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Review paper

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STUDENTS ON STRATEGIES AND APPROACHES FOR IMPROVING UNIVERSITY PROJECT-BASED LEARNING IN THE PREVENTION OF GENDER-BASED VIOLENCE

The literature review finds gender-based violence to be a form of violence based on gender, that is, on socially constructed roles, norms, and relationships between women and men. Gender-based violence refers to physical, emotional, economic, and sexual violence, and it often occurs in the context of power and control. University project-based plays a crucial role in supporting the internal initiative to raise awareness of the importance of gender issues. It can include different strategies and approaches related to defining goals, analysing the current situation, implementing the project, and evaluating its quality. The study aimed to determine and analyse the level of student assessment of strategies and approaches for improving university project-based learning to prevent gender-based violence and to determine statistically significant differences in assessment between students of social sciences, arts and humanities, and natural sciences and engineering. The research was conducted on a sample of 303 students at the University of East Sarajevo. For this research, we constructed a scale for assessing strategies and approaches to improving university project-based learning to prevent gender-based violence. The results show that there are statistically significant differences between students of social sciences and arts and humanities on the one hand and natural sciences and engineering on the other hand in the assessment of strategies and approaches to improving university project-based learning in the prevention of gender-based violence, i.e., the application of an interdisciplinary approach in university project-based learning, research and case studies, organising workshops and discussions, cooperation with the local community and networking with other educational institutions. Strategies and approaches to improve university project-based learning act as prevention because they enable students to acquire skills for active participation in promoting gender equality and for creating a society tailored to everyone who lives in it.

Keywords: strategies and approaches; university project-based learning; prevention; gender-based violence

INTRODUCTION

According to the definition by the United Nations (1992), gender-based violence is a phenomenon deeply rooted in gender inequality that continues to represent one of the most significant violations of human rights in all societies. Though it can also affect boys and men, it usually occurs when they express non-normative sexuality or gender expression. In the Declaration on the Elimination of Violence against Women (CEDAW 1993), the term “violence against women” means any act of gender-based violence that results or may result in physical, sexual, or psychological injury or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether in public or private life. Gross (2008) emphasises that in the Declaration on the Elimination of Violence against Women, issues of gender-based violence, sexual harassment, and violence against women in the public or private sphere are recognised as issues of human rights. In the Istanbul Convention (2011), it is stated that the violation of human rights and a form of discrimination against women are all acts of gender-based violence that lead or can lead to physical, sexual, psychological, or financial injury or suffering for women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether in public or private life. According to the definition of the European Institute for Gender Equality (EIGE 2016), gender-based violence is violence directed at someone because of their gender. Both women and men experience gender-based violence, but the majority of victims are women and girls. Several authors give a broader understanding of gender violence as any form of violence that individuals may experience because of their gender identity or sexual orientation (O’Toole, Schiffman & Sullivan 2020). However, some authors avoid using deterministic and detailed definitions of gender-based violence and try to keep the definition as broad as possible to include any type, all forms, and all gender groups (Hernandez, Ertran & Vallejo 2018). Gender-based violence is directed against a person because of that person’s sex/gender (including gender identity) or is violence that disproportionately affects people of a particular sex/gender.

It is evident that the problem of gender-based violence is a global health, medical, economic, and social problem that destroys the lives of individuals, families, and communities, and it also destroys trust, care, responsibility, and solidarity that form the basis of social life. Besides, changes in socio-political circumstances, expansion

towards global trends, media influence, new means of communication, modification of educational systems and practices, and changes in family relationships all contribute to the rise of gender-based violence (Jašarević 2022). This is confirmed by research results (done at the end of the 20th century in America, Europe, Australia, and other countries worldwide), which show that gender-based violence is widespread in all areas of daily life, also including higher education (McKinsey Company 2021). In different social and cultural contexts, gender-based violence is not recognised as a form of violence due to fear of judgment, loss of job, promotion, and stigma. Research results from a public university in America reveal that 56,6% of female students experienced at least one incident of sexual harassment in a year before conducting research (Huerta, Cortina, Pang Torges & Magley 2006). Research results in Serbia (Dimitrijević & Mladenović 2017) reveal that verbal harassment with sexual implications is the most frequent form of gender-based violence and that male and female students with difficulties in learning were exposed to gender-based violence the most. Sexual harassment and violence have been determined to leave numerous consequences on students' mental health, but also on their further academic education and success (Ćopić & Luković Radaković 2021). Authors (Spahić Šiljak, Kovačević & Husanović 2022) emphasise the importance of research results done by the Autonomous Women's Center Belgrade (2018), which show that female students were mostly verbally harassed using sexist comments and that they experienced inappropriate comments and harassment. Consequently, we agree with the claim (Savić, Karapetrović, Zečević, Vučenović & Zrnić 2023) that the academic setting is not a world for itself but rather an authority that greatly shapes public opinion and policies thus social reality.

This raises the question of the responsibility of educational institutions to create a safe and supportive environment without violence and raise awareness of the importance of education and support programs for the prevention of gender-based violence. Opposition to campaigns dedicated to gender-based violence, according to (Lewis & Anitha 2019), is a clear indicator that unequal power relations continue to spoil academic scenery, creating a cold environment for those groups that were only recently allowed access. Therefore, the demands of students, teaching, and non-teaching staff for better prevention of gender-based violence are a part of the attempt to create a better university environment. Although some faculties issued regulations and introduced guidelines for action in the event of sexual harassment and violence, their implementation is complex and is accompanied by overt and covert opposition (Resanović 2021). The university and the academic community as a whole are char-

acterised by a relatively stable hierarchy and structural inequalities visible in dynamic, interrelated interactions among its members, which is fertile ground “for the emergence of *the lads’ culture*, which aims at establishing dominance and power, which can lead to the emergence of gender-based violence” (Selimović & Tomić Selimović 2022: 148). Karapetrović (2022) observes the inadequacy of existing individual attempts to change attitudes towards gender equality within an academic environment. What is also inadequate is the willingness of institutions to respond to these challenges using a complete analysis of their actions and approaches when it comes to applying gender policies in education and scientific activities. Thus, research is necessary to begin a discussion within the academic community on the importance and role of higher education in promoting gender equality and preventing violence. UNDP in Bosnia and Herzegovina conducted research at five universities in Bosnia and Herzegovina – the University of Sarajevo, the University of East Sarajevo, the University of Banja Luka, the University “Džemal Bijedić” in Mostar, and the University of Mostar. The results stress the importance of preventing gender-based violence since more than 85 percent of respondents stated that this question should be considered carefully and that solutions should be sought (Bakšić-Muftić, Ždralović, Karapetrović & Popov-Momčinović 2022). Therefore, the activities of the UNIGEM project are aimed at creating a safe environment for male and female students, teaching and administrative staff, which assumes an adequate legal framework, prevention mechanisms, and organisational culture that will not hush up and trivialise gender-based violence, and above all, aware individuals who are alert to gender-based violence and who can respond appropriately (Spahić-Šiljak, Kovačević & Husanović 2022).

Project-based learning plays a crucial role in supporting internal initiatives for raising awareness of the importance of gender topics and can include different strategies and approaches related to:

- defining project aims (understanding causes and effects of gender-based violence, developing prevention strategies, and raising awareness of the importance of gender equality and respecting human rights),
- the analysis of the current situation (including students in research of the existing condition of gender-based violence in the community, country, or globally),
- the analysis of the current state (a questionnaire, an interview, a case study),
- education on gender issues (workshops, lectures – including experts on gender equality and violence prevention),
- the organisation of activities dealing with the prevention of gender-based violence (making posters, videos, using social media and community events),

- cooperation with organisations dealing with violence prevention and victim support,
- developing students' communication skills (public speeches and social media communication), and
- project quality evaluation: making evaluation and self-evaluation reports of project quality.

The stages of university project-based learning are selecting and elaborating the project task, breaking down the main topic into subtopics, project elaboration, classifying results, presentation, and reflection (Kovačević 2018). Within the first stage – selection and elaboration of the project task, students of different study programs (e.g., Pedagogy, Psychology, Sociology, etc.) together with teachers (experts from various disciplines) discuss the topic of gender-based violence at faculties and suggest the problem of prevention of gender-based violence at faculties. In doing so, it is crucial for students to be interested in the topic and to have or want to gain experience and knowledge on preventing gender-based violence at faculties. Students independently choose subtopics of the most interest to them (e.g., presence and prevention of gender-based violence at faculties, application of educational, psychological, and sociological workshops to prevent gender-based violence at faculties, the role of a psychologist, educationist, sociologist, and other experts from the field of gender equality in the prevention of gender-based violence, types of support to victims of gender-based violence at faculties, etc.) and form groups (four to six students from different study programs).

In the project elaboration stage, teachers instruct students on research, case studies, and research methods. Teachers encourage autonomy and initiative, approve suggestions, refer to literature, rectify omissions, solve dilemmas, and intervene when a student cannot solve a problem. In this stage, students collect data through research: they collect data on gender-based violence incidence in the student population using anonymous surveys and interviews; analyse the presence and possibilities of application of educational, psychological, and sociological workshops to prevent gender-based violence at faculties; explore and analyse the role of a psychologist, educationist, sociologist, and other experts from the field of gender equality through surveys and interviews; identify types of support to victims of gender-based violence at faculties. Students then analyse and interpret results and consider specific measures and recommendations to prevent gender-based violence at faculties. Students consult teachers on presenting research results (writing a report). This is followed by group

presentations lasting 20 to 30 minutes, during which students present their work in various forms: written reports, workshop outlines, panel discussions, etc. For example, students can present a workshop on *Identifying and preventing gender-based violence* aiming to raise awareness of gender-based violence, educate how to recognise and respond to violence and encourage students to be actively involved in its prevention. In the introductory part, the workshop supervisor introduces participants to definitions and types of gender-based violence at faculties, legal and institutional support, ways to recognise and respond to violence, and violence prevention. In the central part, participants work in groups (group one: examples of gender-based violence at the faculty; group two: politics and resources available at the faculty; group three: how to recognise and provide support to victims; group four: examples of prevention of gender-based violence at the faculty). Group work is followed by presentation and discussion – students are given the opportunity to present the collected data and their findings, observations, doubts, attitudes, and emotions. Teachers coordinate, control, intervene if necessary, and guide and encourage students, ensuring the presentation is not spontaneous. The final part of the workshop is the conclusion and evaluation. The workshop conclusions are aimed at launching online campaigns on social media, i.e., sharing educational posts, videos, and testimonials, organising competitions for the best posters, essays, or videos on the topic of gender-based violence, organising public performances at the faculty to attract attention, encourage discussion, and provide emotional and practical support for the victims, connecting with local victim support centres to ensure additional help and resources for victims, as well as organising regular counselling sessions with professionals who can provide support to victims.

The last stage of project-based learning is reflection, where teachers:

1) Assess the realisation of project goals, analyse the functionality (advantages and disadvantages), the adequacy of the application of teaching methods, forms, and tools in the realisation phase and the presentation phase (advantages and disadvantages), and determine the functionality of the knowledge source (advantages and disadvantages).

2) Determine the contribution of all students and groups to project realisation, determine student participation (how much students actively participated in the presentation and whether they followed the presentation of other students), evaluate the quality of interaction in the project implementation phase, and determine classroom rapport.

3) Determine the individual's contribution to the project's realisation, the dimensions of student knowledge, and the intellectual and emotional experience of the class.

On the other hand, the student in project-based learning evaluates the student's contribution to the achievement of the assigned task, the importance of group work (whether students respected the opinions of individuals in the discussion), the student's contribution to the realisation of the project (Could I have done more? Why didn't I? What would I do next time?) and the role of the teacher in the process of project-based learning. Consequently, what must not be neglected is the continuous evaluation of the effectiveness of student project activities through surveys, keeping detailed records of all activities, achievements, and challenges, which presupposes the formation of a permanent working group at the faculty and the implementation of activities even after the end of the project. The continuation of these project activities leads to raising awareness among students about the problem of gender-based violence, the provision of support for victims of violence through student initiatives, and the long-term decrease in gender-based violence prevalence rates in the student population.

METHOD

The research problem is to identify and analyse the effectiveness of current strategies and approaches in university project-based learning aimed at preventing gender-based violence. Despite there being numerous educational programs, it is little known how students from different academic disciplines perceive these strategies and how efficient they prove to be in the prevention of gender-based violence. In addition, it has yet to be addressed whether there are significant differences in perception of this issue by students of social sciences, arts and humanities, and natural sciences and engineering, which can considerably influence the creation and implementation of future programs. Therefore, this research aimed to evaluate strategies and approaches for improving university project-based learning to prevent gender-based violence. This analysis provides a foundation for a comprehensive understanding of how university project-based learning can contribute to preventing gender-based violence and how these programs can be improved to be more effective and relevant for students from different scientific disciplines.

The research aimed to determine and analyse the level of student assessment of strategies and approaches for improving university project-based learning to prevent gender-based violence and to determine statistically significant differences in assessment between students of social sciences, arts and humanities, and natural sciences and engineering. Research tasks were to identify and analyse the level of student as-

assessment of strategies and approaches for improving university project-based learning to prevent gender-based violence, as well as to determine and analyse whether there was a statistically significant difference in assessment between students of social sciences, arts and humanities, and natural sciences and engineering. Following the aim and research tasks, we proposed a hypothesis that there would be a statistically significant difference in how students of social sciences, arts and humanities, and natural sciences and engineering assess strategies and approaches for improving university project-based learning to prevent gender-based violence.

The research was conducted on a sample of 303 students of social sciences, arts and humanities, and natural sciences and engineering study programs of the University of East Sarajevo. The sample had the characteristics of group and convenience sampling.

Research methods and techniques. The following methods were used in this research: empirical nonexperimental research, theoretical analysis and synthesis, and descriptive method.

Research instruments. For this research, we constructed a scale for assessing strategies and approaches to improving university project-based learning to prevent gender-based violence. Students (respondents) could express the degree of agreement or disagreement with each statement [five-point scale – Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1)]. Differentiation of individual items was checked by calculating item-total correlations (items with correlations equal to or greater than 0,35 were retained). Instrument reliability was determined using Cronbach's alpha coefficient ($r=0,74$ – considered satisfactory reliability).

RESULTS AND DISCUSSION

The table below gives the scale of students' assessments of strategies and approaches for improving university project-based learning to prevent gender-based violence.

Table 1. Student assessment scale of strategies and approaches for improving university project-based learning to prevent gender-based violence

Item acceptance rank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	Standard deviation
Project tasks for the prevention of gender-based violence should be included in all study programs.	248 81.85	33 10.89	9 2.97	7 2.31	6 1.98	4.68	.81
Students should be given enough opportunities to participate in projects aimed at the prevention of gender-based violence actively.	171 56.44	97 32.01	17 5.61	11 3.63	7 2.31	4.37	.92
Networking with other educational institutions inside and outside the country as part of university project-based learning enables the exchange of best practices, resources, and ideas for preventing gender-based violence, expanding student knowledge horizons, and improving teaching quality.	153 50.50	130 42.90	5 1.65	6 1.98	9 2.97	4.36	.86
Introducing project tasks that require the analysis of genuine cases of gender-based violence contributes to the active shaping of a culture of awareness of gender equality among university students.	169 55.78	103 33.99	10 3.30	13 4.29	8 2.64	4.36	.94
Researching and analysing genuine cases in preventing gender-based violence within university project-based learning provides students with a specific perspective, developing their analytical skills and the ability to apply theory to real situations.	134 44.22	154 50.83	6 1.98	5 1.65	4 1.32	4.35	.73

Cooperation with the local community can have positive effects on the prevention of gender-based violence within university project-based learning.	138 45.55	142 46.86	12 3.96	6 1.98	5 1.65	4.33	.79
Cooperation with the local community in projects on the prevention of gender-based violence offers the possibility of creating sustainable solutions adapted to the local community's specific needs while providing students with the genuine experience of fieldwork.	159 52.48	98 32.34	33 10.89	7 2.31	6 1.98	4.31	.90
Teacher training on gender equality is important for successfully implementing project activities.	144 47.52	126 41.59	20 6.60	7 2.31	6 1.98	4.30	.85
Students should be given more opportunities to participate in project-based learning.	151 49.84	117 38.61	17 5.61	8 2.64	10 3.30	4.29	.94
Activities such as interactive sessions, discussions, and workshops have a key role in improving university project-based learning in the prevention of gender-based violence, providing students with space for active participation, exchange of ideas, and building a deeper understanding of the problem.	144 47.52	123 40.60	20 6.60	13 4.29	3 0.99	4.29	.85
The university should actively promote campaigns and events that raise awareness of gender equality and the prevention of violence.	146 48.19	125 41.25	12 3.96	12 3.96	8 2.64	4.28	.92

Cooperation between students and teachers is crucial for the success of project activities in the prevention of gender-based violence.	139 45.88	118 38.94	33 10.89	6 1.98	7 2.31	4.24	.89
Organising workshops and discussions during university project-based learning is an efficient mechanism for encouraging critical thinking, dialogue, and the exchange of different perspectives among students.	104 34.32	169 55.78	21 6.93	6 1.98	3 0.99	4.20	.74
The integration of an interdisciplinary approach to university project-based learning is a key component in effectively dealing with the problem of gender-based violence, enabling students to understand and solve complex challenges fully.	126 41.59	129 42.57	35 11.55	7 2.31	6 1.98	4.19	.87
Teachers play a key role in promoting a safe and inclusive environment within project tasks.	112 36.97	114 37.62	63 20.79	9 2.97	5 1.65	4.05	.92
Projects oriented to the prevention of gender-based violence should include activities that support victims.	122 40.27	79 26.07	69 22.77	24 7.92	9 2.97	3.93	1.10
The faculty provides sufficient support in preventing gender-based violence within university project-based learning.	108 35.65	75 24.75	89 29.37	25 8.25	6 1.98	3.84	1.07
Activities and course materials promoting gender equality receive enough attention within university project-based learning.	102 33.67	110 36.30	24 7.92	31 10.23	36 11.88	3.70	1.35

The study results, which show a statistical difference in students' assessments of strategies and approaches for improving university project-based learning to prevent gender-based violence, are presented in tabular form.

Table 2. Assessment of students of Social Sciences, Arts and Humanities, and Natural Sciences and Engineering

Study programs	N	Mean	Std. Deviation	Std. Error
Social Sciences	101	75.62	6.61	.66
Arts and Humanities	101	78.80	8.22	.82
Natural Sciences and Engineering	101	73.82	7.30	.73
Total	303	76.08	7.66	.44

Table 3. ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1284.40	2	642.20	11.71	.00
Within Groups	16454.54	300	54.85		
Total	17738.94	302			

Table 4. Multiple Comparisons

(I)	(J)	M (I-J)	S	P
Social Sciences	Arts and Humanities	1.80	1.04	.09
	Natural Sciences and Engineering	-3.18*	1.04	.00
Arts and Humanities	Social Sciences	-1.80	1.04	.09
	Natural Sciences and Engineering	-4.98*	1.04	.00
Natural Sciences and Engineering	Social Sciences	3.18*	1.04	.00
	Arts and Humanities	4.98*	1.04	.00

The obtained value of $F = 11.71$ is statistically significant at 0.01, and we can say that student assessment of strategies and approaches for improving university project-based learning in the prevention of gender-based violence significantly differs statistically between students of social sciences, arts and humanities, and natural sciences and engineering. Based on the results, we can conclude that differences in the assessment of improving university project-based learning in preventing gender-based violence among students can be rooted in the specificities of study programs. University teaching in social sciences and arts and humanities study programs often encourages a critical approach to social phenomena and the development of empathy and sensibility to social issues. Greater awareness of the social problems of these students may result in greater expectations and critical evaluations of the effectiveness of prevention strategies, as well as greater openness to different methodologies and approaches in projects dealing with gender-based violence. We assume that students of arts and humanities and social study programs have a higher degree of critical perspective in evaluating the effectiveness of specific approaches in preventing gender-based violence. For example, students of social sciences within different courses examine concepts and theories concerning society, inclusive gender dynamics, and violence, i.e., they are being trained to understand complex aspects of social problems, including gender-based violence. It is to be expected that their evaluation of strategies for the prevention of gender-based violence rests on theoretical and empirical research. Explorations of gender-based violence in the teaching of art study programs are based on using artistic media (painting, literature, or performance), i.e., complex ideas and emotions are expressed through art. In the teaching of the humanities, the topic of gender-based violence is viewed through the prism of ethics, morals, and philosophy. On the other hand, the study programs of natural sciences and engineering can often neglect the issues of gender equality, rendering students uninformed and unaware of these questions. Engineering is focused on developing technical skills and knowledge and does not stress the need to integrate gender equality into its professional setting. This is why it is important to consider gender-related perspectives in engineering projects or to carry out research on gender-based violence. Previous research (Osmić, Osmić, Šadić, Ždralović & Čustović 2022) reveals an evident lack of uniformity, dissimilarity, and a wide variety of “gender topics” treatment from one faculty to another – from shining to surprising examples of faculty practices. These findings suggest the importance of introducing educational programs that raise awareness of gender equality, provide support and resources for students, and promote the integration of gender-sensitive topics in engineering courses and projects. Authors

Radončić and Lendák-Kabók (2022) emphasise that a successful process of accreditation of higher education institutions should be conditioned by incorporating issues of gender equality in an inclusive or complementary manner. Therefore, it would be helpful to establish an interdisciplinary body to monitor the quality of this process and to provide expert support and help for a sustainable gender-inclusive higher education. It is also essential to stimulate the realisation of workshops and panels on these issues within engineering communities to encourage increased engagement of students of engineering in the prevention of gender-based violence. Research (Taibo, Ferriz-Valero, Boned-Gómez & Baena-Morales 2024) suggests that coeducation in a university setting is critical for creating an inclusive, equitable, and diverse environment. In this sense, cooperative learning can be crucial in promoting coeducation by inspiring cooperation, communication, and mutual understanding between male and female students.

The success of project activities in the prevention of gender-based violence depends on the cooperation and communication between students and teachers. For this reason, social sciences students should be more exposed to active learning through discussions, research projects, and fieldwork. In contrast, the creative process and experimental learning should be the skeleton of the activities by students of art study programs in preventing gender-based violence. Activities of engineering students in the prevention of gender-based violence should be directed to developing technological tools for collecting, analyzing, and presenting data on gender-based violence, including the development of technological solutions to improve safety in communities and to provide information and support to victims of violence.

Interdisciplinary projects and teams create fertile ground for exchanging ideas, perspectives, and skills between students of different study programs, which can result in the development of innovative, effective, and holistic strategies for preventing gender-based violence. Cajner Mraović and Pavlović (2019) believe that European higher education institutions are expected to cooperate with the local community to make this knowledge readily available. In other words, it is a two-way and collaborative process whereby students get the opportunity to apply new knowledge, gain experience, and become recognised in the local community; their teachers get the opportunity to conduct new scientific research based on the experiences and data obtained through this way of teaching, while the community gets the opportunity to improve the quality of life based on new knowledge and experiences. Integrating their perspectives into a broader prevention initiative leads to holistic and practical approaches to solving this critical social problem.

CONCLUSION

Papers discussing the topic of gender-based violence (Kovačević 2022) stress that introducing the gender dimension into university education is an essential factor for creating a unique European educational setting as defined by the Bologna Declaration, which includes interculturality, interdisciplinarity, the application of interactive teaching methods, the democratisation of education, and ensuring equal access for all, but also education for gender equality, peace, and tolerance. This is why it is essential for higher education institutions to change and promote ideas and policies of gender equality as basic postulates of democracy and humanistic values and to have a positive influence on the social context. Therefore, it is necessary to strive towards building a culture of tolerance which, according to (Gavin, Quick & Gavin 2021), does not consider the role or status of either the perpetrator or the victim/survivor but protects all members.

University project-based learning is an education approach focused on learning through activities and projects where students create, explore, and apply knowledge. One of the ways to prevent gender-based violence in faculties is the application of project-based learning. Thus, this paper aimed to determine and analyse the level of student assessment of strategies and approaches for improving university project-based learning to prevent gender-based violence and to identify statistically significant differences in assessment between students of social sciences, arts and humanities, and natural sciences and engineering. It was established that the research hypothesis about the statistically significant difference in assessing strategies and approaches to improving university project-based learning in preventing gender-based violence between students of social sciences, arts and humanities, and natural sciences and engineering was confirmed. By using project-based learning to discuss the topics of gender-based violence prevention, it is possible to identify critical aspects that are missing in existing gender-based violence prevention programs, weaknesses in current approaches concerned with the safety and wellbeing of students, and to encourage collaboration between disciplines to develop innovative strategies that meet the specific needs of each student group. Heightening awareness of the importance of gender equality can be a foundation for developing educational programs that emphasise the importance of gender equality, curricula improvement and design, and adapting teaching methods to better respond to student needs. Therefore, it is necessary to integrate project tasks on preventing gender-based violence into all study programs, providing students with basic knowledge about the importance of gender equality and promoting

a culture of tolerance and equality. Results of previous research (Radončić & Lendák-Kabók 2022) show that the majority of respondents believe that gender topics are not adequately, thoroughly or systematically represented in curricula. The reason lies in the lack of strategic commitment of higher education institutions, institutional resistance to the incorporation of gender topics into curricula, the nature of the scientific discipline (e.g., engineering or social sciences), the lack of textbooks with adequately addressed gender topics, and the lack of sensible and educated teaching staff who would be able to cover gender topics well. Researchers of the issue of gender-based violence in higher education institutions (Savić, Karapetrović, Zečević, Vučenović & Zrnić 2023) suggest the integration of the gender dimension into research and teaching topics because, through the integration of the gender dimension into research, the integration of the gender dimension into teaching is encouraged and vice versa.

The results of our research indicate the need to disseminate innovative university teaching models in the prevention of gender-based violence. Innovating the program presupposes more active student involvement in teaching, increased use of information and communication technology, and innovation of teaching methods, forms, and aids (Kovačević 2017). The dissemination of innovative models of university teaching in the prevention of gender-based violence requires a holistic approach that includes different actors and strategies to ensure that best practices are disseminated and implemented most effectively. Dissemination strategies of innovative teaching models include organising conferences, seminars, and workshops dedicated to innovative teaching models to prevent gender-based violence. They aim to exchange ideas, experiences, and resources between universities, experts, and practitioners. The strategies refer not only to the publication of articles, case studies, and other publications in academic journals, education journals, and gender studies on innovative teaching models and their results but also to the organisation of webinars and online training (unhindered access to information and resources on innovative teaching models to a broad audience, including teachers, administrators, researchers and activists), connecting with networks and partners dealing with issues of gender equality and prevention of violence, training trainers and mentors, involving students (organising events, doing research and promoting awareness of the importance of preventing gender-based violence), and the support of policies and programs at the national and local level in the promotion of the application of innovative teaching models.

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STUDENTI O STRATEGIJAMA I PRISTUPIMA UNAPREĐIVANJA UNIVERZITETSKE PROJEKTNE NASTAVE U PREVENCIJI RODNO ZASNOVANOG NASILJA

Sažetak:

Analizom literature može se konstatovati da je rodno zasnovano nasilje oblik nasilja koji se zasniva na rodu, odnosno na društveno konstruisanim ulogama, normama i odnosima između žena i muškaraca. Rodno zasnovano nasilje odnosi se na fizičko, emocionalno, ekonomsko i seksualno nasilje, te se često javlja u kontekstu moći i kontrole. Univerzitetska projektna nastava ima ključnu ulogu u podržavanju interne inicijative za podizanje svijesti o značaju rodnih tema i može uključivati različite strategije i pristupe koji se odnose na definisanje ciljeva, analizu postojećeg stanja, realizaciju i evaluaciju kvaliteta projekta. Cilj istraživanja bio je utvrditi i analizirati stepen procjene studenata o strategijama i pristupima unapređivanja univerzitetske projektne nastave u prevenciji rodno zasnovanog nasilja, kao i postojanje statistički značajne razlike u procjeni između studenata društvenih, humanističko-umjetničkih i prirodno-tehničkih studijskih programa. Istraživanje je realizovano na uzorku od 303 studenta Univerziteta u Istočnom Sarajevu. Za potrebe istraživanja konstruisana je Skala procjene strategija i pristupa unapređivanja univerzitetske projektne nastave u prevenciji rodno zasnovanog nasilja. Rezultati pokazuju da postoje statistički značajne razlike između studenata društvenih i humanističko-umjetničkih studijskih, s jedne i prirodno-tehničkih, s druge strane, u procjeni strategija i pristupa unapređivanja univerzitetske projektne nastave u prevenciji rodno zasnovanog nasilja, odnosno primjene interdisciplinarnog pristupa u univerzitetskoj projektnoj nastavi, istraživanja i analize slučaja, organizovanja radionica i diskusija, saradnje sa lokalnom zajednicom i umrežavanja sa drugim obrazovnim ustanovama. Strategije i pristupi unapređivanja univerzitetske projektne nastave djeluju preventivno, jer omogućavaju studentima sticanje kompetencija za aktivno učešće u podsticanju jednakosti polova i stvaranju društva po mjeri svih koji žive u njemu.

Ključne riječi: strategije i pristupi; univerzitetska projektna nastava; prevencija; rodno zasnovano nasilje

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