9	2,8889	1,16667	6,706	,152
	30–39	17	1,8235	1,13111		
	40–49	16	2,2500	1,39044		
	50–59	8	2,2500	1,38873		
	60+	5	3,4000	1,81659		
	Total	55	2,3273	1,36157		
23. The fact that there are always/by rule more men than women in the management of our Faculty is an indicator of institutional discrimination of women.	18–29	9	2,7778	1,39443	1,717	,788
	30–39	17	2,9412	1,24853		
	40–49	16	2,6875	1,35247		
	50–59	8	2,5000	1,51186		
	60+	5	3,4000	1,14018		
	Total	55	2,8182	1,30655		
24. The fact that at our Faculty women make up about 1/3 of the teaching staff is a coincidence, and not an indicator of the effects of long-term institutional discrimination of women.	18–29	9	3,0000	,86603	,820	,936
	30–39	17	3,0588	1,34493		
	40–49	16	3,0625	1,28938		
	50–59	8	3,1250	1,12599		
	60+	5	3,4000	1,34164		
	Total	55	3,0909	1,19059		
25. The fact that at our Faculty there has been an increase in the number of women appointed as assistants and younger academics in the last couple of years speaks of the implementation of gender responsible Human Resources policies.	18–29	9	3,0000	1,22474	1,403	,844
	30–39	17	2,9412	1,14404		
	40–49	16	2,6250	1,54380		
	50–59	8	3,1250	1,24642		
	60+	5	2,8000	,83666		
	Total	55	2,8727	1,24803		
26. The fact that in the last two years the average net salaries of male full professors at our Faculty/University were about 16% higher than those of female full professors speaks, among other things, of a discrimination of women inherited from the past.	18–29	9	2,6667	1,32288	4,825	,306
	30–39	17	3,5294	,94324		
	40–49	16	2,7500	1,52753		
	50–59	8	3,5000	1,51186		
	60+	5	2,8000	1,48324		
	Total	55	3,0909	1,33712		
27. The fact that in the last two years the average net salaries of female associate professors and assistant professors at our Faculty/University top the salaries of their male colleagues of the same rank (by 5,10% and 2,86%, respectively) speaks of the positive changes in gender relationships of the younger generations.	18–29	9	2,5556	1,13039	6,262	,180
	30–39	17	3,4118	1,06412		
	40–49	16	2,4375	1,26326		
	50–59	8	2,8750	1,12599		
	60+	5	2,8000	1,48324		
	Total	55	2,8545	1,20828		
28. The committees in charge of appointing professors and assistants at our Faculty/University should be made up of both male and female professors, in proportion to their total numbers.	18–29	9	2,8889	1,36423	1,457	,834
	30–39	17	3,1765	1,50977		
	40–49	16	3,1875	1,55858		
	50–59	8	2,5000	1,51186		
	60+	5	3,2000	1,78885		
	Total	55	3,0364	1,49026		
29. At our Faculty, during the selection process for employment or appointment, the rule which prohibits gathering information on the marital and family status of the candidates is strictly enforced.	18–29	9	4,1111	,92796	2,547	,636
	30–39	17	3,8235	1,42457		
	40–49	16	3,5625	1,50416		
	50–59	8	4,0000	,92582		
	60+	5	4,6000	,89443		
	Total	55	3,8909	1,27181		

30. In order to achieve a balanced representation of women and men in management positions at our Faculty, it is necessary to introduce quotas that would benefit the insufficiently represented gender.	18–29	9	2,5556	1,01379	1,319	,858
	30–39	17	2,7647	1,43742		
	40–49	16	2,3125	1,40089		
	50–59	8	2,5000	1,41421		
	60+	5	3,0000	1,58114		
	Total	55	2,5818	1,34290		
31. At our Faculty there is a need for an appointed ombudsman for gender equality and protection against discrimination.	18–29	9	3,4444	,88192	1,330	,856
	30–39	17	2,7059	1,53153		
	40–49	16	2,8750	1,62788		
	50–59	8	2,7500	1,58114		
	60+	5	3,0000	1,87083		
	Total	55	2,9091	1,48165		
32. Our Faculty should support the employees and students who have small children by organizing our own childcare facility.	18–29	9	4,2222	1,09291	2,195	,700
	30–39	17	3,4706	1,46277		
	40–49	16	3,3750	1,62788		
	50–59	8	3,8750	1,35620		
	60+	5	3,4000	2,19089		
	Total	55	3,6182	1,49680		
33. Our Faculty should support the employees and students who have small children by setting up a cooperation with a nearby childcare facility.	18–29	9	4,2222	1,09291	1,346	,854
	30–39	17	3,8824	1,40900		
	40–49	16	3,9375	1,23659		
	50–59	8	4,0000	1,06904		
	60+	5	4,2000	1,78885		
	Total	55	4,0000	1,26198		
34. Our Faculty should support the employees who have small children, by reorganizing their work-related duties.	18–29	9	4,2222	,83333	3,719	,445
	30–39	17	4,5294	,62426		
	40–49	16	4,0000	1,54919		
	50–59	8	3,8750	,99103		
	60+	5	4,6000	,89443		
	Total	55	4,2364	1,07089		
35. Our Faculty should support the students who have small children, by providing financial support (if proven to be necessary), or by concessions in the way their studies are organized, etc.	18–29	9	4,0000	1,11803	2,220	,695
	30–39	17	4,2941	1,04670		
	40–49	16	4,0000	1,21106		
	50–59	8	4,0000	,92582		
	60+	5	4,6000	,54772		
	Total	55	4,1455	1,04382		
36. The fact that no male teachers or assistants at our Faculty have so far used the possibility of parental leave speaks of the endurance of gender stereotypes related to parenthood.	18–29	9	3,3333	1,50000	1,836	,766
	30–39	17	3,3529	1,36662		
	40–49	16	3,4375	1,63172		
	50–59	8	3,6250	1,30247		
	60+	5	4,2000	1,30384		
	Total	55	3,4909	1,42560		
37. According to your personal impressions or knowledge – sexual harassment among staff is present at our Faculty.	18–29	9	1,8889	,92796	5,845	,211
	30–39	17	2,5294	1,41940		
	40–49	16	3,0625	1,23659		
	50–59	8	3,0000	,92582		
	60+	5	2,6000	1,51658		
	Total	55	2,6545	1,26518		

38. According to your personal impressions or knowledge – sexual harassment of students is present at our Faculty.	18–29	9	2,4444	1,01379	7,110	,130
	30–39	17	3,2353	1,34766		
	40–49	16	3,6875	1,07819		
	50–59	8	3,7500	1,03510		
	60+	5	3,6000	1,34164		
	Total	55	3,3455	1,22048		
39. At our Faculty, in your opinion, there are no mechanisms that would be efficient in preventing sexual harassment.	18–29	9	3,1111	1,26930	2,772	,597
	30–39	17	3,7059	1,15999		
	40–49	16	3,8125	1,32759		
	50–59	8	3,7500	1,28174		
	60+	5	4,0000	1,22474		
	Total	55	3,6727	1,23310		
40. During lectures and extracurricular communication with students – according to your personal impressions or knowledge – the teachers at our Faculty sometimes express sexist attitudes.	18–29	9	2,6667	1,00000	5,805	,214
	30–39	17	3,5882	1,46026		
	40–49	16	3,6875	1,07819		
	50–59	8	3,6250	,74402		
	60+	5	3,8000	1,30384		
	Total	55	3,4909	1,19989		
41. Sexist behaviour – according to your personal impressions or knowledge – is tolerated and covered up at our Faculty.	18–29	9	2,5556	1,01379	6,731	,151
	30–39	17	3,4118	1,50245		
	40–49	16	3,7500	1,29099		
	50–59	8	3,8750	,83452		
	60+	5	3,8000	1,30384		
	Total	55	3,4727	1,30319		
42. The introduction and regular upkeep of gender sensitive statistics is necessary at our Faculty.	18–29	9	3,5556	1,01379	3,755	,440
	30–39	17	4,1176	,92752		
	40–49	16	3,2500	1,57056		
	50–59	8	3,5000	1,06904		
	60+	5	3,8000	1,30384		
	Total	55	3,6545	1,22048		
43. Applying gender analysis in budget planning (gender responsible budgeting) should be part of the Faculty policy.	18–29	9	3,1111	1,16667	1,921	,750
	30–39	17	3,6471	1,27187		
	40–49	16	3,3125	1,62147		
	50–59	8	3,2500	,70711		
	60+	5	3,2000	1,30384		
	Total	55	3,3636	1,28183		
44. Including a gender perspective into study plans and curriculums at our Faculty would significantly improve the quality of legal education here.	18–29	9	3,3333	1,32288	,481	,975
	30–39	17	3,5882	1,22774		
	40–49	16	3,2500	1,61245		
	50–59	8	3,6250	,91613		
	60+	5	3,6000	1,14018		
	Total	55	3,4545	1,28838		
45. It is necessary to perform a critical reconsideration from the gender sensitive point of view of all the textbooks used at our Faculty.	18–29	9	2,6667	1,50000	2,343	,673
	30–39	17	2,8824	1,36393		
	40–49	16	3,3750	1,62788		
	50–59	8	3,1250	1,24642		
	60+	5	3,6000	1,51658		
	Total	55	3,0909	1,44367		



46. Gender sensitive legal studies are important to the professional competences of the future lawyers, judges and other members of the legal profession.	18–29	9	3,3333	1,22474	,693	,952
	30–39	17	3,7059	1,10480		
	40–49	16	3,3750	1,62788		
	50–59	8	3,6250	1,06066		
	60+	5	3,6000	1,51658		
	Total	55	3,5273	1,28891		
47. It is impossible to include a gender perspective in courses dealing with positive law.	18–29	9	2,8889	1,36423	1,703	,790
	30–39	17	2,4118	1,12132		
	40–49	16	2,8125	1,27639		
	50–59	8	2,7500	1,03510		
	60+	5	2,6000	1,51658		
	Total	55	2,6727	1,20269		
48. Gender perspective in legal studies is utterly irrelevant to the quality of content and the meaning of acquired legal knowledge.	18–29	9	1,7778	,83333	1,425	,840
	30–39	17	2,4118	1,41681		
	40–49	16	2,5625	1,63172		
	50–59	8	2,3750	1,18773		
	60+	5	2,6000	1,81659		
	Total	55	2,3636	1,39262		
49. As a rule, classes do not provide a gender perspective when learning about legal institutes.	18–29	9	3,4444	1,23603	4,060	,398
	30–39	17	4,1176	,85749		
	40–49	16	3,8125	1,10868		
	50–59	8	3,7500	,70711		
	60+	5	4,4000	,54772		
	Total	55	3,8909	,97511		
50. Our Faculty/University does not offer textbooks containing elements of gender stereotypes and prejudices in the interpretation of certain terms and phenomena.	18–29	9	2,6667	1,11803	4,998	,288
	30–39	17	3,5882	,87026		
	40–49	16	2,9375	1,12361		
	50–59	8	3,2500	,46291		
	60+	5	3,0000	1,58114		
	Total	55	3,1455	1,04382		
51. A gender sensitive pedagogic approach is very important when working with the students of our Faculty.	18–29	9	3,5556	1,01379	,818	,936
	30–39	17	3,8235	1,01460		
	40–49	16	3,7500	1,34164		
	50–59	8	3,8750	,83452		
	60+	5	4,0000	,70711		
	Total	55	3,7818	1,04865		
52. Additional education of teachers and assistants on matters of gender equality is both useful and necessary at our Faculty.	18–29	9	3,4444	1,01379	2,678	,613
	30–39	17	4,0000	1,00000		
	40–49	16	3,7500	1,69312		
	50–59	8	3,7500	,88641		
	60+	5	3,6000	1,51658		
	Total	55	3,7636	1,24668		
53. The improvement of university education from a gender perspective should be regulated by the Law on Higher Education.	18–29	9	3,5556	,88192	,180	,996
	30–39	17	3,4706	1,12459		
	40–49	16	3,5000	1,50555		
	50–59	8	3,5000	1,19523		
	60+	5	3,4000	1,51658		
	Total	55	3,4909	1,21522		

54. The rules on standards and procedures for the accreditation of study programs should stipulate that the ability to understand and apply the principles of gender equality is a general competence that students should acquire at all levels of academic studies.	18–29	9	3,1111	1,16667	1,318	,858
	30–39	17	3,2941	1,21268		
	40–49	16	3,1875	1,75950		
	50–59	8	3,7500	1,28174		
	60+	5	3,2000	1,48324		
	Total	55	3,2909	1,38340		
55. Discrimination of women is no longer a problem in our country.	18–29	9	1,8889	1,53659	5,074	,280
	30–39	17	1,5882	1,06412		
	40–49	16	2,1875	1,10868		
	50–59	8	1,5000	,53452		
	60+	5	2,4000	1,67332		
	Total	55	1,8727	1,17149		
56. Women already have more rights than they deserve.	18–29	9	1,4444	,72648	3,115	,539
	30–39	17	1,3529	,86177		
	40–49	16	1,7500	1,23828		
	50–59	8	1,3750	,74402		
	60+	5	1,8000	,83666		
	Total	55	1,5273	,93995		
57. Women do not succeed in traditionally 'male' professions, because they do not have the same abilities that men have.	18–29	9	2,0000	1,32288	,473	,976
	30–39	17	1,8824	1,16632		
	40–49	16	2,1250	1,54380		
	50–59	8	2,0000	1,41421		
	60+	5	2,2000	1,30384		
	Total	55	2,0182	1,31221		
58. Gender equality is detrimental to our society.	18–29	9	1,2222	,44096	2,867	,580
	30–39	17	1,7059	1,15999		
	40–49	16	2,0625	1,43614		
	50–59	8	1,3750	,74402		
	60+	5	1,4000	,89443		
	Total	55	1,6545	1,10919		
59. The matter of gender equality is purely ideological, and not civilizational.	18–29	9	1,7778	1,09291	1,478	,830
	30–39	17	1,8235	1,28624		
	40–49	16	2,1250	1,50000		
	50–59	8	1,3750	,74402		
	60+	5	2,2000	1,78885		
	Total	55	1,8727	1,29178		
60. Women should not force the issue of achieving gender equality, since it will come spontaneously.	18–29	9	2,0000	1,11803	2,071	,723
	30–39	17	1,7059	,91956		
	40–49	16	2,4375	1,54785		
	50–59	8	1,8750	,83452		
	60+	5	2,4000	1,67332		
	Total	55	2,0545	1,22351		
61. Introducing quotas or some other way of balancing the number of women and men in a public office is a forced acceleration of a change that would happen either way.	18–29	9	2,4444	1,33333	1,288	,863
	30–39	17	2,4706	1,32842		
	40–49	16	2,8750	1,31022		
	50–59	8	2,3750	1,06066		
	60+	5	2,6000	1,51658		
	Total	55	2,5818	1,27208		

62. The introduction of legal measures and public policies for achieving gender equality are imposing, artificial and unnecessary interventions in our social life.	18–29	9	1,8889	1,26930	1,232	,873
	30–39	17	2,2941	1,35852		
	40–49	16	2,4375	1,54785		
	50–59	8	2,0000	1,19523		
	60+	5	2,4000	1,67332		
	Total	55	2,2364	1,37388		
63. Legal solutions concerning the protection against domestic violence are open to serious misuse, to the detriment of men.	18–29	9	2,5556	1,33333	1,325	,857
	30–39	17	2,1765	1,38000		
	40–49	16	2,3125	1,49304		
	50–59	8	1,8750	,99103		
	60+	5	2,0000	1,41421		
	Total	55	2,2182	1,32903		
64. The ideology of gender equality represents a threat to family values.	18–29	9	1,3333	,50000	,326	,988
	30–39	17	1,6471	1,22174		
	40–49	16	1,8750	1,50000		
	50–59	8	1,5000	,92582		
	60+	5	1,6000	,89443		
	Total	55	1,6364	1,14445		
65. The ideology of gender equality represents a threat to national traditions.	18–29	9	1,3333	,70711	1,566	,815
	30–39	17	1,5882	1,06412		
	40–49	16	2,0000	1,46059		
	50–59	8	2,1250	1,64208		
	60+	5	1,6000	,89443		
	Total	55	1,7455	1,22048		
66. The ideology of gender equality represents a threat to fertility and the survival of the nation.	18–29	9	1,2222	,44096	1,331	,856
	30–39	17	1,7059	1,21268		
	40–49	16	1,9375	1,43614		
	50–59	8	1,6250	1,06066		
	60+	5	1,6000	,89443		
	Total	55	1,6727	1,13944		
67. Women lack natural authority that is demanded in leadership positions.	18–29	9	1,1111	,33333	2,851	,583
	30–39	17	1,4706	1,06757		
	40–49	16	2,0000	1,63299		
	50–59	8	1,1250	,35355		
	60+	5	1,2000	,44721		
	Total	55	1,4909	1,12006		
68. Men at our Faculty must hide their opinions so as not to appear sexist and discriminating towards women.	18–29	9	1,7778	1,09291	2,726	,605
	30–39	17	2,2941	1,26317		
	40–49	16	2,4375	1,36473		
	50–59	8	2,2500	1,16496		
	60+	5	1,6000	,89443		
	Total	55	2,1818	1,21854		
69. The phenomenon of women using their 'female charms' in order to gain employment and/or advance their careers is present at our Faculty.	18–29	9	1,8889	1,05409	6,311	,177
	30–39	17	2,3529	1,57881		
	40–49	16	2,9375	1,12361		
	50–59	8	2,8750	1,24642		
	60+	5	3,0000	,70711		
	Total	55	2,5818	1,28655		

70. The phenomenon of female and/or male students using their 'charms' to obtain benefits during studies is present at our Faculty.	18–29	9	2,8889	,92796	4,242	,374
	30–39	17	2,9412	1,39062		
	40–49	16	3,3750	1,25831		
	50–59	8	3,2500	1,28174		
	60+	5	4,0000	,70711		
	Total	55	3,2000	1,22323		
71. Reducing gender stereotypes and prejudices among teachers, regardless of their gender, would have a positive effect on interpersonal relationships.	18–29	9	3,6667	,86603	8,340	,080
	30–39	17	4,5882	,50730		
	40–49	16	3,6250	1,54380		
	50–59	8	4,0000	,92582		
	60+	5	4,6000	,89443		
	Total	55	4,0727	1,10310		

\* Significance at the level of 0,05

Statistically significant difference based on age exists regarding statements No 4 and 7.

	Age	AS	SD	Mann–Whitney U test	Sig.
4. In order to achieve and preserve gender equality in all modern societies, ours included, a better implementation of international and national laws, as well as appropriate public policies are needed.	30–39	3,9412	,74755	10,000**	,009
	60+	5,0000	,00000		
	40–49	3,5000	1,41421		
	60+	5,0000	,00000	15,000*	,040
	50–59	4,2500	,46291		
	60+	5,0000	,00000	5,000*	,030
17. The eradication of sexism in academia is not possible without a public denouncement by the employees and the Faculty/University management.	30–39	4,8824	,33211		
	40–49	3,8125	1,47054	78,000*	,037

\*\*Significance at the level 0,01

\* Significance at the level 0,05

Ad Q No. 4, respondents aged over 60 agree completely, respondents of age 30 to 39 and 40 to 49 neither agree nor disagree, while the respondents age 5– to 59 mostly agree.

Ad Q No. 17, the respondents of age 30–39 mostly agree, while the respondents of age 40 to 49 neither agree nor disagree.

### 3. DEGREE-BASED VARIATION

GENERAL PART					
GENDER EQUALITY IN GENERAL					
	Academic degree	AS	SD	Chi-square	Sig.
1. I believe that gender equality is very important to the socio-economic development of our country.	master	4,4667	,74322	1,668	,434
	PhD	4,0769	1,20054		
	MA	5,0000			
2. The patriarchal patterns are present in our society to this day, which is why men have more power than women in all spheres of life.	master	4,0000	1,00000	1,804	,406
	PhD	3,7436	1,18584		
	MA	5,0000			
3. In our country men still dominate the decision-making ranks at all levels of the educational system, including university education.	master	3,8000	1,01419	2,606	,272
	PhD	3,6410	,98641		
	MA	5,0000			
4. In order to achieve and preserve gender equality in all modern societies, ours included, a better implementation of international and national laws, as well as appropriate public policies are needed.	master	4,2667	,79881	,928	,629
	PhD	3,9231	1,08542		
	MA	4,0000			
5. The achievement of gender equality is an important element of the rule of law.	master	4,7333	,59362	4,451	,108
	PhD	4,1282	1,17383		
	MA	5,0000			
6. The achieved level of gender equality is an indicator of the level the human rights culture has reached.	master	4,6667	,61721	1,943	,378
	PhD	4,3590	,93153		
	MA	5,0000			
7. Achieving gender equality is a task men and women must work on together.	master	4,9333	,25820	4,489	,106
	PhD	4,4359	1,02070		
	MA	5,0000			
8. Gender neutral laws are not just, because they do not take into consideration different needs and interests of men and women.	master	3,3333	,97590	1,618	,445
	PhD	3,0256	1,20279		
	MA	4,0000			
GENDER EQUALITY IN EDUCATION					
9. Education plays a key role in removing gender stereotypes and prejudices.	master	4,6000	,50709	3,777	,151
	PhD	4,0513	1,07480		
	MA	5,0000			
10. The perspective of gender equality is still underdeveloped at all levels of education in our country (they are gender insensitive).	master	4,0667	,70373	2,413	,299
	PhD	3,7436	1,06914		
	MA	5,0000			
11. Adopting action plans for achieving gender equality in educational institutions improves education on the whole.	master	4,0000	,84515	1,978	,372
	PhD	3,5385	1,21061		
	MA	3,0000			
12. Special (affirmative) measures are necessary in order to reach a balanced representation of men and women in higher education institutions.	master	3,9333	,88372	3,022	,221
	PhD	3,3846	1,11486		
	MA	4,0000			
13. The possibility of balancing professional and family duties is essential to the career advancement of both men and women.	master	4,9333	,25820	8,113*	,017
	PhD	4,4872	,68333		
	MA	4,0000			

14. The slower advancement of women in the academic ranks is mostly due to the fact that their family duties do not allow broader professional engagement.	master	3,7333	1,33452	1,152	,562
	PhD	3,6923	1,00404		
	MA	3,0000			
15. A balanced representation of men and women in scientific and research teams contributes to better results in scientific research.	master	3,8000	,94112	,500	,779
	PhD	3,4615	1,29465		
	MA	4,0000			
16. Sexual harassment of students by the teaching staff is the worst form of gender-based undesirable behaviour.	master	4,6000	1,12122	1,661	,436
	PhD	4,3590	1,20279		
	MA	5,0000			
17. The eradication of sexism in academia is not possible without a public denouncement by the employees and the Faculty/University management.	master	4,8667	,35187	3,046	,218
	PhD	4,3333	1,13168		
	MA	5,0000			
INSTITUTIONAL FRAMEWORK					
18. Institutional discrimination of women is present at our Faculty/University.	master	2,0000	1,00000	1,884	,390
	PhD	1,8462	1,03970		
	MA	3,0000			
19. The employees of our Faculty are aware that relevant laws explicitly forbid to publicly advocate, support and practice conduct in keeping with prejudices, customs and other social models of behaviour based on the patriarchal matrix and stereotyped roles of the genders.	master	3,8000	1,01419	,837	,658
	PhD	3,5641	1,11909		
	MA	3,0000			
20. The legal frame for employment at our Faculty/University is harmonized with the principle of gender equality.	master	4,1333	,99043	,138	,933
	PhD	4,1026	1,04617		
	MA	4,0000			
21. The legal frame for advancing in the academic ranks at our Faculty/University is harmonized with the principle of gender equality.	master	4,0667	1,03280	,537	,765
	PhD	4,1795	1,12090		
	MA	4,0000			
22. Our Faculty/University should develop mechanisms for achieving gender balance in enrolling students in undergraduate, postgraduate and doctoral studies.	master	2,6667	1,04654	2,786	,248
	PhD	2,1795	1,46668		
	MA	3,0000			
23. The fact that there are always/by rule more men than women in the management of our Faculty is an indicator of institutional discrimination of women.	master	3,2000	1,14642	1,678	,432
	PhD	2,6667	1,36369		
	MA	3,0000			
24. The fact that at our Faculty women make up about 1/3 of the teaching staff is a coincidence, and not an indicator of the effects of long-term institutional discrimination of women.	master	2,8000	,94112	2,660	,264
	PhD	3,2308	1,26619		
	MA	2,0000			
25. The fact that at our Faculty there has been an increase in the number of women appointed as assistants and younger academics in the last couple of years speaks of the implementation of gender responsible Human Resources policies.	master	3,1333	,99043	1,316	,518
	PhD	2,7692	1,34676		
	PhD	3,0000			
26. The fact that in the last two years the average net salaries of male full professors at our Faculty/University were about 16% higher than those of female full professors speaks, among other things, of a discrimination of women inherited from the past.	master	3,4667	1,24595	3,970	,137
	PhD	2,8974	1,33367		
	MA	5,0000			
27. The fact that in the last two years the average net salaries of female associate professors and assistant professors at our Faculty/University top the salaries of their male colleagues of the same rank (by 5,10% and 2,86%, respectively) speaks of the positive changes in gender relationships of the younger generations.	master	3,0000	,92582	1,565	,457
	PhD	2,7692	1,30710		
	MA	4,0000			

28. The committees in charge of appointing professors and assistants at our Faculty/University should be made up of both male and female professors, in proportion to their total numbers.	master	3,4667	1,35576	2,359	,307
	PhD	2,8462	1,53106		
	MA	4,0000			
29. At our Faculty, during the selection process for employment or appointment, the rule which prohibits gathering information on the marital and family status of the candidates is strictly enforced.	master	4,3333	,97590	2,856	,240
	PhD	3,7436	1,35176		
	MA	3,0000			
30. In order to achieve a balanced representation of women and men in management positions at our Faculty, it is necessary to introduce quotas that would benefit the insufficiently represented gender.	master	3,0667	1,09978	4,285	,117
	PhD	2,3590	1,38578		
	MA	4,0000			
31. At our Faculty there is a need for an appointed ombudsman for gender equality and protection against discrimination.	master	3,5333	,74322	5,642	,060
	PhD	2,6154	1,59960		
	MA	5,0000			
32. Our Faculty should support the employees and students who have small children by organizing our own childcare facility.	master	3,9333	1,33452	,864	,649
	PhD	3,4872	1,57065		
	MA	4,0000			
33. Our Faculty should support the employees and students who have small children by setting up a cooperation with a nearby childcare facility.	master	4,2667	1,22280	1,346	,510
	PhD	3,8974	1,29361		
	MA	4,0000			
34. Our Faculty should support the employees who have small children, by reorganizing their work-related duties.	master	4,4000	,73679	,509	,775
	PhD	4,1795	1,18925		
	MA	4,0000			
35. Our Faculty should support the students who have small children, by providing financial support (if proven to be necessary), or by concessions in the way their studies are organized, etc.	master	4,2667	1,16292	1,069	,586
	PhD	4,1026	1,02070		
	MA	4,0000			
36. The fact that no male teachers or assistants at our Faculty have so far used the possibility of parental leave speaks of the endurance of gender stereotypes related to parenthood.	master	3,7333	1,16292	1,914	,384
	PhD	3,3590	1,51288		
	MA	5,0000			
37. According to your personal impressions or knowledge – sexual harassment among staff is present at our Faculty.	master	2,3333	1,34519	1,425	,490
	PhD	2,7692	1,24523		
	MA	3,0000			
38. According to your personal impressions or knowledge – sexual harassment of students is present at our Faculty.	master	2,8667	1,30201	3,192	,203
	PhD	3,5128	1,16691		
	MA	4,0000			
39. At our Faculty, in your opinion, there are no mechanisms that would be efficient in preventing sexual harassment.	master	3,3333	1,17514	2,185	,335
	PhD	3,7949	1,26032		
	MA	4,0000			
40. During lectures and extracurricular communication with students – according to your personal impressions or knowledge – the teachers at our Faculty sometimes express sexist attitudes.	master	3,1333	1,30201	1,696	,428
	PhD	3,6154	1,16111		
	MA	4,0000			
41. Sexist behaviour – according to your personal impressions or knowledge – is tolerated and covered up at our Faculty.	master	2,8667	1,18723	6,797*	,033
	PhD	3,6667	1,28418		
	MA	5,0000			
42. The introduction and regular upkeep of gender sensitive statistics is necessary at our Faculty.	master	3,9333	,96115	2,297	,317
	PhD	3,5128	1,29517		
	MA	5,0000			

43. Applying gender analysis in budget planning (gender responsible budgeting) should be part of the Faculty policy.	master	3,6000	,91026	,699	,705
	PhD	3,2564	1,40896		
	MA	4,0000			
EDUCATIONAL FRAMEWORK					
44. Including a gender perspective into study plans and curriculums at our Faculty would significantly improve the quality of legal education here.	master	3,8000	1,08233	1,363	,506
	PhD	3,3077	1,36022		
	MA	4,0000			
45. It is necessary to perform a critical reconsideration from the gender sensitive point of view of all the textbooks used at our Faculty.	master	2,9333	1,22280	,253	,881
	PhD	3,1538	1,54815		
	MA	3,0000			
46. Gender sensitive legal studies are important to the professional competences of the future lawyers, judges and other members of the legal profession.	master	3,6000	1,12122	,071	,965
	PhD	3,4872	1,37404		
	MA	4,0000			
47. It is impossible to include a gender perspective in courses dealing with positive law.	master	2,5333	1,24595	,652	,722
	PhD	2,7436	1,20782		
	MA	2,0000			
48. Gender perspective in legal studies is utterly irrelevant to the quality of content and the meaning of acquired legal knowledge.	master	2,0000	1,06904	1,056	,590
	PhD	2,5128	1,50214		
	MA	2,0000			
49. As a rule, classes do not provide a gender perspective when learning about legal institutes.	master	3,4667	1,06010	4,180	,124
	PhD	4,0513	,91619		
	MA	4,0000			
50. Our Faculty/University does not offer textbooks containing elements of gender stereotypes and prejudices in the interpretation of certain terms and phenomena.	master	3,2000	1,20712	,111	,946
	PhD	3,1282	1,00471		
	MA	3,0000			
51. A gender sensitive pedagogic approach is very important when working with the students of our Faculty.	master	4,0667	,88372	1,224	,542
	PhD	3,6667	1,10818		
	MA	4,0000			
52. Additional education of teachers and assistants on matters of gender equality is both useful and necessary at our Faculty.	master	3,9333	,96115	1,597	,450
	PhD	3,6667	1,34425		
	MA	5,0000			
53. The improvement of university education from a gender perspective should be regulated by the Law on Higher Education.	master	3,7333	,96115	2,454	,293
	PhD	3,3590	1,28733		
	MA	5,0000			
54. The rules on standards and procedures for the accreditation of study programs should stipulate that the ability to understand and apply the principles of gender equality is a general competence that students should acquire at all levels of academic studies.	master	3,4667	1,12546	2,063	,357
	PhD	3,1795	1,46668		
	MA	5,0000			
CULTURAL FRAMEWORK					
55. Discrimination of women is no longer a problem in our country.	master	1,6667	1,29099	3,001	,223
	PhD	1,9744	1,13525		
	MA	1,0000			
56. Women already have more rights than they deserve.	master	1,3333	,72375	1,543	,462
	PhD	1,6154	1,01607		
	MA	1,0000			



57. Women do not succeed in traditionally 'male' professions, because they do not have the same abilities that men have.	master	1,6667	1,17514	2,710	,258
	PhD	2,1795	1,35475		
	MA	1,0000			
58. Gender equality is detrimental to our society.	master	1,2000	,56061	4,008	,135
	PhD	1,8462	1,22557		
	MA	1,0000			
59. The matter of gender equality is purely ideological, and not civilizational.	master	1,4667	,91548	2,425	,298
	PhD	2,0513	1,39451		
	MA	1,0000			
60. Women should not force the issue of achieving gender equality, since it will come spontaneously.	master	1,8667	1,06010	1,543	,462
	PhD	2,1538	1,28838		
	MA	1,0000			
61. Introducing quotas or some other way of balancing the number of women and men in a public office is a forced acceleration of a change that would happen either way.	master	2,0667	1,03280	5,730	,057
	PhD	2,8205	1,29517		
	MA	1,0000			
62. The introduction of legal measures and public policies for achieving gender equality are imposing, artificial and unnecessary interventions in our social life.	master	1,5333	,91548	7,495*	,024
	PhD	2,5385	1,42987		
	MA	1,0000			
63. Legal solutions concerning the protection against domestic violence are open to serious misuse, to the detriment of men.	master	1,9333	1,16292	1,857	,395
	PhD	2,3590	1,38578		
	MA	1,0000			
64. The ideology of gender equality represents a threat to family values.	master	1,2667	,59362	2,141	,343
	PhD	1,7949	1,28103		
	MA	1,0000			
65. The ideology of gender equality represents a threat to national traditions.	master	1,2000	,56061	4,721	,094
	PhD	1,9744	1,34726		
	MA	1,0000			
66. The ideology of gender equality represents a threat to fertility and the survival of the nation.	master	1,2000	,56061	4,868	,088
	PhD	1,8718	1,26032		
	MA	1,0000			
67. Women lack natural authority that is demanded in leadership positions.	master	1,1333	,51640	2,687	,261
	PhD	1,6410	1,26672		
	MA	1,0000			
68. Men at our Faculty must hide their opinions so as not to appear sexist and discriminating towards women.	master	1,8667	1,06010	1,703	,427
	PhD	2,2821	1,27628		
	MA	3,0000			
69. The phenomenon of women using their 'female charms' in order to gain employment and/or advance their careers is present at our Faculty.	master	1,7333	,88372	9,123**	,010
	PhD	2,8974	1,29361		
	MA	3,0000			
70. The phenomenon of female and/or male students using their 'charms' to obtain benefits during studies is present at our Faculty.	master	2,6667	,97590	5,707	,058
	PhD	3,3846	1,26938		
	MA	4,0000			
71. Reducing gender stereotypes and prejudices among teachers, regardless of their gender, would have a positive effect on interpersonal relationships.	master	4,0667	,88372	1,110	,574
	PhD	4,0513	1,19095		
	MA	5,0000			

\*\* Significance at the level 0,01

\* Significance at the level 0,05

	Academic degree	AS	SD	Mann-Whitney U test	Sig.
13. The possibility of balancing professional and family duties is essential to the career advancement of both men and women.	master	4,9333	,25820	183,500*	,011
	PhD	4,4872	,68333		
41. Sexist behaviour – according to your personal impressions or knowledge – is tolerated and covered up at our Faculty.	master	2,8667	1,18723	180,500*	,025
	PhD	3,6667	1,28418		
62.. The introduction of legal measures and public policies for achieving gender equality are imposing, artificial and unnecessary interventions in our social life.	master	1,5333	,91548	167,500*	,012
	PhD	2,5385	1,42987		
69. The phenomenon of women using their 'female charms' in order to gain employment and/or advance their careers is present at our Faculty.	master	1,7333	,88372	143,000**	,003
	PhD	2,8974	1,29361		

\*\* Significance at level 0,01

\*Significance at level 0,05

Statistically significant difference exists related to academic degree for questions 13, 41, 62 and 69.

Ad Q Nos. 13, MA and PhD respondents mostly agree, while this statement is most present among those with the master degree.

Ad Q 41, respondents with the academic degree PhD neither agree nor disagree, while those with the academic degree master mostly disagree.

Ad Q 62 and 69 respondents with the academic degree PhD mostly disagree, while those with the academic degree 3master disagree completely.

#### 4. TITLE-BASED VARIATION

GENERAL PART					
GENDER EQUALITY IN GENERAL					
		AS	SD	Chi-square	Sig.
1. I believe that gender equality is very important to the socio-economic development of our country.	Demonstrators	4,2500	,95743	1,715	,788
	Assistants	4,3077	1,18213		
	Assistant professors	4,4615	,77625		
	Associate professors	3,9167	1,31137		
	Full professors	4,0769	1,18754		
	Total	4,2000	1,09545		
2. The patriarchal patterns are present in our society to this day, which is why men have more power than women in all spheres of life.	Demonstrator	3,7500	,50000	,824	,935
	Assistants	4,0000	1,22474		
	Assistant professors	3,7692	1,30089		
	Associate professors	3,9167	,79296		
	Full professors	3,6923	1,37747		
	Total	3,8364	1,13470		
3. In our country men still dominate the decision-making ranks at all levels of the educational system, including university education.	demonstrators	3,7500	1,25831	,496	,974
	Assistants	3,8462	,98710		
	Assistant professors	3,5385	1,12660		
	Associate professors	3,8333	,38925		
	Full professors	3,6154	1,26085		
	Total	3,7091	,99392		

4. In order to achieve and preserve gender equality in all modern societies, ours included, a better implementation of international and national laws, as well as appropriate public policies are needed.	demonstrators	4,2500	,50000	5,285	,259
	Assistants	4,2308	,83205		
	Assistant professors	4,0000	,70711		
	Associate professors	3,5000	1,16775		
	Full professors	4,2308	1,30089		
	Total	4,0182	1,00905		
5. The achievement of gender equality is an important element of the rule of law.	demonstrators	4,7500	,50000	4,514	,341
	Assistants	4,6923	,63043		
	Assistant professors	4,4615	,87706		
	Associate professors	3,8333	1,40346		
	Full professors	4,0769	1,25576		
	Total	4,3091	1,06931		
6. The achieved level of gender equality is an indicator of the level the human rights culture has reached.	demonstrators	4,7500	,50000	5,794	,215
	Assistants	4,6154	,65044		
	Assistant professors	4,7692	,43853		
	Associate professors	4,0000	1,04447		
	Full professors	4,3077	1,10940		
	Total	4,4545	,85674		
7. Achieving gender equality is a task men and women must work on together.	demonstrators	5,0000	,00000	7,510	,111
	Assistants	4,8462	,37553		
	Assistant professors	4,8462	,37553		
	Associate professors	4,0833	1,24011		
	Full professors	4,3846	1,19293		
	Total	4,5818	,89631		
8. Gender neutral laws are not just, because they do not take into consideration different needs and interests of men and women.	demonstrators	3,5000	,57735	2,923	,571
	Assistants	3,3846	1,04391		
	Assistant professors	3,0000	1,29099		
	Associate professors	3,2500	1,13818		
	Full professors	2,7692	1,23517		
	Total	3,1273	1,13944		
<b>GENDER EQUALITY IN EDUCATION</b>					
9. Education plays a key role in removing gender stereotypes and prejudices.	Demonstrators	4,7500	,50000	4,170	,384
	Assistants	4,5385	,51887		
	Assistant professors	4,3846	,65044		
	Associate professors	3,9167	1,31137		
	Full professors	3,8462	1,21423		
	Total	4,2182	,97546		
10. The perspective of gender equality is still underdeveloped at all levels of education in our country (they are gender insensitive).	Demonstrators	4,5000	,57735	2,744	,602
	Assistants	4,0000	,70711		
	Assistant professors	3,6923	,85485		
	Associate professors	3,6667	1,30268		
	Full professors	3,8462	1,14354		
	Total	3,8545	,98917		
11. Adopting action plans for achieving gender equality in educational institution improves education on the whole.	Demonstrators	4,5000	,57735	5,133	,274
	Assistants	3,7692	,83205		
	Assistant professors	3,2308	1,01274		
	Associate professors	3,5833	1,24011		
	Full professors	3,7692	1,42325		
	Total	3,6545	1,12576		

12. Special (affirmative) measures are necessary in order to reach a balanced representation of men and women in higher education institutions.	demonstrators	4,0000	1,15470	3,988	,408
	Assistants	3,9231	,75955		
	Assistant professors	3,5385	,87706		
	Associate professors	3,0833	1,37895		
	Full professors	3,4615	1,12660		
	Total	3,5455	1,06837		
13. The possibility of balancing professional and family duties is essential to the career advancement of both men and women.	demonstrators	5,0000	,00000	5,294	,258
	Assistants	4,7692	,43853		
	Assistant professors	4,6923	,48038		
	Associate professors	4,3333	,88763		
	Full professors	4,4615	,66023		
	Total	4,6000	,62657		
14. The slower advancement of women in the academic ranks is mostly due to the fact that their family duties do not allow broader professional engagement.	Demonstrators	3,5000	1,73205	,879	,928
	Assistants	3,7692	1,16575		
	Assistant professors	3,6923	1,18213		
	Associate professors	3,5833	,66856		
	Full professors	3,7692	1,16575		
	Total	3,6909	1,08649		
15. A balanced representation of men and women in scientific and research teams contributes to better results in scientific research.	demonstrators	3,2500	,50000	4,024	,403
	Assistants	4,0000	,91287		
	Assistant professors	3,7692	1,01274		
	Associate professor	3,0000	1,47710		
	Full professors	3,5385	1,39137		
	Total	3,5636	1,19820		
16. Sexual harassment of students by the teaching staff is the worst form of gender-based undesirable behaviour.	demonstrators	3,5000	1,91485	4,626	,328
	Assistants	4,9231	,27735		
	Assistant professors	4,3846	1,19293		
	Associate professors	4,2500	1,35680		
		4,4615	1,19829		
	Total	4,4364	1,16688		
17. The eradication of sexism in academia is not possible without a public denouncement by the employees and the Faculty/University management.	demonstrators	4,7500	,50000	8,985	,061
	Assistants	4,8462	,37553		
	Assistant professors	4,7692	,59914		
	Associate professors	3,7500	1,35680		
	Full professors	4,4615	1,19829		
	Total	4,4909	,99764		
INSTITUTIONAL FRAMEWORK					
18. Institutional discrimination of women is present at our Faculty/University.	demonstrators	1,7500	,95743	4,123	,390
	Assistants	2,3077	1,10940		
	Assistant professors	1,6923	,85485		
	Associate professor	2,0833	1,16450		
		1,6154	,96077		
	Total	1,9091	1,02330		
19. The employees of our Faculty are aware that relevant laws explicitly forbid to publicly advocate, support and practice conduct in keeping with prejudices, customs and other social models of behaviour based on the patriarchal matrix and stereotyped roles of the genders.	demonstrators	5,0000	,00000	8,346	,080
	Assistants	3,3846	,76795		
	Assistant professors	3,3846	1,38675		
	Associate professors	3,5833	1,08362		
	Full professors	3,6923	,94733		
	Total	3,6182	1,07997		

20. The legal frame for employment at our Faculty/ University is harmonized with the principle of gender equality	demonstrators	4,5000	,57735	1,296	,862
	Assistants	4,0000	1,00000		
	Assistant professors	3,9231	1,18754		
	Associate professors	4,1667	1,19342		
	Full professors	4,2308	,83205		
	Total	4,1091	1,01238		
21. The legal frame for advancing in the academic ranks at our Faculty/University is harmonized with the principle of gender equality.	demonstrators	4,7500	,50000	4,887	,299
	Assistants	3,8462	,98710		
	Assistant professors	3,8462	1,34450		
	Associate professors	4,2500	1,21543		
	Full professors	4,4615	,77625		
	Total	4,1455	1,07872		
22. Our Faculty/University should develop mechanisms for achieving gender balance in enrolling students in undergraduate, postgraduate and doctoral studies.	demonstrators	2,5000	1,73205	5,645	,227
	Assistants	2,8462	,80064		
	Assistant professors	1,7692	1,09193		
	Associate professors	2,1667	1,52753		
	Full professors	2,4615	1,71345		
	Total	2,3273	1,36157		
23. The fact that there are always/by rule more men than women in the management of our Faculty is an indicator of institutional discrimination of women.	demonstrators	2,2500	,95743	5,750	,219
	Assistants	3,5385	,96742		
	Assistant professors	2,4615	1,26592		
	Associate professors	2,7500	1,48477		
	Full professors	2,6923	1,43670		
	Total	2,8182	1,30655		
24. The fact that at our Faculty women make up about 1/3 of the teaching staff is a coincidence, and not an indicator of the effects of long-term institutional discrimination of women.	demonstrators	3,5000	1,29099	10,414*	,034
	Assistants	2,6154	,76795		
	Assistant professors	3,0769	1,44115		
	Associate professors	2,6667	1,07309		
	Full professors	3,8462	1,06819		
	Total	3,0909	1,19059		
25. The fact that at our Faculty there has been an increase in the number of women appointed as assistants and younger academics in the last couple of years speaks of the implementation of gender responsible Human Resources policies.	demonstrators	2,5000	1,00000	7,122	,130
	Assistants	3,3846	,86972		
	Assistant professors	2,7692	1,30089		
	Associate professors	2,2500	1,48477		
	Full professors	3,1538	1,21423		
	Total	2,8727	1,24803		
26. The fact that in the last two years the average net salaries of male full professors at our Faculty/University were about 16% higher than those of female full professors speaks, among other things, of a discrimination of women inherited from the past.	demonstrators	2,5000	1,00000	7,784	,100
	Assistants	3,9231	1,11516		
	Assistant professors	3,1538	1,21423		
	Associate professors	2,8333	1,33712		
	Full professors	2,6154	1,50214		
	Total	3,0909	1,33712		
27. The fact that in the last two years the average net salaries of female associate professors and assistant professors at our Faculty/University top the salaries of their male colleagues of the same rank (by 5,10% and 2,86%, respectively) speaks of the positive changes in gender relationships of the younger generations.	demonstrators	2,2500	,95743	5,872	,209
	Assistants	3,3846	,76795		
	Assistant professors	3,0769	1,32045		
	Associate professors	2,5833	1,24011		
	Full professors	2,5385	1,39137		
	Total	2,8545	1,20828		

28. The committees in charge of appointing professors and assistants at our Faculty/University should be made up of both male and female professors, in proportion to their total numbers.	demonstrators	3,5000	1,91485	3,903	,419
	Assistants	3,5385	1,12660		
	Assistant professors	2,4615	1,39137		
	Associate professors	3,0833	1,56428		
	Full professors	2,9231	1,70595		
	Total	3,0364	1,49026		
29. At our Faculty, during the selection process for employment or appointment, the rule which prohibits gathering information on the marital and family status of the candidates is strictly enforced.	demonstrators	4,7500	,50000	5,023	,285
	Assistants	4,0769	1,03775		
	Assistant professors	3,6923	1,49358		
	Associate professor	3,3333	1,37069		
	Full professors	4,1538	1,21423		
	Total	3,8909	1,27181		
30. In order to achieve a balanced representation of women and men in management positions at our Faculty, it is necessary to introduce quotas that would benefit the insufficiently represented gender.	demonstrators	2,7500	1,70783	5,793	,215
	Assistants	3,3077	,85485		
	Assistant professors	2,3077	1,37747		
	Associate professors	2,4167	1,44338		
	Full professors	2,2308	1,42325		
	Total	2,5818	1,34290		
31. At our Faculty there is a need for an appointed ombudsman for gender equality and protection against discrimination.	demonstrators	3,2500	,50000	6,457	,168
	Assistants	3,7692	,83205		
	Assistant professors	2,4615	1,71345		
	Associate professors	2,4167	1,56428		
	Full professors	2,8462	1,62512		
	Total	2,9091	1,48165		
32. Our Faculty should support the employees and students who have small children by organizing our own childcare facility.	demonstrators	3,7500	1,50000	2,075	,722
	Assistants	4,0000	1,22474		
	Assistant professors	3,6923	1,49358		
	Associate professor	3,0833	1,67649		
	Full professors	3,6154	1,66024		
	Total	3,6182	1,49680		
33. Our Faculty should support the employees and students who have small children by setting up a cooperation with a nearby childcare facility.	demonstrators	4,2500	1,50000	2,767	,598
	Assistants	4,2308	1,09193		
	Assistant professors	4,1538	1,28103		
	Associate professors	3,5000	1,44600		
	Full professors	4,0000	1,22474		
	Total	4,0000	1,26198		
34. Our Faculty should support the employees who have small children, by reorganizing their work-related duties.	demonstrators	4,5000	1,00000	4,575	,334
	Assistants	4,3077	,63043		
	Assistant professors	4,3077	1,18213		
	Associate professor	3,5833	1,50504		
	Full professors	4,6154	,65044		
	Total	4,2364	1,07089		
35. Our Faculty should support the students who have small children, by providing financial support (if proven to be necessary), or by concessions in the way their studies are organized, etc.	demonstrators	4,5000	1,00000	2,004	,735
	Assistants	4,1538	1,14354		
	Assistant professors	4,3077	,85485		
	Associate professor	3,6667	1,43548		
	Full professors	4,3077	,63043		
	Total	4,1455	1,04382		

36. The fact that no male teachers or assistants at our Faculty have so far used the possibility of parental leave speaks of the endurance of gender stereotypes related to parenthood.	demonstrators	2,7500	,50000	7,836	,098
	Assistants	4,1538	1,06819		
	Assistant professors	3,0000	1,52753		
	Associate professors	3,1667	1,52753		
	Full professors	3,8462	1,51911		
	Total	3,4909	1,42560		
37. According to your personal impressions or knowledge – sexual harassment among staff is present at our Faculty.	demonstrators	1,2500	,50000	8,288	,082
	Assistants	2,8462	1,28103		
	Assistant professors	2,3077	1,37747		
	Associate professor	2,8333	,93744		
	Full professors	3,0769	1,32045		
	Total	2,6545	1,26518		
38. According to your personal impressions or knowledge – sexual harassment of students is present at our Faculty.	demonstrators	1,5000	1,00000	8,686	,069
	Assistants	3,4615	,96742		
	Assistant professors	3,1538	1,34450		
	Associate professor	3,6667	1,07309		
	Full professors	3,6923	1,10940		
	Total	3,3455	1,22048		
39. At our Faculty, in your opinion, there are no mechanisms that would be efficient in preventing sexual harassment.	demonstrators	2,5000	1,29099	4,245	,374
	Assistants	3,6923	,94733		
	Assistant professors	3,6923	1,25064		
	Associate professors	3,7500	1,42223		
	Full professors	3,9231	1,25576		
	Total	3,6727	1,23310		
40. During lectures and extracurricular communication with students – according to your personal impressions or knowledge – the teachers at our Faculty sometimes express sexist attitudes.	demonstrators	2,0000	1,41421	5,178	,269
	Assistants	3,6154	,96077		
	Assistant professors	3,3846	1,50214		
	Associate professors	3,8333	,93744		
	Full professors	3,6154	1,04391		
	Total	3,4909	1,19989		
41. Sexist behaviour – according to your personal impressions or knowledge – is tolerated and covered up at our Faculty.	demonstrators	2,0000	1,41421	5,800	,215
	Assistants	3,3846	1,04391		
	Assistant professors	3,3077	1,70219		
	Associate professors	3,7500	1,13818		
	Full professors	3,9231	,95407		
	Total	3,4727	1,30319		
42. The introduction and regular upkeep of gender sensitive statistics is necessary at our Faculty.	demonstrators	3,5000	1,00000	2,855	,582
	Assistants	4,1538	,89872		
	Assistant professors	3,6923	1,03155		
	Associate professors	3,3333	1,43548		
	Full professors	3,4615	1,50640		
	Total	3,6545	1,22048		
43. Applying gender analysis in budget planning (gender responsible budgeting) should be part of the Faculty policy.	demonstrators	3,5000	1,00000	1,118	,891
	Assistants	3,6923	,85485		
	Assistant professors	3,3077	1,54837		
	Associate professors	3,2500	1,42223		
	Full professors	3,1538	1,40512		
	Total	3,3636	1,28183		

EDUCATIONAL FRAMEWORK					
44. Including a gender perspective into study plans and curriculums at our Faculty would significantly improve the quality of legal education here.	demonstrators	3,7500	,95743	1,747	,782
	Assistants	3,8462	1,06819		
	Assistant professors	3,2308	1,36344		
	Associate professors	3,2500	1,48477		
	Full professors	3,3846	1,38675		
	Total	3,4545	1,28838		
45. It is necessary to perform a critical reconsideration from the gender sensitive point of view of all the textbooks used at our Faculty.	demonstrators	2,7500	,50000	2,204	,698
	Assistants	3,0769	1,32045		
	Assistant professors	2,6923	1,49358		
	Associate professors	3,2500	1,71226		
	Full professors	3,4615	1,50640		
	Total	3,0909	1,44367		
46. Gender sensitive legal studies are important to the professional competences of the future lawyers, judges and other members of the legal profession.	demonstrators	3,5000	1,00000	,364	,985
	Assistants	3,6923	1,10940		
	Assistant professors	3,6154	1,12090		
	Associate professors	3,3333	1,49747		
	Full professors	3,4615	1,61325		
	Total	3,5273	1,28891		
47. It is impossible to include a gender perspective in courses dealing with positive law.	demonstrators	2,7500	1,25831	1,271	,866
	Assistants	2,5385	1,26592		
	Assistant professors	2,4615	1,12660		
	Associate professors	2,7500	1,13818		
	Full professors	2,9231	1,38212		
	Total	2,6727	1,20269		
48. Gender perspective in legal studies is utterly irrelevant to the quality of content and the meaning of acquired legal knowledge.	demonstrators	1,5000	1,00000	2,211	,697
	Assistants	2,3077	1,10940		
	Assistant professors	2,3846	1,32530		
	Associate professors	2,3333	1,55700		
	Full professors	2,6923	1,70219		
	Total	2,3636	1,39262		
49. As a rule, classes do not provide a gender perspective when learning about legal institutes.	Demonstrators	2,5000	1,00000	13,231**	,010
	Assistants	3,8462	,80064		
	Assistant professors	4,3077	,85485		
	Associate professors	3,5000	1,08711		
	Full professors	4,3077	,63043		
	Total	3,8909	,97511		
50. Our Faculty/University does not offer textbooks containing elements of gender stereotypes and prejudices in the interpretation of certain terms and phenomena.	Demonstrators	2,5000	1,73205	4,163	,384
	Assistants	3,4615	,87706		
	Assistant professors	3,3077	,75107		
	Associate professors	2,8333	,93744		
	Full professors	3,1538	1,28103		
	Total	3,1455	1,04382		
51. A gender sensitive pedagogic approach is very important when working with the students of our Faculty.	Demonstrators	4,0000	1,15470	2,249	,690
	Assistants	4,0769	,75955		
	Assistant professors	3,4615	1,05003		
	Associate professors	3,8333	1,11464		
	Full professors	3,6923	1,25064		
	Total	3,7818	1,04865		



52. Additional education of teachers and assistants on matters of gender equality is both useful and necessary at our Faculty.	demonstrators	3,5000	1,00000	3,011	,556
	Assistants	4,1538	,89872		
	Assistant professors	3,6923	1,03155		
	Associate professor	3,9167	1,44338		
	Full professors	3,3846	1,60927		
	Total	3,7636	1,24668		
53. The improvement of university education from a gender perspective should be regulated by the Law on Higher Education.	demonstrators	3,5000	1,00000	4,373	,358
	Assistants	3,9231	,95407		
	Assistant professors	3,1538	,98710		
	Associate professor	3,6667	1,43548		
	Full professor	3,2308	1,48064		
	Total	3,4909	1,21522		
54. The rules on standards and procedures for the accreditation of study programs should stipulate that the ability to understand and apply the principles of gender equality is a general competence that students should acquire at all levels of academic studies.	demonstrators	3,5000	1,00000	,905	,924
	Assistants	3,6154	1,19293		
	Assistant professors	3,1538	1,28103		
	Associate professor	3,0833	1,78164		
	Full professor	3,2308	1,48064		
	Total	3,2909	1,38340		
CULTURAL FRAMEWORK					
55. Discrimination of women is no longer a problem in our country.	demonstrators	2,0000	2,00000	4,595	,331
	Assistants	1,6923	1,18213		
	Assistant professors	1,5385	,87706		
	Associate professors	1,8333	,83485		
	Full professors	2,3846	1,38675		
	Total	1,8727	1,17149		
56. Women already have more rights than they deserve.	demonstrators	1,5000	1,00000	2,286	,683
	Assistants	1,4615	,96742		
	Assistant professors	1,3077	,48038		
	Associate professors	1,5000	1,16775		
	Full professors	1,8462	1,06819		
	Total	1,5273	,93995		
57. Women do not succeed in traditionally 'male' professions, because they do not have the same abilities that men have.	demonstrators	1,5000	1,00000	2,419	,659
	Assistants	1,8462	1,34450		
	Assistant professors	1,7692	1,01274		
	Associate professors	2,1667	1,33712		
	Full professors	2,4615	1,61325		
	Total	2,0182	1,31221		
58. Gender equality is detrimental to our society.	demonstrators	1,0000	,00000	5,089	,278
	Assistants	1,4615	,96742		
	Assistant professors	1,5385	,96742		
	Associate professors	2,3333	1,55700		
	Full professors	1,5385	,87706		
	Total	1,6545	1,10919		
59. The matter of gender equality is purely ideological, and not civilizational.	demonstrators	1,0000	,00000	3,044	,551
	Assistants	1,7692	1,16575		
	Assistant professors	1,8462	1,28103		
	Associate professors	2,1667	1,40346		
	Full professors	2,0000	1,52753		
	Total	1,8727	1,29178		

60. Women should not force the issue of achieving gender equality, since it will come spontaneously.	demonstrators	1,2500	,50000	5,772	,217
	Assistants	2,1538	1,21423		
	Assistant professors	1,6154	,76795		
	Associate professors	2,5833	1,37895		
	Full professors	2,1538	1,46322		
	Total	2,0545	1,22351		
61. Introducing quotas or some other way of balancing the number of women and men in a public office is a forced acceleration of a change that would happen either way.	demonstrators	1,7500	,95743	4,374	,358
	Assistants	2,2308	1,16575		
	Assistant professors	2,6923	1,43670		
	Associate professors	2,6667	1,23091		
	Full professors	3,0000	1,29099		
	Total	2,5818	1,27208		
62. The introduction of legal measures and public policies for achieving gender equality are imposing, artificial and unnecessary interventions in our social life.	demonstrators	1,0000	,00000	7,529	,110
	Assistants	1,8462	1,14354		
	Assistant professors	2,6154	1,38675		
	Associate professors	2,2500	1,35680		
	Full professors	2,6154	1,60927		
	Total	2,2364	1,37388		
63. Legal solutions concerning the protection against domestic violence are open to serious misuse, to the detriment of men.	demonstrators	2,5000	1,29099	1,849	,764
	Assistants	1,8462	1,21423		
	Assistant professors	2,4615	1,45002		
	Associate professors	2,1667	1,40346		
	Full professors	2,3077	1,37747		
	Total	2,2182	1,32903		
64. The ideology of gender equality represents a threat to family values.	demonstrators	1,2500	,50000	,851	,931
	Assistants	1,4615	,96742		
	Assistant professors	1,6154	1,12090		
	Associate professors	1,9167	1,44338		
	Full professors	1,6923	1,25064		
	Total	1,6364	1,14445		
65. The ideology of gender equality represents a threat to national traditions.	demonstrators	1,0000	,00000	3,661	,454
	Assistants	1,4615	,96742		
	Assistant professors	1,6923	1,03155		
	Associate professors	2,2500	1,65831		
	Full professors	1,8462	1,28103		
	Total	1,7455	1,22048		
66. The ideology of gender equality represents a threat to fertility and the survival of the nation.	demonstrators	1,0000	,00000	3,496	,478
	Assistants	1,4615	,96742		
	Assistant professors	1,7692	1,16575		
	Associate professors	1,9167	1,37895		
	Full professors	1,7692	1,23517		
	Total	1,6727	1,13944		
67. Women lack natural authority that is demanded in leadership positions.	demonstrators	1,0000	,00000	6,447	,168
	Assistants	1,3846	,96077		
	Assistant professors	1,0769	,27735		
	Associate professors	2,1667	1,64225		
	Full professors	1,5385	1,19829		
	Total	1,4909	1,12006		

68. Men at our Faculty must hide their opinions so as not to appear sexist and discriminating towards women.	demonstrators	1,0000	,00000	7,505	,111
	Assistants	2,3846	1,12090		
	Assistant professors	2,0000	1,15470		
	Associate professors	2,7500	1,28806		
	Full professors	2,0000	1,29099		
	Total	2,1818	1,21854		
69. The phenomenon of women using their 'female charms' in order to gain employment and/or advance their careers is present at our Faculty.	demonstrators	1,7500	,95743	8,642	,071
	Assistants	2,0000	1,08012		
	Assistant professors	2,4615	1,56074		
	Associate professors	3,0000	1,12815		
	Full professors	3,1538	1,14354		
	Total	2,5818	1,28655		
70. The phenomenon of female and/or male students using their 'charms' to obtain benefits during studies is present at our Faculty.	demonstrators	2,2500	1,50000	6,352	,174
	Assistants	3,0000	,81650		
	Assistant professors	2,9231	1,49786		
	Associate professors	3,7500	1,13818		
	Full professors	3,4615	1,12660		
	Total	3,2000	1,22323		
71. Reducing gender stereotypes and prejudices among teachers, regardless of their gender, would have a positive effect on interpersonal relationships.	demonstrators	3,7500	,95743	3,738	,443
	Assistants	4,2308	,83205		
	Assistant professors	4,3846	,76795		
	Associate professors	3,6667	1,23091		
	Full professors	4,0769	1,49786		
	Total	4,0727	1,10310		

\*\* Significance at the level 0,01

\*\* Significance at the level 0,05

	Professional title	AS	SD	Mann-Whitney U test	Sig.
24. The fact that at our Faculty women make up about 1/3 of the teaching staff is a coincidence, and not an indicator of the effects of long-term institutional discrimination of women.	Assistants	2,6154	,76795	25,000**	,002
	Full professors	3,8462	1,06819		
	Associate professors	2,6667	1,07309	31,500**	,010
	Full professors	3,8462	1,06819		
49. As a rule, classes do not provide a gender perspective when learning about legal institutes.	demonstrators	2,5000	1,00000	7,500*	,032
	assistants	3,8462	,80064		
	demonstrators	2,5000	1,00000	4,500**	,010
	Assistant professors	4,3077	,85485		
	demonstrators	2,5000	1,00000	1,500**	,002
	Full professors	4,3077	,63043		
	Associate professors	3,5000	1,08711	41,500*	,046
	Full professors	4,3077	,63043		

\*Significance at the level 0,05

\*\* Significance at the level 0,01

There is the statistically relevant difference in statements related to Q Nos. 24 and 49 when differences in professional titles are concerned.

Ad Q No. 24, full professors neither agree nor disagree, compared to assistants and associate professors who mostly agree.

Ad Q No. 49, demonstrators mostly disagree, compared to assistants, who neither agree nor disagree, while assistant professors and full professors mostly agree. Associate professors neither agree nor disagree compared to full professors who mostly agree.

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