All of these presuppose having a stable social context that was so far nurtured by strong nationalism and ethnic political mobilization. If society emanates positive vibes to the school system, then on some levels we can achieve correlation and mutual enhancement. The schools should support the new waves of communication, language learning, and the exchange of cultural values. The search for common ground is worth investing in the future, instead of investment in diversity. Anyhow, the gain will be twofold: reaching a certain level of social cohesion and mutual trust of communities in creating "one society for all", and enriching the students with the cultural heritage from the region, as a benefit in their life and career. Then, individual gains can be transformed into a social value that can bring more to a society that matures and practice democracy and respect diversity.

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GENDER SENSITIVE EDUCATION AS A PREREQUISITE FOR COMPREHENSIVE SEXUALITY EDUCATION

Abstract: The purpose of this text is to examine relationships between concepts of Gender Sensitive Education, Feminist Pedagogy and Comprehensive Sexuality Education. The main hypothesis of this conceptual analysis is that a prerequisite for successful implementation of Comprehensive Sexuality Education is a successful implementation of principles of Feminist Pedagogy and Gender Sensitive Education. Main argument for the hypothesis is that Comprehensive Sexuality Education is content-oriented education, while Feminist Pedagogy and Gender Sensitive Education focus on teaching, the pedagogical process, and the development of teacher and student competencies. Only within Gender Sensitive Education environment, successful implementation of Comprehensive Sexuality Education is possible.

Introduction

The term "Comprehensive Sexuality Education" (CSE) has been widely used since the *International Planned Parenthood Federation* (IPPF), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the World Health Organization (WHO)), at the end of the first decade of this century, published their first guides to the design of "Comprehensive Sex Education" curricula (International Planned Parenthood Federation [IPPF], 2010; United Nations Educational, Scientific and Cultural Organization [UNESCO], 2009; World Health Organization Regional Office for Europe and BZgA [WHO], 2010).

It is a well-designed system that includes all participants in the education system. CSE is based on scientifically proven information about sexuality, it promotes gender equality and human rights. In addition to formal education, the concept of CSE envisages non-formal peer education, supported by responsible educational and medical institutions. The "comprehensiveness" of this type of education is because it addresses multiple topics; In addition to sexual and reproductive health, i.e. prevention of sexually transmitted infections, protection against unwanted pregnancy and information on HIV prevention, are included topics on gender equality, prevention of violence, especially cyber violence and school harassment, romantic relations and relationships, civil aspects, etc. Contents on diversity, protection from homophobia, discrimination and violence based on sexual orientation and gender identity are also provided. According to the WHO, CSE refers to cognitive, emotional, social and interactive aspects of sexuality. Sex education begins in early childhood and continues through adolescence and adulthood. It strives to support and protect sexual development. Gradually it enables and empowers children and young people by providing information, skills and positive values to understand their own sexuality, to have safe and fulfilling relationships, but also to be responsible for their own health and the health and well-being of others. The concept of CSE covers contents and approaches of sex education programs that should meet different quality criteria, and the most important criterion is that information provided is scientifically accurate, complete and tailored to the level of understanding of students of different ages and developmental stages.

A widely accepted definition of CSE was developed for the second edition of the International Technical Guide to Sex Education, published in 2018 by UNESCO and five other United Nations organizations. The definition is as follows:

"Comprehensive Sexuality Education (CSE) is a curriculum-based process of teaching and learning about cognitive, emotional, physical and social aspects of sexuality. It aims to equip children and young people with knowledge, skills, attitudes and values that will empower them to: realize their health, well-being and dignity; develop respectful social and sexual relationships; consider how their choices affect their own well-being and that of others; and, to understand and ensure protection of their rights throughout their lives" (UNESCO et al., 2018, p. 16)

Despite the initial problems in defining "comprehensiveness" in sex education and expanding the areas of learning and activities (Miedema, 2020), CSE faces a number of other issues and problems related to its implementation. Despite the inclusion of the criterion of cultural sensitivity for the realization and implementation of CSE, different cultural and social milieus, religious beliefs, and different degrees of democratic processes of the states, create specific problems in the attempts for its implementation. In addition to the "external" issues and problems faced by CSE implementation, there are also "internal" open issues, which relate to the immediate educational space and environment in which CSE should be implemented (Yankah, & Aggleton, 2017).

Pedagogical aspects, as part of "internal problems" of the CSE, include methods and means of implementing teaching, but also the issues about the approach and the character of training of the teaching staff. The recommended method of interactive teaching, the approach to teaching where students are at the center of teaching, only partially solves the problem, obscuring the situation with the educational ambience and environment created by educational policies. It is almost unthinkable for CSE to achieve declared goals and effects in conditions of enclosure with curriculum content from other subject programs filled with stereotypical contents and prejudices, ie, contents that disqualify the contents in CSE programs. Inconsistency and incoherence with the curriculum, plans and programs can lead to confusion among students, but also to complete discrediting of CSE as a whole. Although "Gender Sensitive Education" is explicitly mentioned in the *International Planned Parenthood Federation* (IPPF) document in the revised edition of the UNESCO guide, the treatment of Gender Sensitive Education is only in the context of general principle of sensitivity to different needs of girls and boys concerning the information related to the CSE program. It seems that CSE is possible to be successfully implemented only as part of an education reform policy in which Gender Sensitive Education will be in the central place, and CSE will be only one part of such a reform. This is because Gender Sensitive Education has a wider range and scope of reforms that do not only address the topics and content of the curriculum, but also the overall educational process. Gender equality policies, protection and prevention of discrimination, protection against sexual harassment as part of the Gender Sensitive Education, provide a quality environment and preconditions for the implementation of CSE. Such a reform goes beyond the limits of sex pedagogy and includes gender sensitive pedagogy (Curvino, & Fischer, 2014).

Hereinafter, an overview of the CSE will be given in terms of topics and content in the proposed programs, and the proposed principles of implementation in the technical guidelines of international agencies. The concept of "Gender Sensitive Education" and current practices for development and implementation of such education will then be presented. The internal tensions of "Gender Sensitive Education" will be accessed when it is implemented through the gender mainstreaming tool. Finally, we will present the concept of Feminist Pedagogy as a solution to the internal problems of "Gender Sensitive Education ", and as the broader context of sex and gender sensitive pedagogy.

CSE: Content and Implementation

According to the UNESCO guidelines (UNESCO et al., 2018), the CSE, whether formal or informal, contains certain characteristics that are general and necessary. CSE must be based on scientifically accurate information related to sexual and reproductive health, sexuality and sexual behavior. It is a continuous educational process that begins at an early age, in which new information is based on what has been previously learned. The educational content in CSE is appropriate to the age of children and young people and meets their needs related to the topics; the content of the topics is adapted to their emotional and cognitive development.

CSE, in its pedagogical form, is created as a curriculum with a clear plan according to which teaching is performed. The curriculum includes key learning objectives and tasks, presentation of key concepts, and structured information with clear messages. It is interesting to notice that for UNESCO, such a curriculum for CSE can be conducted in formal and non-formal education. However, according to all efforts and analyzes, it seems that the CSE program is best implemented within the formal education.

"Comprehensiveness" in CSE means several things, but one dimension of that meaning is that CSE has access to sexuality in all its aspects (F Hague, E A J Miedema, & Le Mat, 2018). CSE is not just about information and content about sexual and reproductive health and information

about reproductive biology and physiology, it also promotes a positive active attitude towards sexuality. Sexuality is an active part of human personality and behavior, so contraceptive topics are presented not only as a topic to prevent pregnancy, but also as a form of protection of an active sex life and the challenges of sexually transmitted infections, HIV.

CSE also covers social issues that shape sexuality and our perceptions and problems with it. CSE supports the empowerment of students by improving their analytical, communication and other life skills, concerning their health and well-being through relevant information on sexuality, human rights, family life and interpersonal relationships, personal and shared values, cultural and social norms, gender equality , non-discrimination, sexual behavior, violence and gender-based violence, respect for bodily integrity, sexual abuse, underage marriage and child trafficking for sexual exploitation. "Comprehensive" refers to the breadth and depth of the topics and the content that is continuously delivered to students through education, instead of CSE being presented as a one-time lesson or intervention (Roodsaz, 2018).

CSE is based on a human rights approach, through the promotion of human rights and the rights of children and young people. The right to health, education, information, equality and non-discrimination are the core values of CSE. Therefore, human rights are not only the background of CSE, they are also actively promoted through the teaching process. Children and young people must be empowered with information and knowledge about their rights, recognize and respect the rights of others and stand by those whose rights are endangered or not respected. At the heart of the human rights approach, the CSE advocates for young people to exercise the right to responsible, informed choice in the area of sexuality.

CSE also includes the aspect of gender equality, especially how gender norms can affect inequality and how those inequalities can affect the overall health and well-being of children and young people, having an impact on the prevention of HIV, sexually transmitted infections, wounds and unintentional pregnancies and gender-based violence. CSE contributes to gender equality by building awareness about the centrality and diversity of gender and gender identity in people's lives; accessing of gender norms shaped by cultural, social and biological differences and similarities; and by encouraging the creation of respectful and equitable relationships based on empathy and understanding. Gender mainstreaming in the CSE curricula is an integral part of the effectiveness of CSE curricula (Allen, & Rasmussen, 2017).

Transformability is also an important concept for CSE. The idea is for CSE to contribute to the formation of an equal and compassionate society by empowering individuals and communities, promoting critical thinking skills and promoting the active participation of young people in society. It provides students with opportunities to explore and nurture positive values and attitudes towards sexual and reproductive health and the development of self-respect and respect for human rights and gender equality. Through CSE, young people are encouraged to take responsibility for their own decisions and behaviors and the ways in which they can influence others. CSE strengthens the skills and attitudes that enable young people to treat others with respect, acceptance, tolerance and empathy, regardless of their ethnicity, race, social, economic or immigration status, religion, disability, sexual orientation, gender identity or gender expression.

In the context of CSE, the traditional pedagogy, in which the teacher has a central role and the students are only a passive recipient of the content, is abandoned. The UNESCO handbook recommends pedagogical approaches according to which learning is a process that always builds on the knowledge that the student already possesses, but also that students construct their own knowledge based on interaction with the environment and the given inputs. Based on this perspective, learning is not only a process of passively receiving and processing information conveyed by teachers. Students learn best when they are allowed to critically construct their own understanding of information and content. Although there is little evidence of the impact of student-centered or shared approaches within the CSE, according to UNESCO experts, these teaching strategies

have proven to be the most successful for health education in general. Another important factor in the successful implementation of CSE is that the positive effects in teaching are largely due to the motivation, attitudes and skills of teachers and the ability to apply participatory teaching techniques. Student-centered approaches and shared learning strategies within CSE programs enable students to actively participate in the teaching process and to create new learning styles. Since learning can be seen as a form of personal growth, students should be encouraged to use reflective practices for critical thinking oriented to their own life.

Gender Sensitive Education as a Context

Gender Sensitive Education is implemented as part of the basic policy measures for achieving the principle of equal opportunities for women and men and gender equality (Aksornkool). Equal opportunities education is an integral part of education system and vocational training at all levels of education, which ensures readiness of women and men for active and equal participation in all areas of social life. In preparation, adoption and implementation of education or vocational training programs, preparation of textbooks and school aids and introduction of organizational innovations and modification of pedagogical and andragogical methods, mechanisms are provided to remove prejudices and stereotypes regarding the establishment of equal opportunities. In our country, for example, the bodies of the state administration responsible for performing activities in the field of education and labor and the institutions that perform education and professional training, are obliged to perform regular analysis of the contents of the curricula, programs and textbooks, in improving equal opportunities for women and men (Lamptey, Alice, et al, 2015).

At the level of formal primary education, the need for gender sensitive pedagogy is imposed as a means of overcoming the teaching in which gender bias prevails, where girls and boys do not have equal opportunities to participate and gender stereotypes are encouraged (Mukoro, 2021). Gender-sensitive pedagogy is based on innovative approaches to teaching and learning by emphasizing interactive processes in which students are involved with introduction of critical thinking and the development of new skills, new attitudes or new ways of thinking. Within such approaches, the educational needs of each student should be met, based on his/her personal abilities, and a willingness should be expressed to encourage and inspire all students – girls and boys alike. The main characteristics of gender-sensitive student-centered pedagogy are aimed at transforming schools to create a positive learning environment in which both female and male students are equally valued. All students actively participate in teaching, without discrimination. Teaching and learning are adapted to the specific learning needs of girls and boys and through experiential learning and dialogue students are enabled to think critically about the world around them, in order to become active citizens who can contribute to the community. Students are respected according to their abilities, interests, ideas, needs and developed social identities. Gender sensitive pedagogy has an inclusive gender approach in the processes of planning and implementation of teaching, and in classroom organization.

Gender sensitization in education does not mean exclusively education on gender equality as a separate content that is added to the original teaching content. Gender sensitization in education would be aimed more to creating an environment of absence of discrimination and affirmative representation and visibility of gender relations, and proactive affirmative representation of women as a subject in teaching content that for historical and social reasons have been repressed, stereotyped in representation, or degraded in their social and historical role.

Gender Sensitive Education in both compulsory formal education and higher education could be implemented through the integration of a gender perspective into curricula and study programs.

Policies for prevention and protection against discrimination in the context of gender equality in education are founded on several basic concepts:

1. A gender perspective is a view concerning gender differences in any given political area/activity. It is about a general acceptance of a gender perspective in the process of assessing the implications of any planned action on women and men, including legislation, policies or programs in all areas and at all levels. It is a strategy for the issues and experiences of women and men in striving to become an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and social spheres, so that women and men will have equal benefits and equal opportunities. The ultimate goal is to achieve gender equality.

2. "Inclusion of gender equality in the mainstreams, policies and practices" (gender mainstreaming) is the integration of a gender perspective at every stage in the process of building, policy-making, adoption, implementation, monitoring and evaluation of policies – with a view to promoting and developing equality between women and men. That is, assessing how policies affect lives and position of women and men and taking responsibility in accessing them by creating space for everyone, from the family community level to the wider community level; to contribute to that process of building a common and understood vision for achieving sustainable development, while turning those policies into reality. To achieve this, a high level of political will, commitment and understanding is required in all structures and spheres of society.

3. Gender impact assessment. Gender impact assessment means the assessment of policy proposals of different impacts on men and women, with the aim of identifying whether discriminatory effects have been neutralized and whether gender equality has been implemented.

4. Gender sensitivity. Gender sensitivity implies the ability to understand and point out the existence of gender differences, problems and inequalities and to include them in strategies and actions to overcome them.

All these steps are inevitable and necessary in the implementation of Gender Sensitive Education. However, institutional support is needed from education authorities, but also from gender equality management bodies.

Feminist Pedagogy as a Framework

The dangers associated with Gender Sensitive Education are in the bureaucratization of implementation of this type of educational policies. The central principle of Gender Sensitive Education – to take into account differences in educational needs of girls and boys, and other persons with different gender identities, can become a principle of measures to "add" and "complement" the underrepresented sex or gender, thus satisfying the principle of balanced participation. Bureaucratization of measures for Gender Sensitive Education can also be transferred to the field of creating curricula and programs, creating content that will "stereotype" gender equality without a critical perspective on the production and dissemination of knowledge. Feminist pedagogy, as part of critical pedagogy, criticizes this implementation of gender-sensitive education (Crabtree, 2009). Gender sensitivity in education must be transformative and critical. Measures and activities for gender equality in education will not be achieved by themselves if the access and approach to teaching is not changed. Teaching should not be focused solely on the content of the curriculum, it should also increase students' critical competencies. But to achieve this type of teaching, it is necessary to transform critical potential of institutional bodies and authorities involved in education. Gender perspective does not mean only a statistical calculation of the inclusion of gender groups, it also means a constantly critical position towards the conditions of production and reception of knowledge.

In the context of higher education, for e.g., the main idea of policy making and decision-making processes in an organizational structure in education from a gender perspective, is to provide prevention and protection against discrimination, and, at the same time, affirmatively and proactively promote gender equality. In our case, the process of development of study programs, viewed from a gender perspective, must provide mechanisms that will determine the needs of students,

and at the same time, to evaluate the consequences and the impact that the recommendations will have on them. This process can and should be part of the whole structure of the governance and management bodies of the faculty, which should also be guided by the same principles.

Recommendations for the implementation of gender sensitization can be prescriptive-descriptive in terms of clear guidelines for creating the curriculum, with a ban on teaching content and teaching aids, and the content of mandatory and additional literature in which the grounds for discrimination are present (Hennig, 2018).

The second type of implementation of gender perspective in the subject programs, ie the study program, is with clear recommendations to achieve proactive affirmation of gender equality, ie, clearly increased visibility of gender relations, status and position of women, use of positive representations and portraits of women and girls, etc. The third type of implementation is through the evaluation tool, ie checklist through which the creator and evaluator of the subject or study programs can check their discriminatory potential. At the same time, their affirmative status for the development of gender equality can be assessed with the same tool.

Gender sensitization means critical transmission of discriminatory content, which is necessary for realization of the curriculum, placing it in the historical context in which the content is created, and by pointing out the theoretical, methodological and epistemological assumptions of such content. In other words, a critical distance is needed towards any teaching topic and content that is contrary to the currently accepted positive provisions on gender, gender relations and sexual orientation.

Gender sensitization does not mean following some kind of gender ideology of following dogmas hidden behind international conventions and legislation in this area. Within higher education, academic freedom allows creation of attitudes and views that do not coincide with current positive attitudes about gender and sexuality. However, the presentation of such views must rigorously and uncompromisingly have a sound theoretical and methodological framework, a valid argumentation framework, and a respectable reference literature. This not only provides greater objectivity in the creation and presentation of scientific views, it also reveals arbitrary views on issues in this area that are covered by academic freedom and academic authority.

Conclusion: CSE as Part of Gender Sensitive Education

Accessing the relationships between the concepts of Feminist Pedagogy, Gender Sensitive Education and Comprehensive Sexuality Education has supported the main hypothesis of this conceptual analysis, that a prerequisite for successful implementation of Comprehensive Sexuality Education is successful implementation of the principles of Feminist Pedagogy and Gender Sensitive Education. The main argument for the hypothesis is that Comprehensive Sexuality Education is a content-oriented education, while Feminist Pedagogy and Gender Sensitive Education are aimed at creating a non-discriminatory and transformative teaching environment, pedagogical process and development of teacher and student competencies.

Although CSE comprehensively incorporates pedagogical and external aspects in order to successfully achieve its goals, they still remain outside its domain, and belong to the pedagogy of Gender Sensitive Education and Feminist Pedagogy. The presumed support in education policies for Gender Sensitive Education as an educational environment for CSE is neither so simple nor so easy. Gender Sensitive Education requires broad educational reforms that have their own challenges and problems. But from this conceptual analysis one thing is certain: only within the Gender Sensitive Education environment is a successful implementation of the Comprehensive Sexuality Education possible.

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SECURITY CHALLENGES IN EDUCATION PROCESS ON FACULTY OF POLITICAL SCIENCES IN SARAJEVO DURING PANDEMIC OF COVID-19

Abstract: First case of COVID-19 in Bosnia and Herzegovina has been registered in March of 2020. After this the authorities proclaim COVID-19 as security challenge, condition of natural disaster and lockdown in Bosnia and Herzegovina. Since that education process in all institutions has been stopped and next step was request for transformation from normal to "new normal" that involves technology for on-line teaching and learning. Faculty of Political Sciences, as part of University of Sarajevo, start with getting hardware and software for teaching and learning but also equipment for individual and collective security of students and employees. Research in this paper is about analysis, statistics and comparison of measures, activities and results for minimizing security challenges for students and employees at Faculty of Political Sciences caused by a pandemic of COVID-19. Significant part of this research paper is on consequences on teaching and learning process after on-line stop and education process at Faculty of Political Sciences back to normal.

Keywords: Security challenges, Education, COVID-19