Gender equality in the reading textbooks during the nine years of compulsory education in Kosovo

Prishtina
April, 2007
PART 1

1.1. Executive summary

The research team from Kosovo is thankful to the Women Net “Women in Action”, for their initiative to research gender equality in the reading textbooks during the nine years of compulsory education. We thank the Net for the possibility of involving us to this research and also for the overall help they have offered any time we asked for. The research would especially like to thank Slavica Strikovich, leader of the project who has always shown patience and readiness to help in order to realize this project fully and successfully.

The report for this research developed in Kosovo consists of five integral parts:

- Executive Summary.
- Gender sensitivity in the reading textbooks in Kosovo in primary and lower-secondary education in Albanian classes.
- Views of male and female teachers regarding the issue of gender equality in the reading textbooks.
- Views of pupils regarding the gender equality in the reading textbooks and during the teaching process.
- Conclusions and recommendations in advancing the issue of sensitivity in the reading textbooks in compulsory education regarding gender equality.

This study was conducted by:

1. Venera Llunji, member of the research team and a lecturer /pedagogue at the Faculty of Education in Prishtina
2. Ardita Kabashi- Hima, member of the research team, program officer in Kosovo Education Centre
3. Halim Hyseni, leader of the study and Head of the Sector for Program and Training development in the Kosovo Education Centre.
During the study there we 7 reading textbooks analyzed with 323 titles within the textbooks. The analysis of the reading textbooks was conducted based on the matrix for studying the level of sensitivity of the reading textbooks. Based on the structure of the matrix the team has come up with the hypothesis: New reading textbooks in Albanian language for primary and lower secondary education, compiled based on the new curricula do not have sufficient sensitivity to educate schoolchildren for gender equality and in these cases the dominating role belongs to the male gender ("NUL" hypothesis).

With the purpose of verifying the hypothesis, the criteria was determined that in case that from the analysis 99 requests put by the matrix, 50% of the indicators are affirmative then the hypothesis will not be considered correct and instead the alternative hypothesis – ‘ALT’ will be approved that: New reading textbooks in Albanian language for the primary and lower secondary, compiled based on the new curricula have sufficient sensitivity for the education of schoolchildren for full gender equality and that in these textbooks male and female characters have equal roles.

After the text analysis we have verified that over 90 indicators are in favor of the dominating male role in the reading textbooks. The verified indicators during the reading textbooks analysis have obliged us to approve the “NUL” hypothesis, and to disapprove the alternative hypothesis.

The analysis of the units within the reading textbooks enabled us to come out with important conclusions. Conclusions have enabled us to formulate important recommendations for other textbooks which will not only have higher gender sensitivity but will also be in the function of civic education – regarding peace, human rights, and creation of thinking skills and life habits in the 21st century.

Analysis of teachers and pupils’ views verify that many affirmations and verified indicators during the text analysis of the reading textbooks and which are linked with the existence of prejudices and gender stereotypes have negative implications in educating schoolchildren close to human rights and full gender equality in Kosovo society.
PART 2

ANALYSIS OF THE READING BOOKS CLASS I-VIII
GENDER SENSITIVITY OF THE READING TEXTS/BOOKS AT THE PRIMARY AND LOWER SECONDARY EDUCATION IN KOSOVA

2.1 Background

"Man and women can be seen as two wings of a bird. Like a bird that is not able to fly with only one wing, also the society cannot be developed if women and man don't undergo equal development"  

Kosova is a territory where human rights in general and women rights in particular have not been respected for many years, and these rights are still not respected in accordance with the international instruments and standards. The etiology of disrespect of human rights in general and women rights in particular is complex, since this condition can be determined from a number of different factors that have individually or in a combined way influenced for this condition to become a serious obstacle for the development of a strong civic society with a high social cohesion, a society friendly for women, children and human in general without any regard to their background.

It is true that one of the most crucial factors that had powerful implications in the unfavorable condition of women in Kosova which still exists today, is the Education system in general and the conceptual structure of teaching books in all subjects that are currently being developed that exist in the current teaching curriculums in particular and especially in the reading books – literature books that are currently being used by pupils.

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1 Taken from the study: Auditing of gender issues at the education system. Kosovar Center for Gender Studies, Pristina, 2006, p.19
2 Creation of a social cohesion, building a strong civic and friendly society for women and children in Kosova, requires a Quality Education (and above all requires quality texts of all reading books) for all with elements of inter and multi cultural education. Quality Education for all implies the analysis of all reading textbooks of children of all ethnicities, because studies have shown that the position of women of all ethnicities in Kosova is unfavorable. This means that in future a lot of comparative studies should be conducted on the inter and multi cultural education, in order to increase the gender sensitivity of the textbooks in all languages.
In order to have an objective view of the level of gender sensitivity in reading books we should be aware the position of Kosovar women in the present transitional society in Kosova.

Many studies conducted in Kosova\(^3\) show the fact that: parameters of human development can be measured by development of women. Analysis show of the ways that women are discriminated in Kosova based on their gender basis, and also show on the consequences that women face in the context of general human development”.

During these researches the Index of Gender Equality (IGE) and the Index of Gender Participation (IGP) were determined, and we can see from the studies that comparing with man, women are in an unequal position. Women are at a “Higher scale of inequality comparing to man”..., because,“.. Man earn four times more than women (while man earnings per month in year 2004 were 134 Euros, women earned 42 Euros per month).

“Women in Kosova have less paid jobs than man. Women in Kosova are discriminated in the employment aspect because while more than 75% of men are employed, only 31% of women have jobs”.

“Furthermore, men in Kosova have in average two year of education more than women done. Also the number of registered women in primary and secondary education is lower than the number of registered man, while also the level of illiteracy of women is much higher and more dominant than in man”.

Fortunately, during few last years a lot of studies have been conducted on the position of women in Kosova. These studies were mainly conducted by NGO’s. All studies show an intolerable rate of inequality. A study conducted by the UNMIK Office for Gender Issues in the year 2004 concludes that: “... 56.3% of women that were interviewed have declared that they don’t have any employee which means that all business activities are completed by them alone, while 40.3 % have 1-4 employees, 2.7 % have only 9 employees...”

These studies show that the women in Kosova even nowadays are being tortured and are a subject to violence\textsuperscript{4}. See G-2.1

\begin{center}
\textbf{G-2.1 Index of the increase of family violence against women}
\end{center}

\begin{figure}[h]
\centering
\includegraphics[width=0.5\textwidth]{index.png}
\caption{Index of the increase of family violence against women.}
\end{figure}


At the year 2007, Kosovar Center for Gender Studies has published a study titled: Auditing of gender issues at the education system. This study shows a serious analysis of the textbooks from the gender perspective\textsuperscript{5}. These kinds of studies have been conducted in many places of the world like: Turkey, Croatia, Serbia, Montenegro, Albania, India, USA, and Pakistan. These studies show the supremacy of the man gender in the textbooks, \textit{a supremacy that enables prejudices and stereotypes for the existence of a dominant male which continues to live through gender prejudices and stereotypes.}

We can conclude that gender inequality has been directly influenced and still is influenced by the education system in general and in particular through the reading textbooks of the primary and secondary education.

The idea for researching the level of gender sensitivity of school textbooks in primary and lower secondary education (obligatory education) initiated by the women network – Women Action, has been intriguing and interesting for us, so we have decided to join this initiative. There are two reasons why we have joined this network:

\textsuperscript{4} Hyseni, H(2006) Violence against children in family. Society for the development of voluntary work, Jagodina

\textsuperscript{5} Kosovar Center for Gender Studies (2006); Auditing of gender affairs in education (The study has been published in Albanian and English language), Pristina p-272
a) To gain positive experiences from the region which we can use for the advancement of the position of women in the Kosovar society, by stimulating regional partnership, in the function of creating a sense of understanding between different nations of this region, and

b) To identify the level of gender sensitivity of the new textbooks in the aspect of children education on gender equality and creation of positive stands at children towards full equality of women against man by fighting prejudices and gender stereotypes and by curing the “injured arm” of the human society, so that the next journey will be enjoyable for all without any regard to their gender, race, religious background because from birth we all come from the same blood, and by attacking another we attack and risk our own existence.

Since at the education system in Kosova, based on the new curricula new textbooks have been developed for all grades with exception of the forth grade, we have decided that this research will not include the comparative study of gender sensitivity of the new textbooks with the old textbooks, but we have decided to analyze the new textbooks in order to give recommendations for their adjustment and improvement.

We have initiated the study starting from the hypothesis or our assumption that:

*New textbooks of the reading books at the primary and secondary education are not enough gender sensitive for educating our children on the importance of gender equality and we have concluded that these textbooks anticipate men dominant character”.*

This formulation of a general hypothesis in a form of an affirmation has been compiled based on an informatory review of the existing reading textbooks. During this informatory review we have seen that the textbooks convey a “patriotic” character with ethnocentric and historical messages, and are dominated mainly by male characters.

Furthermore, the aim of this study is to conclude or verify the above mentioned hypothesis, and to determine the gender sensitivity of the textbooks.

### 2.2 Study object

The textbooks that have been the study object are shown below T-2.1
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Authors</th>
<th>Grade</th>
<th>Title of the textbook</th>
<th>Number of textbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Arif Demolli</td>
<td>I</td>
<td>Reading</td>
<td>20</td>
</tr>
<tr>
<td>2.</td>
<td>Arif Demolli</td>
<td>II</td>
<td>Reading</td>
<td>57</td>
</tr>
<tr>
<td>3.</td>
<td>Arif Demolli</td>
<td>III</td>
<td>Reading</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Elvira Dilo &amp; Munish Hyseni</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Rita Petro &amp; Xhevat Syla</td>
<td>VI</td>
<td>Literature reading</td>
<td>53</td>
</tr>
<tr>
<td>7.</td>
<td>Mazllom Kumnova &amp; Munish Hyseni</td>
<td>VII</td>
<td>Literature reading</td>
<td>31</td>
</tr>
<tr>
<td>8.</td>
<td>Mazllom Kumnova &amp; Munish Hyseni</td>
<td>VIII</td>
<td>Literature reading</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td><strong>Total studied textbooks</strong></td>
<td></td>
<td></td>
<td><strong>323</strong></td>
</tr>
</tbody>
</table>

We can see from the table that 14 of the textbook authors or 12 of them or 85.7 % are men, while only 2 or 12.3 % of them are women.

The number of reading textbooks or of the analyzed literature increases or decreases depending of the grade. We can see this clearly in the graph G-2.2.

**G-2.2 The number of textbooks analyses based on classes**

![Graph showing the number of textbooks by grade](image)

Looking from the aspect of the education level we can see some essential differences in the structure and composition of the reading textbooks. Actually the reading textbooks in
the lower grades, is normal to have less text, but this is not so in the textbooks used in Kosova in Albanian language. As seen in the graph G-1.1, we can see this kind of difference only in the reading textbook of the first grade. At the eighth grade of the primary school we have less text (31) than in the secondary grade (57) and third grade (where there are 64). While in the second year of primary school there are 57 texts in the seventh year there are 53 texts. In the eighth year there are only 31 elementary texts, or 34 less than in the third year of primary school. The biggest number of texts is in the fifth grade were we have the biggest number of authors.

2.3 The characteristics of the textbooks and figurative appendixes at analyzed the reading textbooks

2.3.1 Number of analyzed textbooks

Based on our opinion, studies conducted with the textbooks looking from different angles would be of a high interest because we can prove the general hypothesis, since based on the existing data we can see that the textbooks have a lot of errors when we talk about human rights in general and women rights in particular, since the studied textbooks in general are misbalanced and have been developed without any prior standards or criteria, without any prior formulated concept, aim or objective that were priory known to the authors of the textbook.

In total 323 textbooks have been studied. Three textbooks are of the primary school, while four textbooks are of lower secondary education.

2.3.2 Gender of the reading textbook authors

From 323 total analyzed textbooks, only 23 of them or 7.12%, are written by female authors, 233 or 72.14 % are written by male authors, 67 of the textbooks have no author or the authors are anonymous (they can be the authors of the reading textbooks). Gender differences of the textbook authors can be clearly seen in the graph G- 2.3

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6 After the changes in the education system in Kosova, the education has been divided in two level. The level of primary school, that lasts for five years and the lower secondary level that lasts for four years.
This big difference in favor of male authors cannot be justified by the allegedly higher number of male authors. We have realized that there are authors that are repeated in all four grades with the same composition such as: Pricesha Argjiro, Don Kishoti, Gjergj Elez Alia, Prometeu etc.

G-2.3 Percentage of the reading textbook authors

Based on the given hypothesis we can see clearly the supremacy – full dominance of male authors at the reading textbooks. In order to increase the gender sensitivity of the reading textbooks we should set criteria or standards which the authors of the textbooks should apply during compilation of the textbooks (there should be equal percentage of female and male authors).

2.3.3 Authors of the reading textbooks

From the seven analyzed books which were written by total 14 authors, 12 of them or 85.71 % are male authors, while only 2 or 14.29 % are female authors. The difference that shows the supremacy of men in drafting textbooks has been illustrated in the graph G-2.4

G-2.4 Gender of the reading textbook authors
In order to avoid the occurrence of men dominating as authors of the reading textbooks we should draft and develop long term strategic policies in stimulating female gender in drafting reading textbooks.

2.3.4 The surface of texts and figurative appendices
During the analysis we have concluded that
a. total surface of all analyzed textbooks is 136 317.7 cm².
b. the surface of the basic text is 58681.86 cm² or 43.08 %
c. the surface of the figurative appendixes is 21618.05 cm² or 15.86% of the total surface of analyzed textbooks.
Reports of the textbook surface in the reading textbooks is as seen in G-2.5

G-2.5 Surface of the texts and figurative appendices in the reading textbooks

In G-2.4 we can see clearly that in the analyzed reading textbooks, 43.08 % of the surface is covered with basic text, 15.36 % is covered with figurative appendixes, and 42.08% of the rest of the surface is didactic and methodic tools: questions, concrete homework, messages, advices etc.

Based on our evaluation, these reports are appropriate, but during the analysis we have concluded that there is too much white, uncovered surface which can be used with creativity and in a rational way.

2.3.5 Gender of the photography authors – illustrations and figurative appendices
During the text analysis we can verify the dominant role of men in the reading textbooks and there still exists the lack of gender sensitivity. This can be seen also in G-2.6
2.3.6 Gender of characters in figurative appendices
G-2.7 Presents the gender of characters at the figurative appendices

G-2.7 Gender of characters at the reading textbooks

Legend:  
NSHF- There are no figurative appendices (36)  
VPF – Only female characters (31)  
VPM- Only male characters (120)  
KPP – Mainly female characters (8)  
KPM – Mainly male characters (10)  
PBGJ – Equal representation of both genders (37)  
ASFM – Neither female or male (73)  
NMP – Cannot be determined (4)

We can conclude in this aspect that only: 8 or 1.24 % are only female whereas male characters are 120 87.62%
2.3.7 Gender equality in the reading textbooks expressed through dominant content of figurative appendices

Gender equality in the reading textbooks through dominant content of figurative appendices in an illustrative way G-2.8

Dominant content of figurative appendices does not show in an explicit manner the gender sensitivity. The analysis of the portraits, auto-portraits and individuals shows the supremacy of men since 97.6% of the portraits, auto-portraits and individuals are of the male gender, and only 2.4% of them belong to female gender. Based on the portraits, auto-portraits and individuals at the figurative appendices the dominant themes are: nature (44 or 13.8%), working environment (28 or 8.8%), animals (22 or 6.9%) family situation (14 or 4.4%); historical events (13 or 4.1%) children-children games (12 or 3.8%); flowers (6 or 1.9%); objects for everyday usage (5 or 1.6%)

Nevertheless, the biggest part of the dominant figurative appendices is made by portraits, auto-portraits and individuals (119 or 37.5%)

G-2.8 Gender inequality at the reading textbooks through dominant content of figurative appendices

Legend:
NSHF – There are no figurative appendices (36)
P.AP.I - Portraits, auto portraits, individuals (119)
PFN-Ç – Female and male characters – Pairs (1)
F – Children (children games) – 12
MP – Working environment or situation 28
PSh – Homework 2
Sport and physical recreation –1
Artistic work/or creativity –1
Nature – landscape 44
Locality or part of locality –2
Historical events 13
Religious events 2
Animals 22
Flowers – 6
Object of different usage 5
Cannot be determined - 3

2.3.8 Gender representation of the characters at the reading textbooks

After analysis of the statistical data we have concluded that from 323 analyzed texts, 278 or 86.1% of them do not contain any figurative appearance of professional roles of women characters. Education and career advancement should begin with pre-school education and should continue during the entire life. Based on this conclusion, the frequency of the figurative appendices of the professional roles of male and female characters should be much more visible, while the specter of professions should be much wider than it actually is in the reading textbooks. Professional roles that are given in the reading textbooks are the following: Cleaner (1 or 0.3%); housewife 9 2.8%; monarchs-princess 4 or 1.2%; pupil 27 or 8.4%; teacher 5 or 1.6%; writer 3 or 0.9%; tailor; peasant 1; maid 1; artist 1; driver 1; librarian 1; dormant 2; baker 1.

The professional roles of men in the reading textbooks have a higher scale of representation since from 323 texts the professional roles of male characters have been shown in 187 or 57.89% of the textbooks. Professional roles of men were not shown on figurative appendices of 136 or 42.11% of the textbooks. As we can conclude the professional roles of men are presented in 91 textbooks more than the professional roles...
of women. This example also shows the dominance of the male gender in the reading textbooks comparing to the female gender. The professional roles that are mostly represented in the figurative appendices of the reading textbooks are the following: writer (74 or 22.9%); pupils (23 or 7.12%); monarch, prince 16 or 4.9%); military figure (9 or 2.8%); peasant (8 or 2.5%); historical person 6 or 9%. astronomer (4 or 1.2%); teacher (3 or 0.9%); politician (2 or 0.6%); farmer (2 or 0.6%); woodchuck (2 or 0.6%); artist, photographer (2 or 0.6%); religious leader-cleric (2 or 0.6%); driver (2 or 0.6%); scientist, trader, policeman, magician, electrician etc.

The comparative analysis of the specter of the professional roles of the male characters represented in the figurative appendices of the reading books with the list of the roles of female characters shows clearly the dominant role of men in the reading textbooks comparing to the role of women, and in this component we can verify our hypothesis. During the analysis of the reading textbooks we have concluded that the figurative appendices often do not reflect the content of the textbook because they are unclear, abstract, visually un-esthetic, and irrational in space.

These kinds of illustrations are not in accordance with the age, and have serious negative implications in the children education on gender equality as well as in the development of their sense of esthetics, correctness, neatness, raising their curiosity etc.

The analysis of the texts clearly shows that we should develop high standards and criteria of the illustrative appendices were we will present in equal measures the professional roles of women and men in one side and in the other side these roles should be in function of the children motivation, development of their thinking, esthetic education, development of their preciseness and correctness.

2.4 Characteristics of the content of basic textbooks

2.4.1 How much the basic text has been completed with interpretation of the text content?

From 323 basic texts analyzed 168 or 52% basic texts have been completed with interpretation of the content, while in 135 or 42% of the texts have not been followed with interpretation.
In the interpretation of the textbooks, in 17 basic textbooks or 3.5% talk only about female characters; 60 texts or 18.6 % talk only about male characters; 5 texts or 1.5% mainly talk about female characters; 8 or 2.5 % talk mainly about male characters; 29 or 9% of the basic textbooks talk equally about female and male characters and 58 or18% of texts do not talk about either male of female characters.

The analysis of the interpretation of the basic textbooks shows of unequal treatment of female gender toward male gender in one side while in the other side it verifies that there is no gender sensitivity in this aspect.

Gender discrimination is evident, even though comparing to other parts of the reading textbooks is less evident. This can be seen clearly in G-2.9

**G-2.9 Number of interpretations of the basic textbooks**

The analyzed interpretations are not creative. We think that there is needed to have a special training for the textbook authors in order that the reading textbooks become more attractive. During interpretation we should promote gender equality by placing different situations that can be discussed by pupils.

**G-2.10 Gender based discrimination in the reading textbooks and in the interpretation of the basic textbooks**

<table>
<thead>
<tr>
<th>Legend:</th>
</tr>
</thead>
<tbody>
<tr>
<td>FVPF – Talks only about female characters</td>
</tr>
<tr>
<td>FVPM – Talks about only male characters</td>
</tr>
<tr>
<td>KFPF- Mainly talks about female characters</td>
</tr>
<tr>
<td>KFPM-Mainly talks about male characters</td>
</tr>
<tr>
<td>FMBFM- In an equall way talks about male and female characters</td>
</tr>
</tbody>
</table>

17
2.4.2 How many basic texts contain historical documents?
The analyzed teaching texts are not argumentative enough with historical documents. From 323 analyzed texts, only 19 or 5.9 % texts are followed with documents. From 19 texts that are followed with historical document only in 2 or 10.5% of such a document talk about female characters; in 12 or 63.16% talk about male characters; in 1 or 5.3% of the texts mostly talked about female characters., in 3 or 15.8% of the documents talk equally about male and female characters and 1 or 5.3% don’t talk about female or male. Except 19 texts that are followed by national documents, there are 5 other texts that followed by national documents but their content is unknown and cannot be specified. Results of the analysis are presented visually in G-2.11

G-2.11 Accompanying of textbooks with national symbols and the position of women in this regard

Legend
FVPF – Talks only about female characters
FVPM – Talks only about male characters
KFPM – Mainly talks about female characters
KFPM - Mainly talks about male characters
MBFM - In an equal way talks about female and male characters
ASPFM- Doesn’t talk neither about female or male characters
2.4.3 How many basic texts are accompanied with national symbols and what is the position of women in this context

During analysis of the reading books we have concluded that from 323 texts which were a study object only 36 of them or 11.15% have been accompanied with national symbols. From 36 texts with national symbols only 3 of them or 8.33% contain women characters; 16 books or 44.4% talk about male characters; 1 book or 2.8% of the texts, in their national symbol contain mainly women characters; while in 2 or 5.6% of the texts contain male characters; in 3 or 8.33% of the texts, women and male characters appear in equal measures; in 5 or 13.19% of the texts, the national symbolic cannot be determined. The graph G-2.12 shows very clearly in this case the discrimination of women comparing to man.

**Graphic G-2.12**

![Graph showing distribution of national symbols in texts](image)

**Legend:**
- VPF - Only on female characters
- VPM – Only on male characters
- KPF - Only on female characters
- NMNF – In an equal way talks about female and male characters
- ASPEM- Doesn’t talk neither about female or male characters
- NP – Cannot be determined

2.4.4 Accompanying basic reading textbooks with questions and exercises

From 323 analyzed textbooks 253 or 79.1% of the texts have been accompanied with questions and exercises. In total 69 textbooks which have been analyzed in seven are not accompanied with questions and exercises. During analysis of this component we can see there is a slight gender discrimination, because from 254 textbooks only in 2 or 0.9%
questions have to do with male gender, while in 1 or 0.4% percent of the questions and homework are about female; in 29 or 11.4 % questions have to do mainly with men and in 223 or 87.5 % of the texts questions talk about female and male characters in an equal way.

In 254 texts that are accompanied with questions and exercises in 16 or 6.3 % of the cases the questions and duties where put in masculine form , in 4 or 1.6 % of the cases questions were made in feminine form and in 234 cases the questions were raised in both genders ( feminine and masculine).

Although the inequality of women in the reading textbooks compared with other segments of inequality in this field we can observe that there still exists an inequality between men and women.

### 2.4.5 Literary forms of the reading textbooks

The forms of literary textbooks represented in the reading textbooks are shown in T-4.5.1

<table>
<thead>
<tr>
<th>Nr</th>
<th>Literary form of the textbook</th>
<th>Nr</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Poetry</td>
<td>122</td>
<td>37.77</td>
</tr>
<tr>
<td>2.</td>
<td>Prose</td>
<td>159</td>
<td>42.23</td>
</tr>
<tr>
<td>3.</td>
<td>Drama</td>
<td>15</td>
<td>4.63</td>
</tr>
<tr>
<td>5.</td>
<td>Science publicist text</td>
<td>6</td>
<td>1.86</td>
</tr>
<tr>
<td>6.</td>
<td>Fairy tales</td>
<td>18</td>
<td>5.57</td>
</tr>
<tr>
<td>7.</td>
<td>Stories on animals</td>
<td>2</td>
<td>0.6</td>
</tr>
<tr>
<td>8.</td>
<td>Other</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>323</td>
<td>100</td>
</tr>
</tbody>
</table>

The analysis of the table shows a misbalance in the representation of the literary forms at the textbooks. The studies show clearly that a significant number of poetry used in the reading textbooks shows of a traditional approach in text compilation, with a tendency to keep the text at the center and not the pupil as the center. Much poetry is not suitable with the pupil’s age. The biggest part of these texts is authorial poetry: 1110 or 90.92% authorial poetry and 11 or 9.02% national poetry (See 2.13 The selection of poetry.
authors have been conducted without any criteria. There are authors which are repeated many times, from a class to a class (for example Vehbi Kikaj). The dominant numbers of authors are men (89.34 %). Even the prose is dominated by authorial prose.

G-2.13 Types of literary poetry based on authorship

G-2.14 Types of prose based on authorship

<table>
<thead>
<tr>
<th></th>
<th>Authorial</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the analyzed books</td>
<td>90.98%</td>
<td>9.02%</td>
</tr>
</tbody>
</table>

In the analyzed books only 4 textbooks or 1.2 % are of the religious character taken from the Bible.

2.4.6. The level of national, regional and world literature representation in reading books

In accordance with article 1 of the Universal Declaration of the Human Rights, reading books like other school textbooks have the duty to educate the youngsters for a life in a cultural diversity, on human understanding development between people and also for developing an active peace.

From 323 analyzed texts, 262 texts or 81.11 % are from Albanian literature, 61 are from the world literature, there are none from the neighbor countries such as: Slovenian, Croat, Serbian, Hungarian, Montenegrin, Bosnian and Bulgarian. Surely, that the event flow in Balkans\(^7\) in the last two decades have led to an ethnic distance between neighbors. This has to do with national animosity that reflects in non-inclusion of the literature values of the neighbor countries in reading books. Personally, the biggest

\(^7\) This is a consequence of the politics in education, nationalistic and ethnocentric messages in curriculums, and in learning process etc
looser in this case are people where such tendencies are present and one of the changes that has to be done in the reading books is inclusion of the human values and literary work of the neighbor countries or of the people that live together. In a function of multicultural and multiethnic education.

2.4.7 Dominant text topics

Dominant topics of the texts presented in T-2.3

<table>
<thead>
<tr>
<th>No</th>
<th>Dominant subjects</th>
<th>No(f)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>No dominant subject</td>
<td>5</td>
<td>1.55</td>
</tr>
<tr>
<td>2.</td>
<td>Intimacy( mood, feelings etc)</td>
<td>35</td>
<td>10.84</td>
</tr>
<tr>
<td>3.</td>
<td>Family and life</td>
<td>33</td>
<td>10.21</td>
</tr>
<tr>
<td>4.</td>
<td>Socio-political subjects</td>
<td>3</td>
<td>0.9</td>
</tr>
<tr>
<td>5.</td>
<td>Social topics</td>
<td>11</td>
<td>3.40</td>
</tr>
<tr>
<td>6.</td>
<td>Professions</td>
<td>21</td>
<td>6.50</td>
</tr>
<tr>
<td>7.</td>
<td>Patriotism</td>
<td>83</td>
<td>26</td>
</tr>
<tr>
<td>8.</td>
<td>War ( battles, army, war consequences etc)</td>
<td>10</td>
<td>3.1</td>
</tr>
<tr>
<td>9.</td>
<td>Historic subjects</td>
<td>9</td>
<td>2.79</td>
</tr>
<tr>
<td>10.</td>
<td>Children and children lives</td>
<td>17</td>
<td>5.26</td>
</tr>
<tr>
<td>11.</td>
<td>Religion topics</td>
<td>5</td>
<td>1.55</td>
</tr>
<tr>
<td>13.</td>
<td>Human and the world. Existential topics</td>
<td>21</td>
<td>6.50</td>
</tr>
<tr>
<td>14.</td>
<td>Art ( art and artistic creativity)</td>
<td>2</td>
<td>0.6</td>
</tr>
<tr>
<td>15.</td>
<td>Other topic</td>
<td>15</td>
<td>4.6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>323</td>
<td>100</td>
</tr>
</tbody>
</table>

Most common topics as concluded in T-2.3 are: Homeland and patriotism with a total of 83 texts or 26. %; nature with 53 texts with a total of 16.4 %; intimacy with 35 texts or with participation with 10.84%; family and family lives with 33 texts and with participation of 10.21%

In G-2.15. Dominant topics are presented visually in the reading books that we have analyzed.
The emphasized dominance of the patriotic and homeland topics in reading books and lack of the themes such as: human and life, existential themes, career advancement, skills of XI century have a non-productive effect because they are not in our national interest. High emphasis of the patriotism, wars in the past led towards development of the ethnocentrism and egocentrism, ultra nationalism, return in the past, change of the present hamper creation of the developmental and integration perspective lines and do not contribute to peace education or national reconciliation. Certainly patriotic education and patriotism is important, however patriotic feeling is developed through academic development of the citizens, with citizenship values cultivation, rule of law, social justice and creation of a social cohesion and a friendly society for women, children and human in the center.

The dominance of the topics such as homeland, war topics have a negative impact in women position treatment at least in two aspects:

First, in these historic events male has been the main character. This has led that male characters are dominant; and second dominance of such topics has led to creation of the prejudices and gender stereotypes that are more courageous, brighter than females. All this led to decrease of the gender sensitivity in reading books.
2.4.8 Inclusion, age and residential status of the female and male characters
2.4.8.1 Which gender is more talked about in reading books

In order to conclude a level of the gender sensitivity in textbooks and in order to determine women treatment in reading books we will analyze treatment of the characters from the gender aspect.

In analysis of 323 texts we have concluded that only 23 or 7.1% texts talk about women; 111 or 34.37% talk about only men; in 8 or 2.5% talk about women, in 16 or 5% of the texts talk about only men; in 60 or 18.6% of the texts talk equally about women and men; in 105 or 32.51% of the text don’t talk about women or men at all. Inclusion of the female and male characters is presented in G-2.16

**G-2.16 How much gender is included in reading books**

```
OF - Talk abot women
OM - Talk about men
MF - Talk about women mostly
M - Talk about men mostly
EFM - Talk equally about female and male
DTA - don’t talk about male and female
```

G-2.16 clearly shows for gender discrimination of the women in reading books, a discrimination which can be avoided as soon as possible by setting criteria’s for equal inclusion of the females in the reading books which have to be looked very soon and fast. This is done by setting human lives in center of the treatment, not in setting myths, past, real hero glorification and by giving space in reading books. This led to unjustifiable decrease of the existential themes; development of the thinking skills, development of each individual without limit, until god sad they can develop; offering skills for each citizen to use the information technology, and promoting values which real make us human.
2.4.8.2 Age of female/male characters in reading books

The age of the female/male characters that are mentioned the most in the reading books we present in T-2.4

T-2.4 Age of the female/male characters that is mostly mentioned in the reading textbooks

<table>
<thead>
<tr>
<th>No.</th>
<th>Age</th>
<th>GENDER</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>Male</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No(f)</td>
<td>%</td>
<td>No(f)</td>
</tr>
<tr>
<td>1.</td>
<td>Age is not mentioned</td>
<td>234</td>
<td>72.2</td>
<td>241</td>
</tr>
<tr>
<td>2.</td>
<td>Children</td>
<td>36</td>
<td>11.15</td>
<td>25</td>
</tr>
<tr>
<td>3.</td>
<td>Youth</td>
<td>6</td>
<td>1.9</td>
<td>7</td>
</tr>
<tr>
<td>4.</td>
<td>Adults</td>
<td>5</td>
<td>1.6</td>
<td>7</td>
</tr>
<tr>
<td>5.</td>
<td>Elderly</td>
<td>10</td>
<td>3.1</td>
<td>7</td>
</tr>
<tr>
<td>6.</td>
<td>Children and youth</td>
<td>6</td>
<td>1.6</td>
<td>13</td>
</tr>
<tr>
<td>7.</td>
<td>Children and adults</td>
<td>9</td>
<td>2.8</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>Children and elderly</td>
<td>7</td>
<td>2.2</td>
<td>6</td>
</tr>
<tr>
<td>8.</td>
<td>Youth and adults</td>
<td>4</td>
<td>1.2</td>
<td>6</td>
</tr>
<tr>
<td>9.</td>
<td>Youth and elderly</td>
<td>0</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>83</td>
<td>25.7</td>
<td>82</td>
</tr>
</tbody>
</table>

Analyzed from the character age presented in reading books we can say that current analysis show an equilibrium, a ideal balance of the female and male representation in the reading books. It would be a great miracle if inclusion of the female in the reading books in other components would be balanced this way. However, what is evident is the fact that we would need to have a higher level of representation of the childhood (7 -15 years).

2.4.8.3 The places were female/male characters are present

The places were female/male characters are present in reading books are presented below T-2.5
Comparable analysis of the places where female/male characters are present is interesting. In the table we see that in villages 17 cases or 5.9% of female characters, and 31 or 9.6% of the cases of the male characters. This difference is not statistically valid in level 05 compared to level .01. When it comes to female/male characters we conclude a valid statistical difference in level .01. This means that the presence of the male characters in the city is a consequence of the gender basis. The value is $\chi^2 = 8.4957(df=1)$. The statistical difference is in level .01.

2.4.8.4 Conflicts

The conflicts analysis is interesting because the way conflicts are chosen often show the women position in society.

**a. The gender of the main character / gender of the main characters**

From 323 analyzed texts, 142 or 43.96% don’t have main female/male characters. In 124 or 38.39% the main characters are male characters, in 25 or 7.74% of the cases main characters are female characters, in 32 or 9. 91% cases main characters are female /male characters.
The differences in the percentages of the main characters are presented visually in G-2.17

**G-2.17 The differences in the percentages are present in the reading books**

The value is $X^2 = 65.5796$ (df=1). The statistical difference is in level .01. As presented in the graph the calculated difference of the test $X^2$ can conclude that female are discriminated and its discrimination is exclusively based in the gender basis and in gender and prejudice stereotypes that exist in Kosovar society and later on are present in the reading books.

**b. The gender of the characters that influence conflicts**

From the analysis of the 323 texts of the reading books we have concluded in 266 or in 82 35% texts don’t talk about characters that cause conflicts. From 57 reading textbooks talk about female/male characters that cause conflicts. In 44 cased or in 77.19 % of the cases the conflicts are caused by male characters, in 7 or 12.28 % of the cases conflicts are initiated from females and in 6 or 10. 53% of the cases conflicts are initiated by women and men. The difference in conflict initiation between women and men is statistically valid in level .01. This means that conflicts are more caused from the gender characters.

**c. The characters that initiate conflict resolution**

From 57 treated conflicts in the reading books in 42 or 73.68 % of the cases conflicts resolution was initiated by male characters; in 12 or 21.05% of the cases the conflict
resolution was initiated by female characters and in 3 cases the resolution was initiated by women and men. Men supremacy in the analyzed reading books continues in this case also.

d. Conflict resolution forms
The conflict resolution in 22 or 38.60% of the cases is done through non-violent cases, whereas in 35 or 61.40% of the conflicts in the reading books are solved with non-violent cases. The conflict resolution form is presented in

G-2.18 The conflict resolution form in the reading textbooks

Legend:
CRF - Conflict resolution forms
UPV – Use of physical violence
NCS – Non-violent conflict resolution

Children education of the both genders, for a non-violent resolution of the conflicts should be more present in the reading textbooks.

e. Conflict types that are treated in the reading books
In analyzed reading books treated, where conflict types present are: conflict of the individual with individual; conflict with family or in family; conflict of the individual with the group; and conflict of the individual with global group or societal. The most common type of the conflict treated in the reading books is the type of the “conflict of the individual with global group or community. The highest number of the conflicts of the individual with global group is natural because real events that happened in the society (lack of the rule of the law and judicial country, lack of a democracy based on the developed citizenship) have created more space for the freedom of the speech of the individual, and it is more expectable that the individual face the groups which do not respect human rights and basic human freedom.
Education for non-violent resolution, for the civic education has led to the need that the reading books treat topics that contribute education for democracy, human rights and basic freedom, social justices, multiethnic and multicultural education, understanding of the people in gender, religious, race, language and social diversity. The frequency of the mentioned types of conflicts in the analyzed reading textbooks is presented in G-2.19

Inclusion of the male characters in the conflicts is higher than the inclusion of the female characters because all these conflicts are included in 41 or 77, 36% of male characters and 12 or 22.24% of the female characters.

**G-2.19 Female/male inclusion in the different conflict types talked about in the reading books**

In these types of conflicts talked about in reading textbooks it is also talked about of the conflicts of the female and male characters. So in the conflict type of the individual with individual are involved 10 female/male characters, in the conflict with or in family are involved 10 female/male characters; in the conflict type individual with the group are involved 4 male/female characters and in the conflict type individual with global group or community are involved 25 male/female characters.

The analyzed reading textbooks from the conflict contexts should go through changes by increasing the number of the texts with different types of the conflicts and by giving more importance to the non-violent resolution of the conflicts. We should set a norm that obliges text authors in general and specifically reading textbooks authors to go through a
human rights training, which would consist of gender equality, non-violent resolution, different ways of fighting prejudices and stereotypes.

2.5 Societal position, women rights and women violence

2.5.1 Societal inequality
The reading books deal very little with societal inequality of the women and men. From 324 analyzed texts in total, in only 23 or 7.12% of the reading textbooks treat societal inequality of the women and men. The mainly talks about these forms of inequality: inequality of the women and men in private lives (2 or 0.6% of the texts; inequality of the women and men in the working place (2 or, 06%); inequality of the women and men in general (10 or 3.1%); other inequalities (9 or 2.8%). In analyzed reading textbooks men are presented in a more unfavorable position then women, in 5 texts it is talked about men inequality, in 2 texts it is talked about women inequality and in 17 it is talked about women and men inequality.

2.5.2 How many reading books talk about women rights?
Reading books talk a little about women rights. In 6 texts or 1.9% talk about political rights (the right in vote, political action); in 4 texts or 1.2% talk about economical rights; in 4 cases or 1.2% of the texts talk about social rights) and in 9 cases or 2.8% talked about cultural rights.

2.5.3 Women and men violence
The women position and gender sensitivity in reading books is increased or decreased depending on how the phenomenon of the human rights protection is treated in general and women specifically in forms of violence.

2.5.3.1 Psychical violence against women and men in the reading textbooks
Psychical violence in Kosovar reality is one of the most common forms of the women and men. This form of human right violation is treated in the reading books which were object of study. In the analysis we have concluded something that we never thought about. This surprise is because in the reading books men are the most common victims of
the violence, more than women. In the analyzed texts, 23 texts or 7.2% say that women are subject of psychical violence’s, whereas men violence is treated in 36 texts or 11.5% (See: G-2.20)

**G-2.20 Text frequency which treat psychical violence against women and men in reading books**

Violence against women in 4 cases is caused by women, in 11 cases is caused by men and in 3 cases is caused by women and men.

Psychical violence against men in 2 cases is caused by women, in 15 cases is caused by men and in 2 cases is caused by women and men.

**2.5.3.2 Physical violence against women and men**

Physical violence against women and men is very common therefore requires a great attention in the reading books, in order that the education process for a peaceful resolution of the conflicts will be solved with non-violent means. In the analyzed books physical violence against women is treated in 8 texts or 2.5% of the general texts included in the reading books, whereas the violence against men is treated in 23 or 7.1%.

The violence against women happens in society in society, whereas the violence against men happens in private reports. (3 or 0.9% of the cases; 1 or 0.3% violence happens in the family; 4 or 1.3% in the working place and 15 or 4.7% of the violence happens in general.

The genders of the characters that exercise violence against men are: 3 or 0.9% women; 17 or 5.3% men, and 1 or 0.3% of the women and men.

The most common forms of psychical violence treated in the reading books against women and men are:

- Psychical violence in the private life is: about 4 or 1.2% females; 5 or 1.6% males.
- Psychical violence in family (1 or 0.3% of the females; 3 or 0.9% of the males)
- Psychical violence in the working places (3 or 0.9% against females; 6 or 1.9% against males
- Psychical violence in society in general (12 or 3.8% against females; 21 or 6.6% against males.
The parameter of the analysis has given us the possibility to conclude that reading books that are present and the ones presented as new ones are not very goods, because in many aspects don’t speak the language of the human right, don’t convey message of civic education and youngster education on complete gender equality.

2.6 Family, family roles and reports between female and male characters

2.6.1 Marriage status of the families
From 323 analyzed texts in 47 or 14.55% of all reading texts talk about marriage of the female and male characters. From them 28 or 59.57% talked about not married couples; in 16 or 34.04% of the texts talk about married families; 1 case of the family without children; divorced families. Since female/male teachers in the questionnaires are for promotion of a complete family, in the reading books we have atypical action of the non-married families. The second type of the family talked mostly in the reading books, is family with kids. This shows that even now in Kosovar society prefers more traditional values that can be sources of gender inequality. By preferring marriage model children are implicitly faced with preference of gender inequality which is primary set in such families.

2.6.2 Family role of the female/male characters in the books

G-2.21 Dominant family roles in the reading books

In the reading books the gender inequality based on family roles is getting worse. They empower the dominant role of the men in the family and in the society in general.
According to these conditions and by having in mind other school textbooks were men have a supremacy and a dominant role compared to female, worries about society problems in Kosova are legitimate and will continue for a long time if measures are not taken in the education field. In order to avoid fast well analyzed actions should be taken for changes in the subject curriculum and texts. We should also draft a functional strategy on teacher training, text authors, editors and other subjects of the publishing houses by creating standards which will guarantee equal presentation of the gender in school textbooks in general and reading books specifically.

2.6.3 Professional roles of the female/ male characters in the reading textbooks

The dominance of the male gender in the reading textbooks is expressed very clearly in the professional roles of the female/male characters. The analysis of the roles of the female/male characters shows a polarity of the male professions dominance, in the extent to which professions are dominant by men and frequency of male characters that is 12-1 in favor of the males that means that professional roles are 12 times more mentioned than in reading books then are the female characters. The supremacy or dominance of the professional roles of the males is seen clearly seen through social statuses that have these roles in the society and in the same time express the more favorable objective status that males have over men. The most common profession of the women are: female teachers 6, 6% female students 6.6 % ; housewife 6.1%; president /or/- princess 2.8 chef – baker 1.9%, saleswomen 1.9 % maid 1.9%; cleaning lady 1.9 %

Professional roles of the men not only are mentioned 12 times more then professional roles of the women ( in all analyzed books 14 professional role of women are mentioned and 38 professional men roles), but professional roles of the male characters are more prestigious in the social aspect. The most mentioned professions in the reading books are: President 14.22%; students (12.82%) military person 8.53 % teacher 6.6%.

The differences in the professional roles amongst female and male characters in the reading books are visually in the G-2.22
2.7 Female/male characters features in the reading books

2.7.1 Psychical and social features of the female/male characters in the reading books

The issue of the prejudices and stereotypes in reading books is still actual in the field of psychical and social features of the female and male characters. In T-2.6 is presented the positive psychical and social female/male characters in the reading books.

T-2.6 The frequency features of the psycho-social female/male characters in the reading books

<table>
<thead>
<tr>
<th>No.</th>
<th>Positive psychosocial features</th>
<th>Gender</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>1.</td>
<td>Active</td>
<td>6</td>
<td>1.41</td>
</tr>
<tr>
<td>2.</td>
<td>Good will</td>
<td>16</td>
<td>3.86</td>
</tr>
<tr>
<td>3.</td>
<td>Kind</td>
<td>25</td>
<td>5.90</td>
</tr>
<tr>
<td>4.</td>
<td>Courageous</td>
<td>12</td>
<td>2.83</td>
</tr>
<tr>
<td>5.</td>
<td>Intelligent</td>
<td>5</td>
<td>1.01</td>
</tr>
<tr>
<td>7</td>
<td>Sincere</td>
<td>17</td>
<td>4.01</td>
</tr>
<tr>
<td>8.</td>
<td>Competitive</td>
<td>1</td>
<td>0.23</td>
</tr>
<tr>
<td>9.</td>
<td>Co operational</td>
<td>1</td>
<td>0.23</td>
</tr>
<tr>
<td>10.</td>
<td>Creative</td>
<td>2</td>
<td>0.47</td>
</tr>
<tr>
<td>11.</td>
<td>Noble</td>
<td>14</td>
<td>3.29</td>
</tr>
</tbody>
</table>
The table analysis shows that positive women and men features talked mostly in the reading books are: kind talked about in 56 texts. However, in accordance with stereotypes in the society and in analyzed books this stereotyped is followed through. However after we calculated the “Hi” test, we came to a conclusion that this difference is not statistically valid. The difference can be a consequence of the coincidence and not gender basis.

In the table men are seen in the reading books as courageous and intelligent. The differences in the evaluation of the features are valid in level .01 because $\chi^2$ for the feature of courage that is mostly attributed to men is 18.2856, whereas value is $\chi^2$ for the feature intelligent, which also is attributed to men, is 14.2586. Women discrimination in the reading books is concluded with the frequency of the female/male features in the reading books. In the table we see that the frequency of the features talked in the reading books for women are 179 or 42.22%, whereas the frequency of the male characters is 244 or 57.78%.
This difference is seen clearly in the graph G-2.23

**G-2.23 The frequency of the male and female characters in the reading books**

The most mentioned positive psychosocial female features are: **kind** 25 times mentioned; **goodwill** 16 times mentioned; **sincere** (17 times mentioned and **noble** which is mentioned 14 times.
Psychosocial features of the male characters mostly talked are: **courage; goodwill; kind; and intelligent**

2.7.2 Psychosocial negative features of the male/female characters

The female discrimination in the reading books is noticed while treating negative features compared to male characters. Negative features of the female characters in the analyzed reading books are mentioned in a total of 13 texts from 323 analyzed texts. Negative psycho-social features of the male characters are mentioned in 39 from a total of 323 analyzed texts. The main negative female features mentioned in the texts are: liar (8 times), naive (7); effective (5), careless (5), non-loyal (4) etc,

The most negative features of the men that are mentioned in the reading books are: violent (19); a-sensitive10); bad-will (7); liars (6); unfair (5); unjust (4); egoistic (4), irresponsible (4)

2.7.3 Physical features of the female and male characters in the reading textbooks.

Generally physical features of the female and male features are under represented. The physical features of the females are treated in 21 texts from 323 analyzed texts. Male characters features and other cases take space and great care. This is seen by the number of texts where physical features of the males are mentioned. Physical features of the males are mentioned in 55 texts which is three times greater that number of texts that talk about physical features of the females. From physical features we can differentiate physical **beauty** which is mentioned in 17 texts. After that: young (8) and tall is mentioned 3 times etc.
The most common physical male features are: young (21 texts); strong 13 texts, tall in 8 texts; beautiful in 9 texts and more.
In this variable female gender is less represented.

2.7.4 The value system of the female/male of the characters
It is known that value system determines behavior and individuals and society actions in general. For this reason the presented value system in the school books in general and in reading books specifically has a specific value for the right youngster education.

The texts analysis from the value system aspects has led us to the conclusion that the value system of the female characters is twice less represented than the value system of the male characters. From 323 analyzed texts in a total of 60 texts talk about female characters values and in 136 texts talk about male character values. This difference is visually seen in G-2.24

**G-2.24 Text percentage which talks about Female/male character values**

The main values of the female characters are: “family” (49); “love” (29); “education and knowledge” (12); “children” (10); “work” (8); “justice” (7); “patriotism” (6). The most dominant values of the male are: “love” (50); “patriotism” (42); “force - power” (23); “education and knowledge” (21); “collective freedom” (18). The most dominant value of the female/male characters are presented in G-2.24

**G-2.25 Dominant system of the female/male character values**
The most dominant values amongst women are “family” which is something very traditional and related to women. After that comes “love”, “education- knowledge “and children that also are related to some stereotypes led to the thinking that this value belong to women (with exception of the education and knowledge”. On the other side the most dominant male values are: “love”, “patriotism” that are related traditionally to men (based on the stereotypes: “force” and “collective freedom”.

These data’s talk about values based on gender basis and are consequence of the prejudices and stereotypes.

What is worrying is the fact the low presence of the human rights and environment protection in the reading books.

What is most worrying is the fact that these values are related to human freedoms, which only in 2 texts are related to female character values and 11 are related to male character values.

2.7.5 Female/male characters interests

The interest analysis of the female/male characters show the continuity of the differences based on gender basis. As seen in other cases, the difference is seen in the number of the texts which treat male and female interests. Female character interests are treated in 47 texts whereas male characters are treated in 98 texts (twice more). The female characters have greater interest for “family life” (12); for “education and self-education” (8), for “problems and humanitarian actions” (6); for “fate and the past of a nation” (6).

Male characters in the reading books show the “fate and nation past” (19); “family life” (17), for “army and army tools” (13), for “school and education” (11), “art” (9). The differences in female/male characters are seen in G-2.26

G- 2.26 The differences in interest through female and male gender

Legend:

**FL** - Family life  
**SE** - School and education  
**HAP** - problems and humanitarian actions  
**KFN** - past and national fate of a nation  
**AAT** - Army and army tools
The analysis has made this possible to conclude that in this aspect the texts do not have the needed sensitivity on gender equality, therefore students send messages that petrify the prejudices and gender stereotypes that have a strong powerful impact for the development of the Kosovar society, civic emancipation and democratic development. Such orientation of the reading books attacks the quality of education for all, which is one of the most important requests for a harmonized development in accordance with global market, postmodern and global times.

2.8 Games and children play
The children play is dominant in the primary schools. However, in general the foreseen games are few, in the aspect of attractiveness and in the function for emotional, social, physical and mental development of the children. From 323 texts 13 texts are mentioned in girl’s activity. The number of the games dedicated to men is 12. So for the first time not only we found a balance but girls activities are more emphasized than men activities. The most important activities mentioned in texts are: perceptive motoric activities (2); creative activities (1); life activities (2); intellectual games (1); and role playing- imitation (6).

The most important activities for men mentioned are: perceptive motorist (2), creative (2); life activities (3); intellectual games (2); role playing 2, and martial arts (1)

In these games and activities we can conclude some gender stereotype deviation (for example. Martial arts; intellectual games. Surely the number of the games does not allow the possibility for generalizations and for conclusion that these is on gender basis.

The most common games of the girls are cars, train and books. In total only 4 texts mention children games.

The most important male games are: cars, trains, men don’t get angry, books, balls and animals. In analyzed books are a total of 7 texts (three texts more dedicated to girls) which talk about games. What can be concluded is the fact that games are traditional that is in accordance with traditional concept of the reading books. No creative games (puzzle, computer games, constructing games).
The female frequency role in the reading books is little and not important. There are a total of 4 texts that talk about roles of the women such as: chef (1); mother (1); teacher (1); driver (1).

The frequency of the role is greater. In seven texts these men games are present: artist (1); singer (1); innovator (1); teacher (1); father (1); driver (1); sportsmen (1)

The shown indicators prove that reading textbooks do not potential for games and for the development of the children and full
PART 3

SHORT REPORT FROM THE RESEARCH RESULTS ON THE ATTITUDE OF NATIVE LANGUAGE PROFESSORS AND TEACHERS

3.1 Introduction

With the purpose of creating a report on the gender equity problems within the reading books of the primary and secondary education, as well as in the teaching process, a research on the attitudes of educators was conducted in the primary and lower secondary education in Kosovo.

In the research were included 120 teachers of Albanian language as a L1 (mother tongue).8

3.2 Gender structure of interviewed teachers

Structure of the interviewed teachers is given in the following table T-3.1

<table>
<thead>
<tr>
<th>No.</th>
<th>Gender</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Female</td>
<td>78</td>
<td>65%</td>
</tr>
<tr>
<td>2.</td>
<td>Male</td>
<td>36</td>
<td>30%</td>
</tr>
<tr>
<td>3.</td>
<td>Not known</td>
<td>6</td>
<td>5%</td>
</tr>
</tbody>
</table>

| Total|           | 120| 100|

As it seen in the table above, the majority of teachers interviewed belong to the female gender. This structure represents the gender structure of the teachers teaching in Kosovo towns…

8The teaching process in Kosovo is offered in five languages: Albanian, Serbian, Bosnian, Turkish, and Croatian.
3.3 Professional development of the interviewed teachers

The qualified structure based on the interviewed teachers’ gender is given in the T-3.1

<table>
<thead>
<tr>
<th>No</th>
<th>Professional development</th>
<th>Female</th>
<th>Male</th>
<th>Not known</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>Masters Degree</td>
<td>1</td>
<td>0.8</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>2</td>
<td>Faculty/Bachelor</td>
<td>50</td>
<td>41.7</td>
<td>25</td>
<td>20.8</td>
</tr>
<tr>
<td>3</td>
<td>Higher Pedagogical</td>
<td>27</td>
<td>22.5</td>
<td>9</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>78</td>
<td>65</td>
<td>36</td>
<td>30</td>
</tr>
</tbody>
</table>

The higher percentage of the interviewed teachers is female teachers who have completed their Bachelor studies – four years of regular studies. Gender and qualification structure is shown in the following table G-3.1

**G-3.1 Structure of the interviewees based on their gender and qualifications**
This structure represents teachers’ gender in the urban areas, whereas professional development is in accordance with the professional development standards for teaching native language in Kosovo.

### 3.4 Years of experience in education

The length of the years of experience in education has been analyzed upon the gender belonging. The experience has been calculated based on the grades-categories of the years of experience in education. Interval “$i$ “= 10. Classes are shown in the following table. The arithmetic average was calculated and it shows the average experience of teachers in education.

| GRADES | X   | Female | | Male | |
|--------|-----|--------||------|---|
|        | $f$ | $\Sigma fx$ | $F$ | $\Sigma fx$ | |
| 1-10   | 5.5 | 3      | 16.5 | 5 | 27.5 |
| 11-20  | 15.5| 38     | 589  | 16 | 240 |
| 22-33  | 22.5| 20     | 450  | 9 | 202.5 |
| 33-45  | 32.5| 17     | 552.5| 6 | 195 |
| ΣN     | 78  | $\Sigma fx=1608$ | 36   | $\Sigma fx =664.5$ | |
| AA/Average Average/ | | $AA=1608:78=21.1$ | | $AA= 664.5:36=18.44$ | |

Female teachers have 21 years of experience on average
Male teachers have 18 years of experience in education on average

Working experience based on the gender is shown in the following graphic

**G-3.2 Structure of the interviewees based on their gender and professional development**

![Graph showing the distribution of female and male teachers based on years of experience](image)
3.5 Place where the experience is gained
The biggest number of women have earned their working experience in large towns (55 or 70.51 %), whereas men gained their experience in the villages (6 or 44.44%). In smaller towns the working experience was gained by 13 or 16.67 % of women and 12 or 33.33 % of men. In villages, the working experience was gained by 17 or 21.79% of female teachers and 8 or 22.22 % of male teachers. The place of the gained experience based on the gender is shown in the following graphic

G-3.3 Places where the experience was gained

3.6 Workplace of the interviewed teachers
The biggest number of the interviewed female teachers work in towns (74 or 94.87%), whereas only 4 or 5.13 % work in the villages. Regarding male teachers, then out of 36 interviewed teachers, whose gender is identified, 30 or 83.33% work in towns and 6 or 16.67% work in the villages.

3.7 Reading books which students at their final grade work with
In Kosovo until now, there are two publishing houses, which are licensed to publish school textbooks. One publishing house is in Macedonia (for Grade 6). In the last grade books of the following authors are used: Arif Demolli and Xhevat Syla.
3.8 The level of representation of male and female gender among the authors of reading textbooks

The questionnaire has required the opinion of teachers regarding the representation of the authors in the reading textbooks. Out of 78 female teachers 24 or 30.77% stated that the representation of male and female authors is equal; 48 or 61.54 % stated that male authors are mainly represented as authors, and 4 or 5.13 % of the teachers were not able to give their opinions.

Out of 36 interviewed teachers, 9 or 25 % stated that male and female representation in the reading textbooks is equal; 21 or 58.33 % stated that there are mainly male authors represented and, 6 or 16.67 could not state anything. The value of $\chi^2= 2.7674$. This difference is not statistically valid.

Out of the analyzed data it can be verified that female and male teachers, state that male authors are more often represented than female authors. Approximation in the estimation among gender is shown in G-3.4

![G-3.4 Teachers’ estimation about the level of gender representation of female/male authors in the reading textbooks](image)

3.9 Gender representation in the illustrations (drawings/photos) in the reading books based on the teachers evaluation

Out of 78 interviewed female 72 or 92.32 % replied, whereas 6 or 7.68 % did not answer the questions. Out of 72 female teachers who answered this question, 15 or 20.83 % stated that male and female illustrations are equally represented; 36 or 50 % of the
teachers stated that more men are represented there; 6 or 8.33% stated that there are mainly female represented in the pictures, and 15 or 20.83 of teachers could not estimate the level of gender representation in the pictures within the reading textbooks.

Out of 36 interviewed teachers there are 33 or 91.67% who answered the questionnaire. Out of this number, 12 or 36.36 % stated that the representation of gender in the illustrations within the reading textbooks is equal, 9 or 27.27% estimate that it’s only the male gender represented more, 6 or 18.18% estimate that female gender is more represented, 6 or 20 % could not give their estimation. Results of their answers are shown in the following graphic G-3.5

**G-3.5 Teachers opinions on gender representation within the reading textbooks**

The value of $\chi^2$ is 6.8439 (df=3). This calculated value shows that the differences in the students relies statistically are not valid, respectively are not a result of the systematic factor, I this case of the gender belonging.

5.10 Gender representation of characters in the textual content of the reading textbooks

Studies of the estimation of teachers regarding the gender representation within the content of the reading textbooks is very interesting and shows the low sensibility of gender in the reading textbooks which can be as a result of prejudices and gender stereotypes in the reading textbooks.

All teachers have replied regarding the gender representation within the contents of the reading textbooks. Out of 78 interviewed teachers, 30 or 38.46% estimate that the gender
representation of characters in the content of the current reading books in Kosovo, is equal; 33 or 42.31 estimate that within the content of the reading textbooks *mainly the male gender is more represented*; 3 or 3.85 % state that there are *mainly female characters represented in the textbooks*; and 12 or 15.38 % state that they can not give any opinion.

In the questionnaire, in this question, out of 36 teachers, 33 or 91.67% answered, whereas 3 or 8.33% teachers did not answer. From the students who gave their opinions, 12 or 36.36% estimate that the contents of the reading textbooks, gender representation is equal; 15 or 45.45% *estimate that there are mainly male characters more represented*, teachers estimates that only the female gender is not mainly presented, whereas 6 teachers or 18.18 % could not give an estimation about the gender representation of characters in the contents of the reading textbooks.

Differences in the estimations among teachers are presented in the following graphic G-3.6

**G-3.6 Representation of male and female characters in the reading textbooks according to the estimation of teachers**

![Graph showing gender representation](image)

Analysis of all the estimations show that out of 120 interviewed teachers, in this question 114 interviewees have responded whose gender has been identified( 6 of the interviewees did not tell their gender); 111 or 97.37 % replied to this question; whereas 3 or 2.63% of the interviewees did not answer. Out of them 42 or 37.84 % estimated that the approximation of the characters based on the gender in the textual contents is equal; 48 or 43.24% estimate that within the text content, mainly male characters are represented; 3
or 2.70% estimate that only female characters are being more represented, and 18 or 16.22% could not give any opinion. Summarized estimations of teachers about the female/ male gender characters represented within the textbooks are given in the following graphic G-3.7

G-3.7 Graphical introduction of the teachers estimation on the level of the characters’ representation in the reading textbooks

Legend:
ECGR – Equal Character Gender Representation (37.84%)
RMC – Representation of male characters (43.24%)
RFC – Representation of female characters (2.70%)
N/A – Could not decide (16.22%)

Based on the evaluations of teachers it can be said that the reading textbooks with which teachers work, are discriminative because of the low representation of female and male characters.

3.11 Gender representation of the characters in the illustrations of the reading textbooks

After the statistical analysis of the answers given by the teachers, of their evaluations on the gender representation of characters in illustrations (drawings, photos, different illustrations, etc), we have realized that there are differences among female and male teachers.
Out of 78 interviewed female teachers, whose gender has been identified, 72 or 92.31 offered their estimations, whereas 6 or 7.96 did not. Female teachers who answered this question, 33 or 45.38% estimated that male and female characters in the illustrations are equally shown, 18 or 25.00% stated that there are mainly male characters represented; 6 or 8.33% estimated that there are mainly female characters more represented, 15 or 20.83% could no decide upon their answer.

Out of 36 interviewed male teachers, 30 or 83.33% of the interviewed offered their estimation, whereas 6 or 16.67% did not answer this question. From the interviewed teachers who gave their estimations, 18 or 60% have estimated that male ad female characters in the reading textbooks have been represented equally; 9 or 30.0% have estimated that in the illustrative contents of the textbooks, mainly male gender was represented, none of the interviewed did not estimate that in the illustrative content of the reading textbook there was mainly female gender represented and, 3 or 10% of the interviewed teachers were not able to present any of their own opinion regarding the gender representation of the characters in the illustrations of the reading textbooks. Small differences which statistically are not significant are shown in the following graphic G-3.8

G-3.8 Scale of representation of male and female characters based on the estimation of teachers

Legend:
ERCCI - Equal representation of characters in the content illustrations
MMRIC - Mainly male characters are represented in the content illustrations
MFRIC – Mainly female characters are represented in the content illustrations
N/A - Could not decide
To create a fully report of teachers on the estimation, the following graphics will show the estimation of all teachers.

3.12 In which gender (male or female) does the textbook refer to the students when posing questions or exercises.

In order to verify the level of sensitivity of the textbooks and to analyze the prejudices and gender stereotypes, in the reading textbooks, teachers’ evaluations have been analyzed regarding the gender which is used when posing questions and exercises to students. Out of 78 female interviewed teachers, none of them does not estimate that questions and exercise in the students’ textbooks refer to the female gender; 6 or 7.69% state that questions and exercise are referred mainly to the male gender; 57 or 73.08% of teachers consider that questions and exercise are equally referred to both genders; 6 or 7.69% state that questions and exercise are mainly referred to female gender, 9 or 11.54% state that questions are interpersonally addressed and 3 or 3.85% could not give any opinion.

Out of 36 interviewed teachers, 33 teachers replied to this question. Out of them, 3 or 9.09% have estimated that, in the reading textbooks, questions and exercise are posed only in the female gender; 6 or 18.18% estimated that the question are mainly posed in the male gender; 9 or 27.27% estimated that questions and exercises are posed equally to both genders; 9 or 27.27% stated that questions and exercises are mainly posed in the male gender.
Teachers’ estimations regarding the way questions are being posed to the students are shown in the graphic G-3.10

G-3.10 Teachers’ estimations on the gender of questions and exercises posed to the students through the reading textbooks

Legend:
FGO - Female Gender Only
MGO - Male Gender Only
Eq. - Equally
MFG - Mainly Female Gender
MMG - Mainly Male Gender
INT.- Interpersonally
N/A - Could not estimate

In this segment the reading textbooks come out to be more balanced regarding the gender representation. Nevertheless, even in this area, based on the teachers’ opinions, a gender discrimination and non-sensitivity is obvious in the textbooks. Within a large group of people who participate in compiling the textbooks (authors, reviewers, editors, government organs, etc), whose views are not appropriate, either because of the prejudices and gender stereotypes, either because of the lack of the knowledge on importance of gender equity for the human well-fair in general, have contributed that the
reading textbooks do not fulfill their mission in educating the youth on gender equity and in eliminating gender stereotypes which is a very important area.

3.13 Characteristics that are mainly described to female characters respectively male characters in the reading textbooks

3.13.1 More frequent characteristics of female characters in the reading textbooks

Estimation that is more frequently described to female characters respectively male characters in the reading textbooks are analyzed on gender basis. Teachers emphasize these characteristics which are mainly attributed to the female characters in the reading textbooks:

**Positive attributes**

1. **Sacrificial** (F- 30; M-9) $\chi^2 = 11.3108$. Valid difference .01
2. **Modest** (F-27; M-6) $\chi^2 = 13.3636$. Valid difference .01
3. **Trustworthy** (F-24; M-9) $\chi^2 = 6.8182$. Valid statistical difference .01
4. **Caring** (F-24; M-6) $\chi^2 = 18$. Valid difference .01
5. **Proud** (F-21; M-3) $\chi^2 = 13.5$. Valid difference .01
6. **Loyal** (F-18; M-9) $\chi^2 = 3$. Difference is not statistically valid neither at .05 nor at.01
7. **Obedient** (F-18; M-3) $\chi^2 =10.4142$ Valid difference .01
8. **Skillful** (F-15; M-0) $\chi^2 = 7.5$. Valid difference .01

**Negative attributes**

1. **Naive** (F-27; M-15) $\chi^2 = 3.4286$. Non Valid difference neither at .05 nor at.01
2. **Undecided** (F-21; M-3) $\chi^2 = 13.5$ valid difference at .01
3. **Shy** (F-18; M-9) $\chi^2 = 3$. Non valid difference at.01
4. **Lazy** (F- 15 M-3 )
5. **Egoist** (F – 12; M-6) $\chi^2 = 2$. Non valid difference
6. **Lazy** (F-15; M-3) $\chi^2 =8$. Valid difference at .01
7. **Ill-intentioned** (F-6; M-12) $\chi^2 = 2$. Non valid difference
In all the cases where the statistical difference is valid, it means that this difference in 95% of certainty, where the difference is 0.5 or where the certainty is 99.99% with the difference of 0.1, then we are dealing with the systematic factor. In our case the systematic factor is gender belonging. The statistically valid difference shows that the estimation can be as a result of prejudices and stereotypes, either with the evaluators or representation of these attribute sin the reading textbooks, if teachers’ estimations are real. In case the teachers’ estimations are valid then we are dealing with the prejudices of the authors of the textbooks who such gender prejudices and gender stereotypes have carried in the reading textbooks.

3.132.2 Frequent attributes of male characters in the reading textbooks based on the teachers’ estimations.
List of teachers’ estimation regarding frequency of male characters represented in the reading textbooks is given as follows

a. Positive features
1. Intelligent (F-13 ; M 14) $\chi^2=0.0370$. Non valid statistical difference
2. Brave ( F- 9; M- 21) $\chi^2=0.2143$. Non valid statistical difference
3. Strong (F- 24; M- 7) $\chi^2=13.3636$. Valid statistical difference at .0.1
4. Patriots (F-2:M-17) $\chi^2=11.8420$. Valid statistical difference at .0.1
5. Independent (F- 30; M- 9) $\chi^2=11.3076$. Valid statistical difference at .0.1
6. Sacrificing (F-0 ;M-15) $\chi^2=15.0$. Valid statistical difference at .0.1
7. Decisive (F-13 : M- 23 ) $\chi^2= $ Non valid statistical difference

b. Negative attributes
1. Unfair (F- 27; M- 3) $\chi^2=19.2$. Valid statistical difference at .0.1
2. Boaster (F-24 ; M-3) $\chi^2=16.3334$ Valid statistical difference at .01
3. Uncertain (F-24; M-2) $\chi^2=16.3334$. Valid statistical difference at .01
4. Messy (F- 24 ; M-9) $\chi^2=6.9080$.Valid statistical difference at .01
5. Selfish ( F – 21; M – 3) $\chi^2=13.15$. Valid statistical difference at .01
6. Irresponsible( F- 15 ; M- 1) $\chi^2=12.350$ Valid statistical difference.0.1
3.13.3 Estimation of teachers on the common attributes of female and male characters

The common attributes based on the estimations given by teachers between male and female characters described in the reading textbooks are given below

<table>
<thead>
<tr>
<th>Female teachers</th>
<th>Male teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pride 34.61%</td>
<td>Pride 50%</td>
</tr>
<tr>
<td>Sacrificing/ 25.64%</td>
<td>Well-intentioned (41.67%)</td>
</tr>
<tr>
<td>Obedient/ 30.77%</td>
<td>Fair / 66.67%</td>
</tr>
<tr>
<td>Intelligent/ 39.47%</td>
<td>Modest/ 41.67%</td>
</tr>
<tr>
<td>Sensitive/ 42.31%</td>
<td>Decisive/ 33.33%</td>
</tr>
<tr>
<td>Loyal/ 30.77%</td>
<td>Loyal/ 33.33%</td>
</tr>
<tr>
<td>Boaster/ 25.64%</td>
<td>Sly/ 33.33%</td>
</tr>
</tbody>
</table>

3.14 Age of female characters that are mainly presented in the reading textbooks

Interpretation of the data will be done based on the gender belonging. Firstly, we shall analyze the estimations done by the female teachers. Out of 78 of female teachers involved in the research, 66 or 85.46% responded to this question, whereas totally 12 or 12.56% of female teachers did not respond. 27 or 40.91% of female teachers who responded to this question stated that in the reading textbooks girls aged 0-15 are more frequently represented; 27 or 40.91% stated that the represented girls are 16-39 years old; 6 or 9.1% stated that the age of the represented girls is 31-65 and 6 or 9.1% stated that more represented are female characters older than 65.

Teachers’ estimations on the female character representation in the reading textbooks looks as follows: 21 or 58% state that represented girls are from 0-15 years old; 12 or 33.33% estimate that the represented girls are 16-30 years old; 3 or 8.33% female characters represented are 31-65 years old. No teacher has stated that female characters older than 65 are represented in the reading textbooks.

Differences in the estimation of female and male teachers are shown in the following graphic G-3.11
In order to verify whether or not there is a possibility for the existence of stereotypes and gender prejudices, we have calculated $\chi^2$, whose value is 7.2448(df=3). Values of Chi test show that there are no statistical valid differences regarding teachers’ replies, therefore teachers estimations do not show any existence of gender difference.

3.15 The most frequent age of characters represented in the units of the reading textbooks

Out of 78 female teacher participants that have declared their gender, 72 or 92.31% have answered this question. From that number, 18 or 25 % stated that in their reading books, boys at the age of 0-15 are more represented; 12 or 16.67 % stated that boys at the age of 16-30 are more represented; 15 or 20.83% adults, aged 31-65 are more represented; 15 or 20.83% the elderly people aged over 65 are represented; 12 or 16.87% could not give any opinion.

From 36 teachers 15 or 41.67% have stated that in the reading textbooks, the most frequent age of male characters presented is that of 0-15; 6 or 16.67% at the age of 16-31; 6 or 16.67% adults at the age of 31-65; 6 or 16.67% elderly men over 65; and 3 or 8.33 % could not give any opinion. Teachers’ differences are shown in the following graphic G-3.12
G-3.12 Graphic presentation of male and female teachers on the age of male characters represented in the reading textbooks

![Image of a graph showing the distribution of male and female teachers on the age of male characters represented in the reading textbooks.]

Value $\chi^2$ is 3.8326 (df=4). This value is not statistically valid.

3.16 More frequent occupations of male and female characters represented in the reading textbooks

The list of male characters that are more frequently represented in the reading textbooks based on the teachers’ estimations, is shown below

1. President – prince (F-0; M-33) $\chi^2$=30. The difference is statistically valid with .01
2. Engineer (F-3; M- 30) $\chi^2$=22.0908. The difference is statistically valid with .01
3. Chef (F-24 M-9) $\chi^2$=8.3334. The difference is statistically valid on .01
4. Sailor (F-0; M- 33) $\chi^2$=30. The difference is statistically valid on .01
5. Workman/Skilled worker (F-3; M-33) $\chi^2$=25. The difference is statistically valid on .01
6. Journalist (F-10 M-21) $\chi^2$=3.9032. The difference is not statistically valid on 01
7. Teacher (F-6; M-21) $\chi^2$=10.5059. The difference is statistically valid on .01
8. University professor(F-0; M-25) $\chi^2$=25. The difference is statistically valid on .01
9. Policeman (F-21; M- 21). $\chi^2$=0
10. Military officer (F- 4; M- 18) $\chi^2$=8.9090
The value of $\chi^2$ is the indicator of the differences in evaluations between teachers; therefore during the training on the usage of reading textbooks and in compiling them, male and female teachers should be trained in order to fight such prejudices and stereotypes.

List of female characters according to the evaluation of teachers (male and female) is given below

1. Nurse (F-33; M- 15) Value $\chi^2 = 6.570$. The difference is statistically valid on .01
2. Maid ( F-27 M- 6) Value $\chi^2 = 9.187$. The difference is statistically valid on .01
3. Dressmaker (F-24 ;M- 6) Value $\chi^2 = 10.8$. The difference is statistically valid on .01
4. Teacher ( F-12; M-3) Value $\chi^2 = 5.4$. The difference is statistically valid on .05
5. Physician (F-6; M-6). No valid statistical difference.

Comparative analysis of the features that describe male and female characters in the reading textbooks, based on the teachers evaluation, shows that there are clear prejudices regarding the female gender. It is obvious that women based on the evaluation of female teachers, but also of the smaller number of male teachers, in the reading textbooks are presented as maids, dressmakers, less as physicians and teachers. This study requires urgently creating a completely new concept in the field of compiling reading textbooks in specific, and based on the human rights aspect in general, and of gender equality in specific.

List of common occupations, based on the evaluation of teachers is given below:

<table>
<thead>
<tr>
<th>Female teachers</th>
<th>Male Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Physician (F/M) 26.92</td>
<td>1. Physician M/F/ 33.33%</td>
</tr>
<tr>
<td>2. Writer (F/M) 38.46</td>
<td>2. Writer M/F// 33.36</td>
</tr>
<tr>
<td>3. Journalist (F/M) 26.92%</td>
<td>3. Journalist M/F 25%</td>
</tr>
<tr>
<td>4. Teachers (F/M)/ 30.77%</td>
<td>4 Teachers M/F// 50%</td>
</tr>
<tr>
<td>5. Student (F/M)/ 61.54%</td>
<td>5. Student F/M/ 50 %</td>
</tr>
<tr>
<td>6. Shepherd/-ess 42.31 %</td>
<td>6. Shepherd/-ess 66.67</td>
</tr>
<tr>
<td>7. Housewife/Landlord 26.92</td>
<td>7. Housewife/landlord 44.44%</td>
</tr>
</tbody>
</table>
3.17 Values, which based on the teachers’ evaluation, are more often described to the female and male characters in the reading textbooks are

A. List of values that are more often described to the female characters in the reading textbooks:

1. **Love (F-30; M-3) Value** $\chi^2=22.1908$. The difference is statistically valid on .01
2. **Child (F - 54; M-3) Value** $\chi^2=43.3526$. The difference is statistically valid on .01
3. **Family (F-27; M-3) Value** $\chi^2=19.2$. The difference is statistically valid on .01
4. **Emotional safety (F-27; M-2) Value** $\chi^2=21.5518$. The difference is statistically valid on .01
5. **Justice (F-18; M-21)** $\chi^2=0.2308$. The difference is statistically valid on .01
6. **Democracy (F-0; M-10) Value** $\chi^2=10$. The difference is statistically valid on .01

Significant statistically differences show the systematic factor effect on the evaluation of the importance of female characters in the reading textbooks. This difference in the evaluation of the importance of female characters in the reading textbooks is a result of gender belonging, which can be described as prejudices and stereotypes of the teachers in evaluating or real presentation of the values of female characters ion the reading textbooks. This will be verified with an analysis of the reading textbooks. Whatever the reasons are, what cannot be negated is that prejudices and gender stereotypes are an enormous obstacle in realizing gender equality in Kosovo.

B. List of values which are more often described to the male characters in the reading textbooks:

1. **Good social status (F-0; M-20)**
2. **Expressing ethnic belonging (F-3; M-15)** $\chi^2=20$. Difference is statistically valid .01
3. **Patriotism (F-0; M-25)** $\chi^2=25$. The difference is statistically valid on 01
4. **Justice (F- 3; M-18)** $\chi^2=10.7142$. The difference is statistically valid on .01
5. **Merit acknowledgement (F-3; M-18)** $\chi^2=10.7142$. The difference is statistically valid on .01
6. **Power (F-6; M-15)** $\chi^2=3.8572$. The difference is statistically valid on .05

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Comparative analysis of the female and male characters shows substantial differences of values; such values aim female and male characters. These differences are a result of patriarchal education, respectively of patriarchal tradition, of different perceptions in educating male and female, in subjective perceptions of the interviewees and of the beliefs and standings of the textbooks authors and of a great number of other participants of book compiling. Responsible for such attitudes are subject curricula, educational policies, etc.

C. Teachers’ evaluations about the common values which are described to female and male characters:

<table>
<thead>
<tr>
<th>Female teachers’ evaluations</th>
<th>Male teachers’ evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Child (50 %)</td>
<td>1. Education and Knowledge (46, 50%</td>
</tr>
<tr>
<td>2. Family (46%)</td>
<td>2. Patriotism (44, 44%)</td>
</tr>
<tr>
<td>3. Entertainment and quiet life (42.31%)</td>
<td>3. Expressing ethnic identity</td>
</tr>
<tr>
<td>4. Environment and nature protection (41.67)</td>
<td>4. Justice (30.77%)</td>
</tr>
<tr>
<td>5. Human rights (33.33%)</td>
<td>5. Friendship (29.33 %)</td>
</tr>
<tr>
<td>6. Human Rights (24.33%)</td>
<td>6. Human Rights (24.33%)</td>
</tr>
</tbody>
</table>

3.18 Marital status of adult female and male characters in the reading textbooks

A. Marital status of female characters in the reading textbooks

Out of 78 female teachers included in the survey, whose gender is identified, 51 or 66.38% of them state that in the reading textbooks female characters are mainly married characters; 21 or 26.92% state that female characters are single, and 6 or 7.69% state that female characters are with another status, for example divorced.

Out of 36 male-teachers, 27 or 75 % replied to this question. 9 or 27.27% of the teachers stated that female characters are married; 18 or 66.67% are single. The differences between female and male teachers regarding the marital status of the female characters are given in the following graphic G-3.13
G-3.13 Marital status of female characters in the reading textbooks according to the evaluations of male/female teachers

\[ \chi^2 = 13.4414 (df=2). \] The difference is statistically valid on .01. This difference is a result of the factor’s systematic action, respectively of the gender belonging. It can also be as a result of the evaluators’ empathy - female teachers who as it is already verified prefer values such as: family, children, love, etc.

B. Marital status of the male characters in the reading textbooks

Out of 78 female teachers that have predicted and evaluated marital status of the male characters in the reading textbooks, 66 or 84.61 % evaluate that male characters in the reading textbooks are married; 6 or 7.69% estimate that male characters are single and 6 or 7.69% state that male characters have another marital status, respectively, are divorced.

Out of 36 interviewed teachers, 33 of them replied to this question. Out of them, 9 or 27.27% estimated that male characters in the reading textbooks are married, 18 or 54.74% estimated that male characters are single and 6 or 18.18% estimated that male characters have another marital status.

Differences in the teachers’ evaluation are shown in the following graphic G-3.14

Value \( \chi^2 = 37.1549. \) The difference is statistically valid on.01. Based on the value of \( \chi^2 \) with 99.99 % of certainty, such a difference is a result of gender belonging and it is conditioned by prejudices and gender stereotypes in both genders, female and male. Of course, the source of prejudices can be presupposed but is difficult to be defined, because in creating such prejudices influence many factors. It is important to be drawn as a
conclusion is that a systematic activities should be undertaken including a wide range of factors in order to eliminate prejudice and gender stereotypes, including here teachers, reading textbooks, authors, editors, illustrators, publishers, educational officers, inspectors, experts on curriculum development, etc.

G-3.14 Marital status of male characters in the reading textbooks according to the female/male teachers

\[
\begin{array}{|c|c|c|c|c|c|}
\hline
\text{LEVEL OF AGREEMENT} & \text{Strongly disagree} & \text{Disagree} & \text{Agree} & \text{Strongly agree} & \text{N/A} \\
\hline
\text{Married} & 27.27\% & 54.74\% & 18.18\% & 7.69\% \\
\text{Single} & 7.69\% & 27.27\% & 54.74\% & 18.18\% \\
\text{Other} & 7.69\% & 27.27\% & 54.74\% & 18.18\% \\
\hline
\end{array}
\]

3.19 How many female/male teachers agree to have various families in the reading textbooks?

Opinions of the interviewed female teachers

<table>
<thead>
<tr>
<th>No</th>
<th>Types of families</th>
<th>LEVEL OF AGREEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>1</td>
<td>Mothers and fathers with children</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Mothers with children</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Fathers with children</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Children of separated families</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>Extramarital community with children</td>
<td>30</td>
</tr>
</tbody>
</table>
Data analysis show that female teachers are pro regular families “Mothers and fathers with children” and for such a family 94.87% of female teachers have agreed on. Then, the family “mothers with children” is ranged resulting with 76.92 % of the interviewed female teachers. There is also some tolerance regarding “Fathers with children” kind of family with the result of 61.54% of the interviewees.

Only 12 female teachers’ or15.38 % agrees that the “Separated family” can be acceptable kind of a family, too.

The kind of the family known as “Extramarital community with children” is not accepted by the interviewed female teachers, therefore, based on their beliefs this kind of family status should not be promoted in the reading textbooks.

Opinions of the interviewed male teachers

<table>
<thead>
<tr>
<th>No</th>
<th>Types of families</th>
<th>LEVEL OF AGREEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>1</td>
<td>Mothers and fathers with children</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Mothers with children</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Fathers with children</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Children of separated families</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>Extramarital community with children</td>
<td>6</td>
</tr>
</tbody>
</table>

Data analysis shows that there are no differences in the opinions of male and female teachers regarding the types of families that should be promoted in the reading textbooks.
3.20 The most frequent family roles which are mentioned in the reading textbooks

The most common family role mentioned by the female teachers in the reading textbooks are shown in the table T-3.6

T-3.6 List of roles which are most frequently mentioned based on the evaluations of the female teachers

<table>
<thead>
<tr>
<th>No</th>
<th>Family roles</th>
<th>Ranked Positions</th>
<th>Total</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>First (1)</td>
<td>Second (2)</td>
<td>Third (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>1.</td>
<td>Daughter</td>
<td>30</td>
<td>38.46</td>
<td>9</td>
</tr>
<tr>
<td>2.</td>
<td>Son</td>
<td>27</td>
<td>34.61</td>
<td>12</td>
</tr>
<tr>
<td>3.</td>
<td>Brother</td>
<td>9</td>
<td>11.54</td>
<td>6</td>
</tr>
<tr>
<td>4.</td>
<td>Sister</td>
<td>24</td>
<td>30.76%</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>Father</td>
<td>21</td>
<td>26.92</td>
<td>17</td>
</tr>
<tr>
<td>6.</td>
<td>Mother</td>
<td>33</td>
<td>42.31</td>
<td>6</td>
</tr>
<tr>
<td>7.</td>
<td>Nephew/grandson</td>
<td>6</td>
<td>7.69</td>
<td>6</td>
</tr>
<tr>
<td>8.</td>
<td>Niece/granddaughter</td>
<td>3</td>
<td>3.83</td>
<td>6</td>
</tr>
<tr>
<td>9.</td>
<td>Grandmother</td>
<td>12</td>
<td>15.38</td>
<td>6</td>
</tr>
<tr>
<td>10.</td>
<td>Grandfather</td>
<td>9</td>
<td>11.54</td>
<td>6</td>
</tr>
<tr>
<td>11.</td>
<td>Spouse-Husband</td>
<td>15</td>
<td>19.23</td>
<td>3</td>
</tr>
<tr>
<td>12.</td>
<td>Spouse-wife</td>
<td>18</td>
<td>40.00</td>
<td>8</td>
</tr>
<tr>
<td>13.</td>
<td>Supervisor</td>
<td>15</td>
<td>19.23</td>
<td>6</td>
</tr>
<tr>
<td>14.</td>
<td>Uncle</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>15.</td>
<td>Uncle's wife</td>
<td>12</td>
<td>26.27</td>
<td>0</td>
</tr>
<tr>
<td>16.</td>
<td>Uncle</td>
<td>3</td>
<td>3.83</td>
<td>3</td>
</tr>
<tr>
<td>17.</td>
<td>Aunt</td>
<td>12</td>
<td>15.38</td>
<td>3</td>
</tr>
<tr>
<td>18.</td>
<td>Aunt's husband</td>
<td>9</td>
<td>11.54</td>
<td>3</td>
</tr>
<tr>
<td>19.</td>
<td>Relatives</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Analysis of the table T-3.6 shows that most frequently within the reading textbooks based on the teachers, the role of the mother is 42.31 % (this takes first position), then it is the daughter, son, sister and father. In the general ranking, again the first place belongs to the mother with 57.69 % similar to the daughter and the son..
### T-3.7 Most frequent family roles mentioned by the male teachers in the reading textbooks 17.2

<table>
<thead>
<tr>
<th>No</th>
<th>Family roles</th>
<th>First (1)</th>
<th>Second (2)</th>
<th>Third(3)</th>
<th>Total</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Nr</td>
<td>%</td>
<td>Nr</td>
<td>%</td>
<td>Nr.</td>
</tr>
<tr>
<td>1</td>
<td>Daughter</td>
<td>9</td>
<td>25</td>
<td>6</td>
<td>16.67</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Son</td>
<td>9</td>
<td>25</td>
<td>6</td>
<td>16.67</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Brother</td>
<td>7</td>
<td>19.44</td>
<td>5</td>
<td>15.89</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Sister</td>
<td>5</td>
<td>13.89</td>
<td>3</td>
<td>8.33</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Father</td>
<td>10</td>
<td>27.28</td>
<td>5</td>
<td>13.89</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>Mother</td>
<td>9</td>
<td>25</td>
<td>5</td>
<td>13.89</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>Nephew/grandson</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Niece/granddaughter</td>
<td>3</td>
<td>8.33</td>
<td>5</td>
<td>13.89</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>Grandmother</td>
<td>6</td>
<td>16.67</td>
<td>1</td>
<td>2.78</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>Grandfather</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>11</td>
<td>Spouse-Husband</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>11.11</td>
<td>6</td>
</tr>
<tr>
<td>12</td>
<td>Spouse-wife</td>
<td>5</td>
<td>13.89</td>
<td>7</td>
<td>19.44</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Supervisor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>Uncle</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>Uncle’s wife</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>Uncle</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>13.89</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>Aunt</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td>Aunt’s husband</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td>Relatives</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>8.33</td>
<td>1</td>
</tr>
</tbody>
</table>

From the table T-3.7 it is obvious that based on the evaluations of teachers, most frequently mentioned role is that of the father and then that of the mother, daughter, son, brother, spouse/wife, spouse/husband, sister, granddaughter/niece, grandfather, grandmother, grandson /nephew, etc.

There is no valid statistical difference in the evaluation between the female and male teachers, when it comes to the main family roles. Differences are more a result of coincidence…
3.21 Standings of female and male teachers regarding the gender equality in the process of teaching

The analysis of the standing between female and male teachers will be accomplished based on the gender belonging, in order to determine whether there are statistically important differences based on the gender belonging.

Results of the opinions of female teachers are shown in the table T-3.8

T-3.8 Table of female teachers’ answers regarding some aspects of gender equality
An overlook of this table shows that female teachers, have enough sensibility towards gender equality. But, it also seems that a number of female teachers have gender prejudices, for example in the questions: 7, 11 and, 12.
A comparative analysis of female and male teachers makes it possible to determine that male teachers with their opinions have shown a higher degree of sensibility on gender equality, respectively on the items 7, 11 and 12.

In order to verify whether this difference is statistically valid we have calculated $\chi^2$. The value of $\chi^2$ for item number seven (7) is 14.3569. It is valid on .01. This difference is as a result of the effects of the systematic factor – gender belonging.

Value of $\chi^2$ for item No. 11 is 20.2592. This difference, too, is statistically valid on .01. The difference is valid from the item No.12, because $\chi^2 = 14.7714$. These differences show that a considerable percentage of female teachers have prejudices and gender stereotype, which are as a result of different influences.

Differences in these three items are shown in the following graphic G-3.15

G-3.15 Differences in the opinions between female and male teachers in the item: It’s acceptable that in the textbooks women are described as loving, hard-working and caring, whereas men as intelligent and brave

G-3.16 Differences in the opinions between female and male teachers in the item: 11
<table>
<thead>
<tr>
<th>No</th>
<th>Standings</th>
<th>Female Teachers' evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>1.</td>
<td>It is not necessary to bother students with stories on gender equality</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers in general should get education during their studies on gender equality issues</td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td>Children should get educated on gender issues during the subject that they are learning</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>Children in schools should be educated on the basis of gender equality</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>Gender equality should be treated in the classes of explaining parallel communities and not during the classes of L1</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>Textbooks should promote gender equality</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>It is fine to have women presented as caring, hard-working and careful whereas men as intelligent and brave persons</td>
<td>5</td>
</tr>
<tr>
<td>8.</td>
<td>Number of text authors of the subject I teach should be equal</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>Questions in the texts should not be necessarily regarded as female and male questions separately</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>It is agreeable to have main male characters in most of the textbooks</td>
<td>12</td>
</tr>
<tr>
<td>11</td>
<td>Textbooks should not be regarded as places that promote gender equality</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>It is understandable to have male characters in the textbooks in the occupations that are described to male characters, (such as military officers, politicians) whereas female characters to be shown in the typical female occupations (for example, teachers, nurses, etc).</td>
<td>7</td>
</tr>
</tbody>
</table>

Table T-3.9
### 3.22 Values regarding female and male relation in the textbooks which are transmitted to the pupils based on the evaluation of female and male teachers

Values regarding the relations between male and female characters transmitted to the pupils and based on the teachers’ evaluations are shown in the following T-3.10

**T-3.10 Evaluations of teachers regarding the relations between male and female in the reading textbooks which are transmitted to the pupils**

<table>
<thead>
<tr>
<th>No</th>
<th>Evaluation</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>1.</td>
<td>Values that promote equal position between male and female</td>
<td>9</td>
<td>11.54</td>
<td>12</td>
</tr>
<tr>
<td>2.</td>
<td>Values that promote inequality of the female to male</td>
<td>9</td>
<td>11.54</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Values that promote inequality of male to female</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>Textbook regarding such values is neutral</td>
<td>54</td>
<td>69.23</td>
<td>18</td>
</tr>
<tr>
<td>5.</td>
<td>No Answer</td>
<td>6</td>
<td>16.67</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>78</strong></td>
<td><strong>100</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

Table T-3.10 shows that 8.33 % of male teachers and 11.54% of female teachers value that textbooks show the unequal position of female gender which is presented as such to the pupils. Higher percentage values that the reading textbooks have a neutral opinion, which is not very positive evaluation, too.

### 3.23 Reactions of female and male teachers in cases where the textbooks show and transmit gender inequality
T-3.11 Reactions of female and male teachers linked with the gender inequality

<table>
<thead>
<tr>
<th>No</th>
<th>Have reacted</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>1.</td>
<td>Yes</td>
<td>24</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>No</td>
<td>48</td>
<td>24</td>
</tr>
<tr>
<td>3.</td>
<td>N/A</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>78</td>
<td>36</td>
</tr>
</tbody>
</table>

These data show the unfavorable standings in the field of educating pupils on gender equality, because the reactions of female and male teachers are not in concordance with the needs of the youth education on human rights and gender equality as one of the main preconditions for a happier future and general human emancipation.

3.24 In case the answer to the question was replied by ‘YES’: how did teachers of both genders reacted

Most of female and male teachers did not react. Those who have reacted have declared that they have drawn the attention, have discussed with pupils the issues of discrimination and gender equality, have debated about the human rights, etc.

Nevertheless, the impression is that the reactions were not on the level that they are expected to be, because, as it is seen there were no reactions and even if there were, such reactions were not properly addressed. Thus, the opinion created is that this is as a result of the lack of trainings on human rights and the role and importance of gender equality in the development of the society.

3.25 Have you ever discussed about the gender (in) equality and gender stereotype in the subject you teach?
Results of the answers are given in T-3.12

<table>
<thead>
<tr>
<th>No</th>
<th>Answer</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>23</td>
<td>13</td>
<td>36</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>48</td>
<td>21</td>
<td>69</td>
</tr>
<tr>
<td>3</td>
<td>N/A</td>
<td>7</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>78</td>
<td>36</td>
<td>114</td>
</tr>
</tbody>
</table>

Data clearly shows that female and male teachers did not pay the needed attention to the gender (in)equality and gender stereotypes; therefore, it is not surprising the existing bad position of female gender in Kosovo society. Differences between the teachers’ answers are not statistically important.

3.26 Texts in which teachers remember to have treated the issue of gender equality:
1. Halili dhe Hajrija (F-15; M-3)/Halil and Hajria
2. Sikur të isha djal (F-15; M-7)/ If I were a boy
3. Afërđita përsëri në fshat (F-11 M-4)/Aferdita goes back to the village
4. Gjergj Elez Alia (F-3; M-8)
5. Malësorja (F-3; M5)/ Woman highlander

3.27 How many teachers are aware of the developing the gender issue within other subjects?
They declared that they are aware that such an issue is regarded within the subject of civic education (F-18; M-11); History (F-3; M-2). The impression is that teachers do not cooperate and do not debate about this issue in the level which would influence in having the gender equality an issue of systematic education even within the L1 subject.
3.28 Have both male and female teachers been trained in trainings which deal with the gender equality

Results of the study are shown in T-3.13

<table>
<thead>
<tr>
<th>No</th>
<th>Answer</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>13</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>61</td>
<td>28</td>
<td>69</td>
</tr>
<tr>
<td>3</td>
<td>N/A</td>
<td>4</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>78</td>
<td>36</td>
<td>114</td>
</tr>
</tbody>
</table>

Data in the table clearly show that such problem is not treated the way it should be treated in the development education policies in Kosovo, in general, nor within the professional development of teachers.

3.29 Do teachers prefer being involved in trainings regarding gender equality and gender stereotypes fighting?

Results of the study T-3.14 show the percentages of such an interest.

<table>
<thead>
<tr>
<th>No</th>
<th>Answer</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>67</td>
<td>26</td>
<td>93</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>3</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>N/A</td>
<td>8</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>78</td>
<td>36</td>
<td>114</td>
</tr>
</tbody>
</table>
3.30 What kind of the reading text should be given to the pupils in every subject so that it respects gender equality?

1. More female main role characters (F-21; M-1)

2. More to be talked about female occupations because they are less represented than the male occupations.

3. To have a separate section within the reading textbooks that would deal with human rights in general and female rights in specific. (F-1)

4. To have more female authors of the reading textbooks (F-11; M-0)

4. To have more textbooks in which female and male characters are equally treated. (F-1; M-0)
PART 4

RESEARCH OF THE CHILDREN ATTITUDES AND ISSUES RELATED TO GENDER EQUALITY IN THE READING BOOKS AND TEACHING PROCESS

4.1 Introductory notes
Gender equality is one of the most crucial issues in development of the Kosovar society. This conclusion, which can be considered an axiom or confirmation that is not required to be verified, however requires a clarification on the perception knowledge aspect and pupil/pupil and teacher/teacher attitudes that deal with gender equality in the reading book of the primary and middle schools and teaching process in obligatory education. For this reason through a questionnaire a research was developed in which 7 schools of municipality of Prishtina and 1 in Prizren were involved.

4.2 Gender structure of the pupils involved in research
Gender structure of the pupil involved in the survey is presented in table T-1.

<table>
<thead>
<tr>
<th>No</th>
<th>Gender</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Female</td>
<td>220</td>
<td>49.1</td>
</tr>
<tr>
<td>2</td>
<td>Male</td>
<td>221</td>
<td>49.3</td>
</tr>
<tr>
<td>3</td>
<td>Unknown</td>
<td>7</td>
<td>1.6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>448</td>
<td>100</td>
</tr>
</tbody>
</table>

In the table T-4.1 we present the gender structure of the 8th grade pupils involved in survey. From the table we can conclude that the gender equality is entirely compatible with the gender-demographic structure of the Kosovo population. In the survey, 7 respondents have not declared their gender. In T-1 the student’s gender in row 3 is presented as unknown. The balanced gender structure of the pupils involved is presented visually in the graph: G-4.1
G-4.1 The gender structure of the pupils involved in the survey

4.3 The overall seventh grade student achievement

In order to conclude if there are significant differences in student achievement based on their gender, we analyzed the student achievement in the seventh grade of the middle schools. The achieved success based on the gender included in the study is presented in the table: T- 4.2

The student achievement at the end of the seventh grade (school year 2005-2006) is presented in the below table.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Satisfac.</th>
<th>Unsatisfac.</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>Nr</td>
<td>%</td>
<td>Nr</td>
<td>%</td>
<td>Nr</td>
</tr>
<tr>
<td>Female</td>
<td>154</td>
<td>34.4</td>
<td>46</td>
<td>10.3</td>
<td>14</td>
<td>3.1</td>
<td>1</td>
</tr>
<tr>
<td>Male</td>
<td>112</td>
<td>25.0</td>
<td>64</td>
<td>14.3</td>
<td>34</td>
<td>7.6</td>
<td>4</td>
</tr>
<tr>
<td>Unknown</td>
<td>5</td>
<td>1.2</td>
<td>1</td>
<td>0.2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td><strong>271</strong></td>
<td><strong>60.5</strong></td>
<td><strong>111</strong></td>
<td><strong>24.8</strong></td>
<td><strong>48</strong></td>
<td><strong>10.7</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

From the table we can see that the highest percentage of the students at the end of the seventh grade were successful. Women have a higher percentage of achievement compared to men, because 220 from which 154 women or 34.4 % had an excellent

---

9 One student with unsatisfactory success has repeated the eighth grade.
success, whereas 221 of the surveyed pupils from which 112 or 25% males had an excellent record at the end of the year\(^{10}\). In the total number of the excellent students women make a 56.8% compared to men with 43.2%.

In order to conclude that this difference of the student achievement is in favor of women, or if this is a result of systematic factor or a consequence of a non systematic factor we did a calculation which follows: \(\chi^2\) (Hi katrori) which is 22.166 (df=4). This value for df= 4 is greater that the: 9.488 in level .05 and 13.277 which is level .01. The calculated value \(\chi^2\) which means that with 99.99 % certainty we can conclude that the difference on student achievement between different genders is statistically valid – significant, and is a result of the systematic factors. With other words, in this survey with 99.99 certainties we can tell that girls achieve better success in school comparing to men. It also proves that other factors are related to the gender differences that lead to the higher success of the women.

### 4.4 Secondary school orientation

In order to research the preferences and professional orientation of the eighth grade students we have analyzed the answers that are related to professional information. The first issue that we have concluded is that pupils – males chose from the very wide specter of the secondary schools. Their preferences are so wide that they even express their preference for the schools that are not present in Kosovo\(^{11}\).

In order to statistically prepare the data’s, we have categorized the school into four types:

- **a.** general education: general gymnasium, language gymnasium, and math gymnasium.
- **b.** Vocational four years secondary school
- **c.** Vocational, professional three years school

The student’s preferences are presented in the table below

---

\(^{10}\) The nominal success present is very high. But if we analyze this with Human Development Index in Kosova, based on which Kosova hold the last place, the achievement compared to the technology and standards of the XXI century is exaggerated, as a result of low expectations of the teachers and Kosovar society in general.

\(^{11}\) This can be a result of the lack on an professional information on career which should start from the preschool education.
T-4.3 Preferences and student orientation in higher education

<table>
<thead>
<tr>
<th>No.</th>
<th>Preferred schools</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Females</td>
<td>Males</td>
</tr>
<tr>
<td>1.</td>
<td>Gender curriculum schools-</td>
<td>178</td>
<td>39.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>124</td>
<td>27.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>302</td>
<td>67.4</td>
</tr>
<tr>
<td>2.</td>
<td>Vocational school</td>
<td>34</td>
<td>7.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>53</td>
<td>11.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>84</td>
<td>19.4</td>
</tr>
<tr>
<td>3.</td>
<td>Vocational (three years) schools</td>
<td>4</td>
<td>0.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>41</td>
<td>9.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>45</td>
<td>10.0</td>
</tr>
<tr>
<td>4.</td>
<td>Undecided</td>
<td>4</td>
<td>0.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>0.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
<td>1.6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>220</td>
<td>221</td>
</tr>
</tbody>
</table>

As presented in the table the preferences of the majority are for academic education, specifically for general education curriculum, because from 448 students 302 or 67.4% prefer them. Then we have vocational schools which were selected by a higher percentage of the men compared to woman which higher for 4.2%. The difference in preferences for further education between women and men are statistically important, because $\chi^2=99.79$ (df=2). This conclusion is important because it shows the preference on school selection is also gender based. This difference is statistically valid and can be result of the prejudices and stereotypes, even though with this study we can not clearly conclude since we need to do a more sophisticated study. What is more important and is drawn from this study is that gender is a factor that influences career achievement. The statistically difference is valid on level .01

In the table presented women do not have preference for vocational schools, whereas about 10% of the men chose vocational schools.

4.5 How much teachers talk about gender equality in the literature classes
Teachers in native language and literature classes do not talk about gender equality
Pupil’s answers in this question are presented in the table below: T- 4.1.
T-4.4 How much and when language teachers talk about gender equality

<table>
<thead>
<tr>
<th>Students answers</th>
<th>GENDER</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>1. Yes, when we analyze a story</td>
<td>93</td>
<td>56.0</td>
<td>82</td>
<td>44.0</td>
<td>175</td>
</tr>
<tr>
<td>2. Yes when we analyze picture or photo</td>
<td>6</td>
<td>40.0</td>
<td>9</td>
<td>60.0</td>
<td>15</td>
</tr>
<tr>
<td>3. Yes when we analyze a movie</td>
<td>8</td>
<td>38.1</td>
<td>13</td>
<td>61.9</td>
<td>21</td>
</tr>
<tr>
<td>4. Yes, when we analyze a personal problem</td>
<td>64</td>
<td>55.2</td>
<td>52</td>
<td>44.8</td>
<td>116</td>
</tr>
<tr>
<td>5. No, never</td>
<td>44</td>
<td>43.6</td>
<td>57</td>
<td>56.4</td>
<td>101</td>
</tr>
<tr>
<td>6. No answer</td>
<td>5</td>
<td>38.5</td>
<td>8</td>
<td>61.5</td>
<td>13</td>
</tr>
<tr>
<td>7. Unknown gender</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>220</td>
<td>221</td>
<td>448</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the presented table we can understand that teachers talk about gender equality only when analyzing a story or a poem. From 441 students with known gender 93 or 56% of the females have declared that teachers talk about gender equality only when analyzing a poem or a story. The same way was also declared by most men (46%). Based on the answers given by the students of both genders females and males and women (this makes this data valuable) teacher only talk about gender equality when analyzing a personal problem.
G-4.2 How many teachers talk about gender equality in native language/ literature classes?

What is concerning is the high level of the students that declared that teachers don’t ever talk about gender equality (question no.5.)

$\chi^2=6.69(df=4)$. The difference in the student’s answers is not significant in level .05 or .01.

4.6 How many teachers talk about gender equality of women and men when analyzing a story or a poem?

The results have helped us to build a graph G-4.3
This graph clearly indicates that teachers do not give importance to gender equality while in giving classes, as seen in graph from 218 surveyed women 138 (or 63.30%) declare that male teachers, respectively female teachers do this very rarely, 34 or 15.60% declare that they never do this, whereas only 42 or 19.27 of the women declare that teachers talk about gender equality often and 4 or 1.8% of the surveyed declared that teachers always talk about gender equality. The answers given by male students were almost identical with the answers given by female students, because from 221 surveyed students only 8 or 3.6% declare that male teachers/female teachers always talk about gender equality, 43 or 19.46% of the students answered that they do this often, 138 or 62.44% declare that they do this sometimes and 38 or 17.19% declared that male teachers/female teachers never do this. Based on the answers given by students we can conclude that teachers because of the patriarchal customs or lack of sufficient education on human rights and gender equality do not give an importance to the children education on gender equality in Kosovar society.

4.7 How many female/male students remember poems and stories where female/male teachers talked about gender equality?
From 448 surveyed, 172 or 38.39 of the students took part in the survey. From them 81 or 47.1% are males and 88 or 51.2 % are females.
Poems and stories that they still remember are:

**Princesha Argjiro;** (Princess Argjiro) (F- 38; M- 36)

**Një jetë e brishtë,** (A fragile life) (F- 51; M-28)

**Ndodhitë e jetës time;** (Stories of my life) (F- 44; M- 18)

**Anës së lumenjve** (Beside rivers) (F-28; M- 21)

**Malsorja** (F- 72; M- 55)

**Rozafati** (Rozafat) F-18, M- 9

**Sikur të isha djal** (If I was a boy) (F- 55 ;M- 33)

**Cursed daughter** (F- 61; M- 17)

**Life of a graduate** (F- 25; M-33)

**Fourteen years old groom** (F- 65- M: 45)

**The flower of remembrance** (F-81; M -55)

**Summer flowers** F-31; M-17)

Based on these data, we can conclude that when it comes to reading books women are more passionate than man in reading.

4.8 Based on your opinion, what are men based on what you have read in text books?

Students were asked to read about all the features and then circle three of the masculine features that most often are seen in books.

<table>
<thead>
<tr>
<th>Smart-intelligent</th>
<th>Close-lovely</th>
<th>Liar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardworking</td>
<td>Violent</td>
<td>Sacrificing</td>
</tr>
<tr>
<td>Solidarity</td>
<td>Obedient</td>
<td>Leader</td>
</tr>
<tr>
<td>Cautious</td>
<td>Proud</td>
<td>Believer</td>
</tr>
<tr>
<td>Sincere</td>
<td>Good</td>
<td>Lazy</td>
</tr>
<tr>
<td>Weak</td>
<td>Egoistic</td>
<td>Courageous</td>
</tr>
<tr>
<td>Beautiful</td>
<td>Decided</td>
<td>Strong</td>
</tr>
<tr>
<td>Sneaky</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the data analysis we specify these features: **smart** ( F- 74 –M-91); **courageous** (F-62; M-76); **proud** (F-64; M-56); **strong** (F-63; M- 46); **sincere** (F-40 ; M- 46); **beautiful**
(F-50; M-22) ; decided (F-31; M- 41); liars( ( F- 30; M-17); violent(F-21;M-20); sneaky (F-24: M-19).

The differences in evaluation of the features that are mostly emphasized by men and women are presented in G-4.4

### Graphic G-4.4

![Graph showing the differences in evaluation of features by men and women.](image)

4.9 How many of the respondents agree that mentioned features, really represent man in everyday life?

In order to conclude that how many surveyed students agree that men have the features in their everyday life we asked a question: Do you agree that men have the features mentioned above. The surveyors had the chance to choose one of the below presented features.

1. Disagree
2. Mostly disagree
3. Mostly agree
4. Completely agree

Surveyor’s opinions are presented in the graph below:
G-4.5 Do you agree that men in everyday life have the features that are mostly described for males characters of the native language reading textbooks

As seen in the graph most of the women and men mainly agree about the features of the men in everyday life.

Data preparation based on the genders shows that 31 or 14.35 % of the students disagree that students have these features; 37 or 17.13 % of the women, mostly disagree; 88 or 40.74% mostly agree that men have the features; and, 60 or 27.78 % of the students completely agree that men have these features in their everyday lives.

As seen the level of agreement for the above mentioned features is higher, because 221 that take part in the survey, 12 or 5.43% disagree that men have these features; 34 or 15.38 mostly disagree that men have these features; 109 or 49.32% mainly agree and 66 or 29.86 % agree that men have these features. In order to conclude that the difference in statistical evaluation is important- valid we have calculated $\chi^2$, the value of which is 11.22 which means that there is a difference ( df=3) which is valid in level . 05 and not in level 01. This means that with 95 % of security the difference registered in evaluation of the men features between females and males is a result of the systematic factor.

4.10 How students evaluate women features in text books used by them?

The results of the female students/male students involved in the study on question:” ... How are women presented in the books that you read”, by choosing three of the below mentioned features:
In the data analysis mostly specified features in the reading books are: **beautiful** (Women: 98 or 51.04%; men 94 or 48.96%); **smart** (women: 95 or 55.88%; men 75 or 44.12%); **hardworking** (women: 57 or 51.35%; men 54 or 48.65%); **loving** (women 54 or 49.09%; men 56 or 50.91%); **obedient** (women: 26 or 32.09%; 55 or 57.91%); **goodwill-good** (women: 36 or 50.00%; 36 or 50.00%) and **decided** (35 or 50%; men 35 or 50.00%). **We present the differences between the surveyors below in G-4.6**

**G-4.6 Which features are described to women in the textbooks**

Surveyors have presented a list of the negative socio-psychological features that are described to female characters in the reading books. Negative socio-psychological features are described to women based on the evaluations from female/male students are: **sneaky** (women 7 or 36%; men 16 or 64%); **egoistic** (women 7 or 33.33%; men 14 or 66.37%); **liars** (women 4 or 14.81%; men 23 or 85.19%). The differences in the
students evaluations (statistically significant—valuable in level .01), even though cannot be generalized because of a small number of the units involved in the study is an indicator that signals existence of the prejudices and gender stereotypes involved in the study. In order to enforce the conclusion a more extended study is required. However, there are evident differences in evaluations. This is seen in G-4.7

G-4.7 Negative socio-psychological features attributed to women in the reading books based on student evaluation

4.11 How many surveyors agree that women have these features in everyday lives?

The questionnaire raised a question: Do women agree that they have these features in everyday lives? Surveyors had the possibility to choose one of the below answers:

1. Disagree
2. Mostly disagree
3. Mostly agree
4. Completely agree

After data compilation we have concluded that from 216 female-students that answered this question, 6 or 2.78 % disagree that women in their everyday lives have the features that are described in the reading books; 12 or 5.56 % declare that they mostly disagree; 89 or 41.20 % declare that they mostly agree and 109 or 50.46 % answered completely agree for the features that women have in their everyday lives.
Students in their answers with some changes declared that they mainly agree that women in their everyday lives have the features as found in the textbooks. More specifically from 221 surveyed students in this question 212 answered. From them only 2 or 0.94 % declared that they disagree; 18 or 8.49 % answered that they mostly disagree; 110 or 51.89 declare that they mostly agree and 82 or 38, 68 % declare that they completely agree.

The differences between women and men are seen clearly in G-4.8

G-4.8 Do you agree that women in their everyday lives have the features that mostly are attributed to women in the reading books?

In order to see if there are significant differences between men and women we have calculated $\chi^2 = 7.8277$. The difference is significant – valid in level 05.

4.12 Which are the most common profession of the male characters in native language reading books?

In order to come to a conclusion on how to treat male characters in the reading books we have asked the following question: Which are the most common profession for the male characters as presented in the reading books. Female/ Male students

<table>
<thead>
<tr>
<th>Politician</th>
<th>Worker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military official</td>
<td>Salesman</td>
</tr>
<tr>
<td>Farmer</td>
<td>Craftsman, (hairdresser, mechanic, electrician)</td>
</tr>
<tr>
<td>Policeman</td>
<td>Doctor</td>
</tr>
</tbody>
</table>

86
Engineer                                           Teacher, Professor
Clerk                                                 Artist
Missionary                                       Medical Technician
The most selected professions: teacher (female: 112 or 51.85%; male: 104 or 41.15%) worker (female: 112 or 59.26%; male: 77 or 40.74%); Doctor (female: 54 or 40%; male 81 or 60%); Military officials (female: 68 or 58.62%; male 48 or 41.74%); farmer (female: 67 or 58.62%; male: 48 or 41.38%); salesman (female: 47 or 41.23%; male: 67 or 58.57%). Differences in the answers for the most common professions of the male characters in the reading books between female and male students are shown in the visually in section G-4.9

G-4.9 The most common profession of the male characters in the reading books based on the female/male students evaluations

4.13. How many female students and male students agree that men in their everyday lives have the professions mentioned in the reading books?
The results in the question:” Do students agree that men do these jobs that are mentioned in the reading books” are presented in G-4.10
G-4.10 how many female/male students agree that male characters do the jobs that are mentioned in the reading books

![Graph showing agreement levels]

In G-4.11 we can see a high level of agreement between female and male students regarding that professions have in their everyday lives. A difference is seen only in the answer “completely agree”. From 220 surveyed students, 82 students declared that they “mostly agree”, whereas from 214 students that answered this question 49 students have declared the "they completely agree" that men have these professions.

4.14 The most common profession of the female characters in native language reading books

<table>
<thead>
<tr>
<th>Politician</th>
<th>Worker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military official</td>
<td>Salesman</td>
</tr>
<tr>
<td>Farmer</td>
<td>Craftsman, (hairdresser, mechanic, electrician)</td>
</tr>
<tr>
<td>Policeman</td>
<td>Doctor</td>
</tr>
<tr>
<td>Engineer</td>
<td>Teacher, Professor</td>
</tr>
<tr>
<td>Clerk</td>
<td>Artist</td>
</tr>
<tr>
<td>Missionary</td>
<td>Medical Technician</td>
</tr>
</tbody>
</table>
The most asked professions dedicated to the females characters according to the male and female pupils are: **teacher** (females: 127 or 52.92%; male: 113 or 47.08%); **Doctor** (female:101 or 45.09%; male:123 or 44.91%); **artist** (female: 74 or 49.33%; male: 75 or 50.97%); **worker** (79 or 53.74%; male 68 or 46.26%); **salesman** (female: 51 or 49.51%; male: 52 or 50.49%); **farmers** (female: 41 or 47.67%; male 45 or 52.33%).

In the chart G.14.1 are presented the values of the female and male pupils of the characters in the reading books.

**Graphic 4.11**

We haven’t identified significant statistical changes between genders from the responses from level .05 and even from level .01

**4.15 How many female and male students agree that in every day life, males have to carry females profession that are most mentioned in the native reading books?**

In order to identify the difference in the value between the males and female and eventually to conclude the existence of the prejudices and gender stereotypes we will analyse the difference between males and females. Analysed data are showed in the figure G-4.12
χ² calculated is **1.0634**. The calculated value of the differences of the female and male response in the statistical point of view is not valid, which does mean that the gender issue has no impact in the evaluation of the students that are related with the female professions that are mentioned in the reading books and are to be carried on the everyday life.

**4.16 Do you think that the basic native reading books do have characters which of their behaviour is not in compliance with the usual expected from males and females**

In order to conclude differences in the evaluations between males and females we have analysed the data from the questionnaires.

From 220 females included in the prejudices and the gender of which was identified in this question, 111 or 50.45% have responded. 22 of them or 19.81% has declared that: there are such, whereas 99 of them or 49.19 % has declared that: such characters do not exist.

When it comes to male pupils response from our extrapolation of data of 221 males with the identified gender have responded 141 pupils or 63.30 %.

Out of the 141 pupils that we got response 24 of them or 17.02% have declared that such characters exists which of their behaviour is not in compliance with it and it can be expected from the both genders.
Pupils quantitative response results and gender difference are listed in the below showed chart.

Graphic G-4.13

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>24</td>
<td>22</td>
</tr>
<tr>
<td>No</td>
<td>117</td>
<td>99</td>
</tr>
<tr>
<td>Total</td>
<td>141</td>
<td>111</td>
</tr>
</tbody>
</table>

χ² = 0.5448

Difference between female and male answers statistically does not have that much of a value which means that the registered difference cannot be mentioned as a result of the systematic factor effect, respectively of the gender basis, therefore it can be said that there is no basis for prejudice and gender stereotypes.

In list given below we list the characters that do not comply with the behaviour of which the expected from males and females:

1. **Hamzë Kastrioti**
   F-21   M- 25
2. **Don Kishoti**
   F- 8   M- 6
3. **Harry Potter**
   F- 5   M -13
4. **Vita**
   F- 6   M- 9
5. **Bektashi**
Character of Bektash in the book “Halili and Hajrija” is the character behaviour of which does not comply with the most expected from females and males.

**4.17 The most beloved characters**

Below is presented the list of the most beloved characters which have been selected by the surveyed female and male.

1. Aleksandër Mojsiu F-71 ; M- 68
2. Romeo F-75 M-43
3. Afërdita F- 38 M- 27
4. Vita F- 49 M- 18
5. Skënderbeu F- 13 M-53
6. Prometheus F-5 M- 29
7. Princess Argjiro F- 43 M- 15
8. Gjergj Elez Alia F- 5 M -38
9. Harry Potter F -9 M- 38
10. Malësorja F-29 – M-27
11. Odyssey F- 4 M – 18
12. Gavroshi F -11 M-14
13. Beni F- 3 M- 7
14. Lizandri M- 3 F- 1

Statistical differences in the level .01 Romeo; Vita and Princess Argjiro which in selected in most of the cases from pupils; whereas valuable statistical difference of the selected male characters are: Skanderbeg; Prometheus Gjergj Elez Alia; Harry Potter and Odyssey.
4.18 The details of the most beloved characters from female and male pupils

The details of the most beloved characters that are most liked from the female and male students included in this survey are:

1. **Beauty**: F -31  M-14 $\chi^2=5.918$. Valuable difference in the level .05
2. **Smart**: F- 42  M- 39 Difference is not significant
3. **True love**: F- 28  M – 8 $\chi^2=10.1111$. Valuable difference in the level .01
4. **Sacrifice** F- 21 M-2 $\chi^2 =15.7392$. Valuable difference in the level .01
5. **Sincerity** F-48 M-18 $\chi^2 = 12.3636$. Significant difference – valuable in the level .01
6. **Homeland love** F- 21 M-53 . $\chi^2=13.8378$. Significant difference in level .01
7. **Talent** F – 5 M- 17 . $\chi^2 =6.5454$. Valuable difference in the level .05
8. **Brave** F- 16 M 19 $\chi^2=0.2572$ . No valuable difference,
9. **Optimism** F–21 M–9 $\chi^2= 4.8$ Difference is not valuable
10. **Justice** F–24 M–21. Difference is not valuable
11. **Determination** F – 4  M - 33 $\chi^2=22.7294$. Valuable difference in the level .01
12. **Thirst for knowledge** F –5  M- 8. $\chi^2= 0.6927$. Difference is not statistically valuable
13. **Loyal** F- 28  M- 26. Difference is not statistically valuable
14. **Sustainability** F 3 M- 25. $\chi^2= 17.2958$. Difference statistically valuable in the level .01
15. **Nobility** F-19 M-1. $\chi^2=16.2$. Difference statistically valuable in the level 01
16. **Knowledge** F- 31 M- 32 . No statistical difference valuable
17. **Loyalty** F-49 M -17 . $\chi^2= 15.5152$.Difference statistically valuable for females in the level .01
18. **Discipline** F – 1 M-9. $\chi^2= 6.4$. Difference valuable in the level .05
19. **Nobility** F-17 M- 1. $\chi^2= 14.2222$. Difference valuable in level .01
20. **Honour** F- 7 M- 22. $\chi^2= 6.9656$. Difference valuable in level.01
True love, sacrifice, sincerity, good behaviour, honesty, nobility is behaviour that statistically are valuable and preferred from female pupils. Study shows that about 99.99% of the security is their choice related to the gender. Such preferences of the features is a result of patriarchal education, women position in Kosovar society and messages that are transmitted from the textbooks and learning process ( are features that women are required to have). The beauty is a feature that is selected more from women than from en, but this difference is valid in level .05

Features that are selected from men and are present in reading books and learning process and are valid in level .01 are: patriotism; decisiveness; determination and krenaria. Talent and discipline as selected features are chosen from men are valid in level .05.

The features that are mostly liked by female/male students are: brightness, courage, optimism, justice, thirst for knowledge, loyalty, and knowledge

4.19 Female/male teacher attitude toward female/ male students.

The perception analysis of the female/male students on female/male teacher attitude is of a great interest, can serve for proposing changes, compiling school textbooks, and also organizing classes by empowering human and children rights in general and by education youngsters on equality between women and men specifically.

4.20 Do female/male teachers think that schools are more adaptable for girls rather than for boys?

After data compilation we have concluded that from 212 female students about 102 or 46.4% have declared that this is completely not true (NT); 48 or 21.8% have declared that this mostly not true (MNT); 43 or 19.5% have said that this mostly true (MT), 19 or 8.6% have declared that this completely true (CT), whereas 8 or 3.6% have not answered in this question.

When it comes to female students we present this situation: 68 or 30% have declared this is not true (NT); 45 or 20.4% have declared that this mostly not true (MNT); 50 or 22.6% have declared that mostly agree; 27 or 31.0% answered that this is completely true (CT), whereas 31 or 14% of the men have not answered on this question. Female/male student answers are presented in G-4.14
G-4.14 Female/male teachers think that schools are more suitable for girls rather then for boys

\[ \chi^2 = 40.3806; \text{DF}=3 \]

The statistical difference is in level .01 that means that the difference is a result of the systematic factor, in this case of a gender basis. Majority of the men have declared that female/male teachers that schools are more suitable for girls rather then for boys.

4.20.1 Do female/male teachers think that students achieve more with less work?

Data compilation of the questionnaires show that from 220 students a total of 208 or 94.55 have answered whereas about 12 girls or 5.45 % did not answer. From the 208 girls that answered on this question, 107 or 51.44 % have declared that this is not true; 47 or 22.60 % have declared that mostly this is not true; 41 or 19.71 % declared that mainly is true; and 13 or 6.25 % declare that this is completely true.

When it comes to male students from 221 surveyed only 192 or 86.88%, have answered whereas 19 students or 13.12 %, have not answered. From students that answered this question: 78 or 40.63 % declared that this is completely not true; 44 or 22.92 % declared that this is mostly not true; 50 or 26.04 % declared mostly is true and 20 or 10.42 % declared that is completely true.
4.20.2 Do female/male teachers think that boys achieve better results with less work?

Graphic G-4.15

\[ \chi^2 = 4.4275; \text{df}=3. \] The difference in student answers is not statistically valid which means that the difference in student answers is not the result of the gender basis but is result of other factors.

4.20.3 When school needs help, female/male teachers ask for boys for tougher tasks and girls when it comes to improving the environment.

After data analysis we have concluded this factual condition. From 220 girls that took part in the survey, 216 or 98.2 \% answered on this question. From girls that answered this question, 11 or 5\% have declared that they don’t agree with this conclusion; 12 or 5.4 \% have declared that they mostly don’t agree with this conclusion; 63 or 28.6\% have said that they mostly agree with this conclusion and 130 or 59.1\% have declared that they completely agree with this conclusion. When it comes to male answers we have found out this: from 221 students 186 or 84.2 \% have answered on this question whereas 35 or 15.8\% did not answer. From the students that gave comments on this question: 14 or 7.5 \% have said that they don’t agree with this conclusion; 9 or 4.8\% have declared mostly don’t agree with this conclusion; 53 or 28.49 \% have declared that they mostly
agree with this conclusion; 110 or 59.1 % have declared that they completely agree with this conclusion.

In order to see the visual differences between males and females we present the answers in the graph below.

G-4.16 Female/male teachers ask for help when it comes to tougher tasks, whereas girls work more on environment

χ² = 1.0651\text{df}=3

The statistical difference is not valid. The compliance in answers is seen visually in the graph.

4.20.4 Female/male teachers consider that some subjects are more for girls and some subjects are more for

After data compilation we got this answers:

From 220 girls about 211 or 95.91 % answered, whereas 9 girls or 4.1 have not gave an answer on this question. From 211 female students only 66 or 31.3 % have declared that they don’t agree with conclusion; 31 or 13.6 % of the male students have declared that they mostly don’t agree with this conclusion; 73 or 34.6 % of the girls have declared that they mostly agree with this conclusion and 41 or 19.4 % have declared that they completely agree with this conclusion.

Even in this question the number of men that did share their opinion is high. From 221 male students a total of 195 or 88.2%, have answered whereas about 26 male
students or 11.8% have not answered. From students that answered on this question 46 or 23.6% have declared that they don’t agree with this conclusion; 32 or 16.4% have declared that they mostly don’t agree with this conclusion; 78 or 40% have declared that they mostly agree with this conclusion 39 or 20% have declared that they completely agree with this conclusion.

The difference between male and female is presented in the graph below

\[ \chi^2 = 3.175 \text{ (df=3)} \] The difference between girls and boys is not significant.

4.20.5 Female/male teachers tolerate bad behaviour from boys less than from girls

After compiling our data we have concluded that from 220 girls, 202 answered or 91.8%, whereas 18 or 8.2% have not answered. From the girls that answered this question 64 or 31.7% have declared that they don’t agree with this conclusion; 37 or 18.3% have declared that they mostly don’t agree with this conclusion; 55 or 27.2% have declared that they mostly agree with this conclusion and 46 or 22.8% have declared that they completely agree with this conclusion.

Student’s answers show that from 221 students only 192 or 86.9% answered, whereas 29 or 13.95% did not answer. From boys, 57 or 29.7% have declared that they don’t agree with this conclusion; 30 or 15.6% have declared that they mostly agree with this conclusion.
conclusion; 48 or 25% have declared that they mostly agree with this conclusion and 57 or 29.7% have declared that they agree completely with this conclusion.

Since 50% of the female students declared that they mostly or completely agree with this conclusion. The number and the percentage of the students that mostly or completely agree with the conclusion that female/male teachers tolerate girls more than boys is higher. (105 or 54.69% of the male students have declared). The difference between female and male students is presented in the graph below.

4.20.6 Female/male teachers give more space to girl’s bad behaviour than boy’s bad behaviour

Graphic G-4.18

![Graph showing the comparison between female and male students in regarding to the tolerance of bad behavior.](image)

$\chi^2 = 2.5232$ (df=3). Statistical differences are not valid.

4.20.7 Female/male teachers consider boys more capable when graded then girls

In this question from 220 girls about 210 or 95.45% of the surveyors answered, whereas 10 or 4.55% answered. From 210 surveyed girls, 102 or 48.57% answered that they don’t agree with this conclusion; 41 or 19.53% have declared that they completely agree with this conclusion; 41 or 19.53% have declared that they mainly agree with this conclusion, and 26 or 12.38% have said that they completely agree with this conclusion.
Data compilations of the questionnaire have gave us the possibility to conclude that from 221 students; about 196 or 88.69% gave an answer, whereas 25 or 11.31 % of the students didn’t answer. From 196 students that gave an answer on this question, 45 or 22.96% have declared that they don’t agree with this conclusion, 39 or 19.90% have declared that they mostly don’t agree with this conclusion; 68 or 34.69 % have declared that declared that they mostly agree with this conclusion and 44 or 22.45 % have declared that they completely agree with this conclusion.

Differences in answers between female/male students in this question visually are presented in graph G-4.19

**G-4.19** Do female/male teachers considers boys more capable than girls when graded

\[ \chi^2 = 33.1687 \text{ (df=3).} \] The statistical difference is valid in level .01. This difference in the answer with 99.99 % of the security is result of the systematic factor respectively gender basis. This is how most students think.

**4.20.8** Do female/male teachers punish girls more than boys?

From 220 surveyed girls a total of 197 girl’s answered or 89.55 %, whereas about 23 or 10.45% did not answer. From the girls that answered on this issue 28 or 14.21% have declared that they don’t agree with the answer, 20 or 10.15 % mostly disagree; 84 or
42.64 % have declared that they mostly agree with this conclusion and 65 or 32.99 % have declared that they completely agree with this conclusion.

In the same question from 221 male students 194 or 87.78 % have answered to the question, whereas about, 27 or 12.22 % have not answered. From the male students about 29 or 14.95 % that gave an answer have declared that they don’t agree with this conclusion; 22 or 11.34 % have declared that they mostly disagree; 47 or 24.23 % have declared that they mostly agree, whereas 96 or 49.48 % have declared completely agree.

Male students based on the gender basis are seen visually in graph, G-4.20

\( \chi^2 \) calculated has the value of 16.1371. This value \( \chi^2 \) of the test shows that the difference between the female and male answers is statistically valid because it is determined from the gender basis. The biggest difference is in the question mostly agreed where the percentage of the girl’s answers is 42.64 %. The more emphasized difference is evidenced in the answer “completely agree”, where the percentage of the men is 49.48 %, whereas women percentage is 32.99 %

What is most important is that answers show a field that has indicators for gender prejudices and stereotypes as seen now where men are more discriminated then women.

**G-4.20 Female/ male answers in the question: Do female/male teachers punish more boys than girls**
4.20.9 Female/male teachers consider that the native language and foreign language are more girls’ skills, where the boys are better in mathematics

In this question from 220 girls 207 or 94.09 %, have answered, whereas 13 or 5.91 % have not answered. From the girls that gave an answer 85 or 41.06 % have declared that they don’t agree with the conclusion; 35 or 16.91 % have declared that they mostly don’t agree with the conclusion; 58 or 28.02 % have declared that they mostly agree with this conclusion and 29 or 14.01 % have declared that they completely agree with the conclusion.

In the same time, from 221 students about 202 or 91.40 % answered whereas about 19 or 8.60 of the students .From 202 students that answered this question, 52 or 27.74 % have declared that they don’t agree; 51 or 25.25 % have said that they mostly disagree with the conclusion, 72 or 35.64 have declared that mostly agree with this conclusion, and 27 or 13.37 % have declared that completely agree with this conclusion.

The differences in answers on the gender basis are seen clearly in following graph χ² = 12.0654 (df=3)

The higher number of students (85 or 41.06 %) doesn’t agree with such a conclusion. This percentage is compared with student evaluation, and also don’t agree is about 13.32 % higher. Statistically valid differences are concluded in the evaluation mostly agree, but here the number of the students that think that male/female teachers consider that native language and foreign languages are more for girls and mathematics is more for boys. The differences in evaluation between girls and boys are presented visually in graph G-4.21
G-4.21 Female/male student evaluations regarding the female/male teacher opinions for the subject preferences of the male/ female students

4.21 Female/ male teachers have more requests during evaluation from girls rather than from boys

In this question from 220 girls 205 answered the question or 93.18%. About 15 or 6.82 % did not answer. From 205 girls that answered in this question, 61 or 29.76% have declared that they don’t agree with this conclusion, 34 or 16.58 % have declared that they mostly disagree; 67 or 32.68% have said that they mostly agree and, 43 or 20.96% have declared that they completely agree with this conclusion.

On the other side, in this question from 221 male surveyors a total of 207 or 93.66 % answered. A total of 14 or 6.34%did not answer. From male students that gave an answers on this question or 27.05% have declared that they don’t agree with the conclusion, 44 or 20.29% have declared that they mainly disagree ; 62 or 29.95 % have declared that they mostly agree, and, 47 or 22.71 % have said that they completely agree. Student answers based on the gender basis are presented visually in the following graph: G-4.22
G-4.22 Female/male students answers in question: Do female/male teachers have more requests while evaluation from girls rather then girls

χ² calculated is 1.675 (df=3) and shows that differences in female/male students answers are statistically not valid and are not motivated on gender basis which means that there is no space for prejudices and gender stereotypes.

4.22 Female/male teachers expect that are girls are more quite than boys

In this question, from 220 surveyed girls 211 or 95.90% answered, whereas 9 or 4.09% did not answer. From 211 girls that answered in this question 48 or 22.75% have declared that don’t agree with this conclusion; 17 or 8.06% mostly don’t agree; 54 or 25.59% mostly agree with this conclusion and 92 or 43.60% completely agree with this conclusion.

From the other side, 221 students, a total of 200 or 90.50% answered, whereas 21 or 9.50% did not answer. From 211 students that answered this question, 34 or 17.0% have declared that don’t agree; 21 or 10.50% mainly disagree; 65 or 30.81% mainly agree and, 80 or 37.91% mainly agree with the conclusion.

The differences in answers based on the gender are presented in graph: G-4.23
G-4.23 Female/male students answers in question: Female/male teachers expect that the girls are more quite than the boys.

χ² calculated (df=3) show clearly that the difference between female and male answers are not motivated on gender basis, statistically are not valid. But the female and male students show on petrified prejudices and stereotypes amongst female and male students, because 69.19% of the female students and 68.72% of the male students have declared that female/male teachers expect the girls to be more quite that men.

4.23 Female/male teachers think that men should learn more that girls to get the same grade

In this question 220 surveyed girls that declared their gender from which 197 answered or 89.55% of the girls, whereas 23 or 10.45% did not answer.

From the girls that gave answers, 70 or 35.53% have declared that they don’t agree, 30 or 15.23% mostly disagree; 47 or 23.86% mostly agree, or 50 or 25.38% completely agree with this.

From 221 students in this question a total of 209 or 95.57 %. From 209 of the students that answered on this question, 72 or 32.58% have declared that don’t agree, 41 or 19.62% mostly disagree ; 45 or 21.33% mostly agree , and , 51 or 24.17 % completely agree with this. The differences in answers based on the gender basis are presented in graph: G-4.24
G-4.24 Female/male student answers in question: Do you think that female/male teachers think that men should learn more than girls to get a good grade.

\[ \chi^2 \] calculated is 1.5543 ( df=3). This test value \( \chi^2 \) show that female/male student answers do not have a valid statistical difference in level .05 and .01. But comparability of the given answers shows that there are clear indicators for the existence of gender prejudices and stereotypes because 49.24% of the women and 45.5 % of the men think that they should learn more then girls to get a good grade.
PART 5

5.1. Conclusions

5.1.1 Text analysis

1. Out of 14 authors of the reading textbooks, 2 or 14.29 % are female
2. Out of 323 analyzed texts, only 23 or 7.12% of the texts are female authors. Men are authors of 233 or 72.14 % of the texts within the reading textbooks. For 67 or 20.74% of the texts the gender of authors is unknown.
3. From 287 texts that consist of: photos, portraits, drawings, illustrations, etc, only 2.4 % of the illustrated annexes are women authors whereas 97.8% of the illustrated annexes are men.
4. From 119 portraits, self-portraits and individual illustrations, 8 or 6.72% are woman-made, whereas 93, 28 % are man-made portraits.
5. In the reading textbooks it is not given enough space to the importance of educating the youth for the advancement in career. In the level of representation of occupational roles in the illustrations within the textbooks, men dominate with their presence, because in 187 texts, men dominate with their occupations, whereas women occupations are shown in 96 texts respectively in 91 texts less then the men.
6. Women are in a discriminating position even in those cases when the texts are followed by the interpretation of the content of the texts. Only in 17 or 3.5% of the texts talk about women during the interpretation, whereas in 60 texts or 18.6% it is about men. (Read: about 3.5 times there are more texts which are followed by interpretations regarding men compared to the texts in which the text interpretation talks about women.).
7. In 19 texts which are followed by the historic texts, in two or 10.5% of such documents, it is discussed about female characters. In 12 or 63.16% it is talked about male characters
8. From 36 or 11.5% of the analyzed texts which contain national symbols only three texts or 8.33% show female characters are presented (thus it is not to be surprised why teachers and schoolchildren specify the characteristic of patriotism as a virtue of men only).

9. The only indicators where female and male characters seem more equal are in questions and exercises given in the reading textbooks although even in those cases there is a kind of discrimination felt but which is not very much emphasized, because in 87% of the text units, question that are addressed to both women and men, in 6.3% of cases questions are addressed to men and in 1.6% questions are addressed to women.

10. Most common literary text units are in prose, 159 or 42.23%, poetry 112 or 37.77%, plays 15 or 4.63%, popular science-fiction texts 6 or 1.86%, fairy-tales 18 or 5.77%, animal stories 2 or 0.6%. In all this literary work, woman is in an unequal position with the men, in many aspects and ways. The content of the text units and the way they are presented are not in accordance with the life skills of the 21st century, they do not fulfill the request for further education and advancement in career, are not in the function of developing the 12 thinking skills, for the training of schoolchildren for life-long learning, to educate children for respecting human rights and gender equality, etc.

11. From 232 analyzed text units, 262 text units or 81.11% are from the Albanian literature, 61 or 19.89% are from the world literature, there is no text unit taken from the literature of the countries of the region like: Montenegro, Macedonia, Bosnia and Herzegovina, Croatia, Serbia or Slovenia, Bulgaria, etc. The lack of literary work from these countries we consider as a scarcity that should be avoided, because this is not in the interest of the literature and on the interest of the Albanian nation of the younger generation which should be educated to live in peace and well-understanding with all people in the region.

12. The most frequent topic in the texts are: “Homeland and patriotism”. This topic dominates in 83 or 26% of the text content. Other topics are “Nature” in 53 or 16.4% of the analyzed text contents; “Personal life” in 33 or 10.84% of the overall text contents; “Family and the family life” in 33 texts or 10.21%, etc. Position of
woman in all these texts is also unequal because in those contents that speak about ‘homeland’ the dominant issue is ‘historic issue’ and the dominant theme is ‘war’ and then 98.8 % of the characters are men, only 1.2 % are women. On the other hand, large number of topics that deal with homeland, war and history is not a very happy factor in educating children about human rights, about cooperation and well-understanding in a diversity world among equal nations. Then again, a big number of topics and messages which are sent to children at this age can influence in creating the animosity and stereotypes for other nations, in one hand, and on the other hand, there may challenge ethnocentric, egocentric, xenophobic, ultra-nationalistic attitudes; they may be challenged to live in the past which could alter the reality of the present and future. Such an orientation then could be contra productive and could lead toward isolation, loss of perspective orientation of the youth, could cause obstacles for global integrations, etc. Of course, this does not mean that homeland and patriotism should be forgotten or left aside, because integrating with others, cooperating for the national interests is a patriotic education.

13. Further analysis of the reading textbooks shows a high level of male representation or domination compared to women. From 323 analyzed textbooks, in only 23 of them or 7.1 % of them, female gender is represented whereas in 111 or 34.37% of the textbooks male characters are represented (which shows that men are five times more represented then women).

14. An easier discriminating position of the woman is recognized in the field which talks about the age of the female and male characters. Discrimination rate here is about 2% (female age is mentioned in 234 textbooks and male age in 241 textbooks).

15. The passive role of female in solving conflicts is an area where woman is represented very little compared to men. In 124 cases the main character in solving problems or conflicts are men, whereas women as carriers of the conflicts are represented in totally 25 or 7.74% of the textbooks.

16. Men are also mainly represented as the cause of the conflict. Until men are represented as the cause of conflicts in 44 or 77.19% of cases, women as cause of
a conflict are represented in 7 or 12.28 % of the cases. This small presentation of women as conflict causer shows her obedient position in the society.

17. The low level of sensitivity within the reading textbooks regarding the gender equality is verified by the fact that in the reading textbooks inequality of women is treated very little. In two reading textbooks or in 0.6 % private life inequality between the woman and man is treated; in two textbooks it is dealt with the inequality in the working places, in 10 textbooks the inequality is tackled in general; in 9 or 2.8 % there are areas of inequality between man and woman which are discussed.

18. Woman inequality in the reading textbooks of the Kosovo society is almost completely marginalized. Her political inequality is described in 6 textbooks (1.9%); economic inequality is described in 4 or 1.2 % of the reading textbooks, social inequality in 4 or 1.2% of the reading textbooks, cultural inequality is tackled in 9 textbooks.

19. In the reading textbooks physical violence of men unto women is treated more often; whereas the violence upon men is described as the violence of the social community. This verification talks about the low level of tackling gender (in) equality in the reading textbooks.

20. Single families (unmarried) get most of the space in the reading textbooks. The second type of the family which gets promoted in the reading textbooks is the complete family. Favoring this type of the family in an implicit way we find that a patriarchal position of the family is more favored and such position of families is an indicator that shows gender inequality.

21. In the analyzed textbooks the male gender dominates. First place is for the father, the second for the son whereas mother comes third.

22. Dominating position of men is shown even in the occupation of male characters compared to the female ones. Men are more often shown as presidents, military officers, whereas women are usually shown as teachers, students and housewives.

23. Main female features as characters in the reading textbooks are: ‘loving’, ‘good-natured’, ‘sincere’, ’well-behaved’. Men’s features as described in the reading textbooks are: ‘brave’, good-intentioned”, “loving” and intelligent - smart. It is
evident that treating male and female characters in the reading textbooks requires a serious and equal approach.

24. Values of female and male characters walk along a petrified line of female discrimination because while the virtues and values of male characters are represented in 136 or 42.10% of the analyzed reading textbooks, value and virtues of women are described only in 60 or 18.58% of the textbooks.

25. Unequal treatment of female gender in the reading textbooks can be verified by the areas of interests that male show, even in playing games, toys they use, etc. Presented conclusions create a possibility to suggest clear recommendation for conceptual and profound changes during the process of compiling reading textbooks for compulsory education in Kosovo.

5.1.2 Opinions and views of the teachers and pupils regarding gender (in) equality in the reading textbooks and during the teaching process.

Studying the opinions and views of teachers and pupils we have realized that many opinions and views of teachers and pupils are based on prejudice, gender stereotypes which result from the teaching process, in the schoolbooks in general and reading textbooks in specific.

Based on the data analysis it is realized that profound changes should be made within the curricula as well as the development policies in order to have effective and efficient education respecting human rights and basic human freedom and within these gender equality, too.
PART 6

Recommendations for the advancement of the quality of reading textbooks which promote gender equality

1. Review of the subject curriculum of Albanian language with a purpose of integrating new contents on human rights, basic freedom and gender equality.
2. Formulating clear general and specific objectives within the curriculum of Albanian language which are linked to the gender equality.
3. Determining clear criteria for the equal representation of male and female characters in the reading textbooks in all aspects and structural elements (annex-illustrations, occupation roles, family roles, conflict solutions, in showing examples of gender inequality, in tackling physical and psychological violence, in dealing with psycho-social features and physical features, in dealing with the system of values, interests and games.
4. Organizing trainings for human rights and basic freedom for the authors of the textbooks, annexes, authors of the illustrations, editors, publishers of the printing houses, teachers, education inspectors, curriculum experts, etc.
5. Development of motivating policies and organizing special trainings for the motivation of women participation in compiling textbooks in general and reading textbooks in specific.
6. Founding a regional network of the civic society which would track, analyze and study the implementation of gender equality in education and on the textbooks and especially the reading textbooks.
7. Organizing annual or biannual fairs of the region with the topic: Equality in Education.