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AUDITING OF GENDER ISSUES IN THE EDUCATION SYSTEM

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"AUDITING OF GENDER ISSUES IN THE EDUCATION SYSTEM"

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INTRODUCTION

The education in Kosovo continues to face numerous challenges. The pre-war years, the poverty and the transition period have had negative effects on the quality of and access to education. Although considerable efforts were done by local and international non-governmental organizations with the purpose of lowering the illiteracy level in Kosovo, the education of women, girls and children remains an issue that needs special attention. Up to date, girls increasingly continue to abolish their education, and, according to our research, only 15.8 percent of girls continue to follow higher education.*

The process of reforming the education system in Kosovo started in 1999, immediately after the war ended. However, after all these years have passed, due to the lack of evaluation and research related to the reformation of the education system in Kosovo, there is little knowledge of what the reforms have achieved and what are the changes that have occurred in the field.

The questions: What has been achieved through reforms? How much was the gender perspective included in the curricula? Do the schoolbooks contain contents that reflect gender sensitive approaches? What has changed in the aspect of overcoming prejudices based on gender in the teaching process? How much are the teachers, directors and managers gender sensitive in their daily work? Have the rural areas fallen behind on reforms due to the lack of financial means? These are just some of the questions that KGSC tried to answer through this research.

We believe that the results that have come out of this research will serve the policymakers as a clearer overview of the situation in the field as far as the reforms and the gender aspect in education are concerned. Further, the data and information obtained from this research may be used as a guideline for

*This data was retrieved from the KGSC study "How do women vote in Kosovo", 2005.

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the activists and professionals in the field of education, in their recommendations and concrete actions, with the purpose of ensuring equal access to education and more equality for the education system in Kosovo.

Based on the results of our research it is clear that there is a need to pay more attention to the gender perspective in the education system of Kosovo, in order to overcome traditional perspectives and encouraging the women and men to receive equal education and build careers according to their preferences.

Luljeta Vuniqi
Executive Director

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Executive Summary

Schoolbook Analysis

- Overall, 74 percent of schoolbooks' authors analyzed (selected by sampling) are male and only 26 percent are females.
- Illustrations of schoolbooks are more in favor of men. From 2, 292 gender figures, only 885 are women and 1, 407 are male.
- Generally, all analyzed schoolbooks of the primary cycle show that most identified professions and positions for men and boys are: doctors, historians, philosophers, mathematicians, writers, physical workers, traffic police officers, firemen, soldiers, etc. on the other hand, the professions showing women and girls are teachers, ballerinas, laboratory technicians, cleaning ladies, singers, etc.
- Children's activities presented in schoolbooks reflect favorable and unfavorable situations, depending on the gender. For instance, the little girl in most cases is shown by her mother, whereas her obligations around the house are numerous compared to her brother.
- Schoolbook illustrations give more space to the male figures than female. In the book "Civic Education III" from 151 total gender figures, 100 are male and 51 female ones. In "Civic Education V", from the total number of 137, 89 of them are male figures, 48 female. "Civic Education VII", 78 figures of the male gender, 32 of the female one. "History VI", 47 male, 4 female. "Reading book VIII", 24 male figures, 13 female. "History VIII", 137 male figures, 15 female etc.
- Even in the schoolbooks where the female dominates in appearance in illustrations with figures, she is mainly shown in the role of the teacher and taking care of the children, such as the case of the "ABC". From 215 figures, 106 figures are male, while 109 female ones. In the first pages of this schoolbook the male parent figure is completely missing. Therefore, the mother is the most mentioned subject in these illustrations, which reflect the figure of the mother determined by the social patriarchal conditions.

PAGE 07**II. Current situation of gender inclusion in the education system**

- Names of the schools in Kosovo are dominated by the male gender (martyrs and writers), and 72 percent are male gender names, 4 percent are female gender names, 5 percent are nonhuman names, e.g. preschool institutions and 19 percent are other names.
- The total number of teachers in educational institutions in Kosovo is 21, 698, from which 13, 106 are male and 8, 592 female. Although the figures of the gender representation in different levels of education fluctuate, nevertheless men are represented by 4, 514 more than females.
- Administrative personnel of the educational institutions consist of a total number of 1, 228 employees, from which 997 are men and 231 female.
- Support staff comprises a total of 3, 635, from which 3, 187 are male and 448 female. According to this data, there are 2, 739 more males working as support personnel in educational institutions.

Preschool Education

- Gender structure of the preschool institutions' personnel, excluding students, is 15 percent male and 85 females who are involved in the first the level of education.
- According to the recent data from 494 educators, only 1 is male.
- Some of the people in charge of the Kosovar education are satisfied with the high inclusion of women in the preschool education.

Lower Primary and Upper Secondary Education

- Gender structure of the lower primary and the upper secondary education personnel consist of 65 percent male and 35 percent female.
- In the lower primary and upper secondary education overall there are 16, 999 registered teachers, from which 60 percent are male and 40 percent female.

Upper Secondary Education

- Gender status of the upper secondary education personnel is 74 percent male and 26 percent female. The structure of the teacher's staff is made of 71 percent male and 29 percent female. Administrative personnel is made of 175 male and 46 female, whereas the support personnel of 577 male and 76 female (percentage).

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Higher Education

- Gender in the higher level of education, respectively in academic personnel of the University of Prishtina, have a balanced distribution from 1,007 employees, 764 are male and 243 are female.
- Regular professors: 185 male and 11 female.
- Assistant professor: 132 male and 26 female
- Lecturers: 139 male and 42 female
- Assistants: 237 male and 136 female
- From 427 P.H.D., 384 are male and 43 female. From a total of 272 masters of sciences 188 are male and 84 female.
- Gender structure of the deans and the Senate of the University of Prishtina is lead 100 percent by men. There are no women among the 43 members of the senate. It is the same situation with deans. All 15 are male. In the Students Assembly from 17, only one is female, while there are no females representing the students in the senate.
- Steering committee of the University of Prishtina has a gender composition dominated absolutely by males (9). The structure of vice-chancellors is consist of males and is lead by a chancellor who is also male.

III. What do the main Actors of Education think about the Gender Issues and Education System of Kosovo

Opinions of Education Employees on the role of Women and Men in the Family and Society

Opinions related to education and gender varies, depending on the gender and the place of residence. For instance "A Preschool child is more likely to flounder in development if its mother works", the data according to gender shows that over 64.6 percent of males agree with this opinion compared to the females who only 35.4 percent agree with it. Whereas the data according to the place of residence provides the following: 62.9 percent of education employees in rural areas state that the children are more likely to flounder in development if their mothers work, and 37.5 percent of the respondents in cities share the same opinion. Overall, 69.2 percent of respondents from cities and 30.8 percent of those in villages have answered with "So-so".

Opinions related to gender and education mostly express gender prejudice.

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For instance, 53.8 percent of respondents agreed to the statement that "In text illustrations women should always be presented in their roles as, mothers, teachers, nurses", and 29.7 percent did not. 12.4 percent said "So-so".⁰

According to this, the main actors of education are characterized with traditional beliefs when speaking about the issue of the schoolbook illustrations.

The organizing of students in groups

- Working in groups enables and assists the elimination of the gaps between genders. There are 38.7 percent of teachers who work in groups regularly, while 59.4 percent from time to time, and only 1.9 percent stated that they do not work in groups with their students.

Reforms

- Overall, 55.9 percent, education employees believe that the reforms can be applied mainly, 34.5 percent fully, 8.3 percent a little and 1.4 percent refused to answer. Overall, 56 percent of females and 44 percent of males answered with "fully". 54.3 percent of females and 45.7 percent of males answered mainly. According to this research 75 percent of males and 25 percent of females of females answered with little.

Opinions regarding the role and the importance of gender issues in education

- Gender equality in the education system varies from the level of education; however, gender equality in the education system is very important for 53.5 percent of female and 46.4 percent of male respondents. Overall, 55.2 percent of males and 44.8 percent of females said it is very important.

Trainings related to gender issues in schools

- More than half of the respondents, 79.3 percent have said that they have not been in any training organized by any institute, institution or organization working on gender issues and 20.7 percent said the opposite.

Curricula and gender issues

- The data, according to gender, on the question "Is there any improvement in the addressing of gender issues compared to the situation before

⁰ 4.10 percent of education workers have answered "I don't know".

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1999", show that 68.2 percent of males think that there are substantial improvements, while the same opinion is shared by 31.8 percent of females.

- Overall, 62.5 percent of female and 37.5 percent of male teachers reported that stereotypes are more evident in schoolbooks' illustrations.

Regulations regarding the code conduct and the dress code

- The data obtained from the research show that when speaking about the dress code or the code of conduct, respondents refer more to the female gender.
- During this survey, many situations were reflected, which present gender based prejudice. Some of the teachers presume that females, due to their nature, may cause problems, have disorders and can be deceived easier.

Opinions of educators and directors regarding the manner of organizing of children in kindergartens

- Kindergarten educators and directors agree that children games are separated according to their gender.
- The research shows that the kindergartens toys are in most cases gender separated. For instance, dolls are known as little girls' toys and trucks or guns as boys' toys. Girls prefer to play with dolls, 77.8 percent, whereas both genders prefer so, 22.2 percent. The opposite is with "cars", where boys play with them with 77.8 percent, and girls 5.6 percent and both genders 16.7 percent. 77.8 percent of boys and 22.2 of both genders play with trucks. 66.7 percent of boys and 5.6 percent of girls play with "Rifles", whereas 27.8 percent of children do not play with them. The same situation is with "sword" toys where 61.1 percent of boys and 5.6 percent of girls play with them, as well as 11.1 percent of both genders, whereas 22.2 percent of children do not play with them.

Trainings related to gender issues in the preschool level

- Kindergartens educators and directors of kindergartens in 95.7 of the responses have stated that they did not attend any training on gender issues. Only 4.3 percent said that they did.
- The respondents relate the involvement of only women in the preschool education with the short time of the maternity leave and the big involvement of women at home.

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IV. Participant Systematic Observation

Systematic observation in kindergartens

- The division of children in groups by educators does not reflect gender based differences, although they do not prefer to make changes on the avoidance of several toys, which create heavy gender division.
- Human figure toys influence in the gender separation of children.
- Children spontaneously build social stereotyped roles that are "typical male" and "typical female" since the toys impose such a division.
- Stories read in kindergartens often express gender prejudice.
- Poems and songs that are learned in kindergartens do not reflect gender prejudice.
- Games impose the separation of children on gender basis.

Analysis of the participant systematic observation in the primary education: lower and upper secondary cycle

- Examples taken by teachers are often gender based.
- The role of men is often presented by teachers as more important than the role of women.
- Female students are more gifted for voluntary answering
- Male teachers are more gifted to make gender differences in punishments. During the systematic observation of this level, boys were punished 13 times and girls 4 times.

Analysis of the participant systematic observation in the upper secondary education

- Depending on the subject, examples that are taken by teachers are separated on gender basis.
- The role of men in Physical Education is shown as more superior towards women.
- Reforms influenced that students freely discuss between them and teachers.

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V. The Report on the activities of Departments for Education and offices for Gender Equality with regard to gender and education issues

- According to the directors of the Municipal Education the most affected ones by illiteracy are the deep rural areas. The same situation is also with females of the RAE community (Roma, Ashkali and Egyptian) in urban and rural areas.
- Cooperation and coordination between the directors of directorates of education and gender issues is in a low (3) level. There are no common projects of these mechanisms therefore the cooperation is in the protocol level.
- There is a lack of cooperation among MEST officials and directorates of education in Municipal Assemblies for the provision of transportation for students of rural areas.
- The biggest problems facing the Directorates for Education in municipalities are: low budget, the lack of school facilities, lack of transportation for students in deep villages, etc.
- Gender discrimination is denied by all directors of DEs in Municipal Assemblies.
- The problems facing the officers for gender equality related to education and genders are: the unsatisfactory level of participation of girls in the obligatory, secondary and higher education (e.g. in Skenderaj), school abandonment, particularly by females, the lack of transportation from deep villages, traditional beliefs on gender roles, lack of budget for these offices.
- Depending on the municipality they operate, Officials for Gender Equality affect the work of Municipal Assemblies. In Kamenicë, Skënderaj and Ferizaj they have a bigger impact in the distribution of scholarships or announcements. On the other hand in Prizren and Deçan, they do not have institutional support and their opinions and suggestions are often not taken into consideration, particularly in Prizren.
- According to the interviewed officials in Prizren, Kamenicë and Ferizaj there were no trainings for teachers on gender equality or other gender issues.
- Special importance is placed to gender issues, gender equality and the

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elimination of gender based discrimination, said the directors of the Municipal Directorates for Education and Offices for Gender Equality.

VI. Education and Gender in the Turkish, Bosniak, Serbian and RAE communities

- The lack of gender divided statistical data made the analysis difficult in the aspect of the inclusion of genders of Serbian, Bosniak, and RAE communities.

a) Turkish community

- Schoolbooks drafted for the Turkish community contain emphatic gender stereotypes.
- There are several illustrations in the preschool class walls of the Turkish community which expressively present gender divisions. In one of them, grandmother is sitting in a lounge knitting socks, father is sitting in the chair reading the newspaper, mother is in the kitchen making dinner, two boys are watching TV and the girls are playing with dolls.
- Gender structure of teachers in the Turkish community education in the preschool level is 4 females and no males. Primary education consists of 58 female teachers and 38 male ones and in the secondary education 19 are male and 11 female.

b) Bosniak community

- MEST has drafted a small number of schoolbooks for the Bosniak community, thus this community was forced to work with texts drafted by Bosnia and Herzegovina, in which books we can find many emphatic gender prejudices.

c) Serbian community

- Serbs, after 1999, have continuously worked with the curricula of the Ministry of Education and Sports of the Republic of Serbia.
- Gender issue opinions vary among this community. While, some teachers consider that sufficient importance is dedicated to this issue, another part of them does not agree with this.

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d) RAE community

- Education of RAE communities continues to be in a low level. The lack of parents' interest for the education of their children, school abandonment due to different circumstances and the poor socio-economic conditions are the main factors for such an occurrence.
- Statistical data on the inclusion of children in the pilot project "Balkansunflowers" in the village Uglarë of the municipality of Fushë Kosova, show that 13 male students and only 5 female ones have been involved.
- The gender structure in the process of the application for scholarships in the program of education of KCSF (2003-2004) shows that this community applied for scholarships with 545 males and 335 females, 360 of which are Roma, 405 Ashkali, 115 Egyptian.

VII. Legal framework regarding gender equality in the field of education

- There is a proper legal infrastructure for gender equal access in all levels of education of Kosovo.
- There are a series of legal and sub-legal acts in force that guarantee gender equality in Kosovo.

RECOMMENDATIONS

- Draft policies to will entice and support the inclusion of gender equality in all levels of education in Kosovo
- The Ministry of Education, Science and Technology (MEST) in cooperation with the University of Prishtina, to draft policies that ensure the better inclusion of women in higher education
- The Government of Kosovo to determine a financial policy that supports in an effective manner the development of the inclusion of gender equality in all levels of education.
- The Ministry of Education, Science and Technology, the Government of Kosovo and the Ministry of Economy and Finance to draft policies, which

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are to be followed by legal acts, which use diversified financial sources, to ensure stability as far as the implementation of gender equality in education is concerned.

- The Ministry of Education, Science and Technology to continually perform researches on the needs and the condition of education in all levels, with the purpose of developing new programs for the inclusion of a gender perspective – gender equality in all levels of education in Kosovo.
- Draft a law on schoolbooks, which shall include specific provisions, which ensure the inclusion of a gender perspective.
- The Ministry of Education, Science and Technology and the Printing Houses need to encourage the inclusion of women-authors in the drafting of schoolbooks.
- The Ministry of Education, Science and Technology and the Printing Houses, during the drafting of schoolbooks need to pay specific attention to the illustrations therein, with the purpose of excluding contents with gender stereotypes.
- The MEST is recommended to create policies, which enables the inclusion of men in the pre-school, preprimary and lower primary education systems.
- The Rectorate of the UP is recommended to involve women in leading structures, respectively in the positions of deans and the Senate.
- The Students' Parliament is recommended to implement the system of the quota of 30 percent with the aim of including women in their structures.
- The Ministry of Education, the Municipal Education Directorates and the Offices on Gender Equality, by including other education institutions to continue the project for fast learning initiated in some municipalities and at the same time include other municipalities in this project.
- The Ministry of Education, Science and Technology to take initiative, in cooperation with ED and GEOs, for organization of trainings for teachers of all municipalities.
- The Offices on Gender Equality within the Office of the Prime Minister of Kosovo to undertake the development of capacity raising programs for gender equality officers at municipal and central (ministry) level.
- MEST in cooperation with the Municipal Directorates for Education to identify and register the exact number of illiterates in Kosovo and to classify the data by gender

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- Increase the cooperation and coordination between the Municipal Directorates for Education, the Offices on Gender Equality and MEST
- The Ministry of Education, Science and Technology to take initiatives themselves for comprehensive organization of trainings for teachers regarding gender equality
- The preschool institutions to reduce the number of games that effect in the traditional division of gender roles.
- The Ministry of Education, Science and Technology in cooperation with preschool institutions to select the tales, the content of which does not express gender prejudices.
- The Ministry of Education, Science and Technology to contract specialized institutions, in order for them to continuously monitor the implementation of reforms.
- MEST to create an overview of the data, which need to be qualified based on belonging and present the inclusion of gender in education of all the communities in Kosovo
- MEST to speed up the drafting of schoolbooks for the Bosniak and Turkish communities.
- The Government of Kosovo to determine a financial policy which supports in an effective manner the education inclusion of the RAE community, especially the women and girls of this community
- The Ministry of Education, Science and Technology, in cooperation with the Municipal Directorates for Education, to create programs for scholarship for the RAE community members, for all levels of education.

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List of abbreviations

BAA	Beautiful Arts Academy
VEP	Vocational Education and Training
AUK	American University of Kosovo
DE	Department of Education
MDE	Municipal Directorates for Education
ETF	European Training Foundation
PISG	Provisional Institutions of Self-Government
ISCED	International Standard Classifications of Education
KEDP	Kosovo Education Development Project
CEC	Central Election Committee
GEL	Gender Equality Law
ADL	Antidiscrimination Law
MEST	Ministry of Education, Science and Technology
MEF	Ministry of Economy and Finance
NGO	Non Governmental Organization
OSCE	Organization for Security and Cooperation in Europe
RAE	Roma, Ashkali, Egyptian
PHS	Pedagogic Higher School
EIMS	Education Information Management Systems
UBT	University for Business and Technology
UNICEF	United Nations International Children's Emergency Fund
UNIFEM	United Nations Development Fund for Women
UNMIK	United Nations Mission in Kosovo
UP	University of Prishtina
OGI	Office for Gender Issues
ROE	Regional Offices for Education
SOK	Statistical Office of Kosovo

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SCHOOLBOOK ANALYSIS

The Experience of Several Countries in Schoolbook Analysis

“Men and women are like the wings of a bird. Just like a bird cannot fly with one wing, society cannot develop if men and women do not develop equally”¹

Schoolbook analysis from the perspective of gender has been and remains a preoccupation of many researchers and institutions dealing with gender studies. The interest has grown since many local and international non-governmental organizations (NGO's) in many countries have increased their attempts for achieving gender equality all over the world, particularly in post-conflict countries, in some of which forms of the patriarchy continue to prevail.

Reports drafted by different institutions dealing with gender analysis in schoolbooks from most of the countries (particularly countries in transition) bring into perspective the gender stereotypes in schoolbooks. In most countries included in the analysis, we see that there were and are discrepancies in both number and appearance of women and men in schoolbook texts and illustrations.

The following are several studies in which a gender analysis in schoolbooks was conducted in several countries around the world.

The content analysis of secondary and pre-university schoolbooks shows that, “Despite the care to achieve equal education between men and women, schoolbooks in India indicate a male dominance” (Kalia, 1982, p. 187).²

From an examination of 47 schoolbooks in the United States of America of the first eight years of primary school from 1980-1988, Sleeter and Grant (1991) have brought nontraditional roles into perspective in social studies, in reading and language arts, as well as science and math texts. For instance the opportunities for a woman to apply for an astronaut position are much higher than a man applying for a medical technician position.

The study of 122 secondary schoolbooks in Pakistan concluded that the potential and capability of men for taking over responsibilities are hyperbolized.

¹ <http://www.ncert.nic.in/sites/publication/journal/primaryteacherapril-2004/chap-7.pdf>
Taken from the internet on 11/03/2006

² <http://www.albany.edu/eqre/papers/39EQE.pdf>, taken from the internet on 7/24/2006

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In Turkey, gender stereotypes are obvious in the schoolbooks as the women's roles limited to that of mother and wife (Arslan, 2000).³

In Croatia one can clearly see from both the basic and the supplementary texts that women are less present. At the same time, one can clearly see that the schoolbooks are dominated by male authors. Women were the authors of only 15 percent of the schoolbooks, whereas men were the authors of 72 percent of the schoolbooks that were analyzed.⁴

Women are the primary subjects of 9.4 percent of lower class schoolbooks, whereas men are the primary subject in 35.7 percent. In the upper classes of the primary school these percentages increase to 12.6 percent women as compared to 40.2 percent men. All these transmit the sole message to pupils that men are the ones who attract attention, whereas women are retreat into the background.

In Montenegro, school activities of female and male gender are presented in an approximately equal number of illustration and texts. In Serbia's schoolbook texts, particularly those from grades 1-4, gender stereotypes are obvious. As such, girls go for walks, spend time taking care of their looks, and are passive during their leisure time. Alternately, boys play sports and participate in other activities. They are also presented as more adventurous and have more practical skills.

Regarding adult roles and professions, taking an example from a first grade schoolbook we see housewives taking care of housework, going for walks, resting in parks, and talking to their friends and children. On the other hand, men are usually presented as father figures are always dressed in suits, expecting dinner or resting while playing a traditional instrument.

In most cases women in schoolbooks are presented as mothers, and professionally, as teachers. Men are usually presented in professional roles, and rarely as spouses. In Serbia, the same holds true in first grade level illustrations and texts; women are presented in the two roles of teachers (15) and saleswomen. Men, on the other hand, are presented as chimney cleaners (4), linguists (8), flower salesmen, construction workers (2), writers (2), teachers, poets (5), ploughmen (6), farmers (2), and chauffeurs.⁵

In Asia and Latin America as well, the main aspect of gender issues are gender stereotypes, which are subtle, but give a strong message on what designates a certain behavior, role or a profession as female or male.

³ <http://www.albany.edu/eqre/papers/39EQE.pdf>, marr nga interneti më 24. VII .2006

⁴ Po aty

⁵ http://www.stopva.org/sites/3f6d15f4-c12d-4515-8544-6b7a3a5a41e/uploads/Gender_Stereotypes%5D.pdf, taken from the internet on 11/03/2006

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Feminist and other researchers have argued that gender stereotypes decrease the self-esteem of girls and limit children of both genders in certain behaviors, classes and career choice, thus limiting them from acquiring their full potential.

Boys exceed girls 4:1 in proportion in stories involving handicrafts and being active, whereas girls are presented with a rather passive attitude and more dependent than boys at a proportion of 6:1. Authors have found that men are presented in various professions and are determined, secure and active, while women are mainly presented as housewives, passive and dependent. Men do not express feelings, house caring is described as a female duty, and girls are not appreciated for their intelligence as compared to boys.

During this schoolbook analysis, it was noted that in Albania illustrations focused mainly on men. Differences were only indicated in Social Education texts (1-4), where this was less prevalent. Constant attempts were made to preserve a balance, not only in illustrations, but also in representing characters, social roles, etc. On the other hand, in texts like "Abetarja (ABC)", "Leximi (Reading)", "Matematika (Math)" and "Dituria (Knowledge)", we came across illustrations where boys dominate. Through body language, they seem to have been placed in leading or dominating positions. Not only do they take up more physical space in the book, but they generally also hold duties and are characterized as doctors, brave, worker", prudent, scientist", and initiators. At the same time they are described as vicious, careless regarding themselves and hygiene, or other such negative characteristics. The character of the girl is usually set in the background of the illustration. Even in cases when girls have the main role, they are hidden behind an occurrence or phenomena which marginalize them. Generally, they are involved in the function of boys, brothers, or friends and are always cleaner, more beautiful, better in school, but not as initiators. Women are generally found in at home or at school and rarely in the courtyard, playing with friends of either gender.

The main environment where women are found is the kitchen. Women enjoy their authority only in the house. As illustrated in the schoolbook "Nature Knowledge class 3:21", "mother is making dinner with an apron." Cooking is generally considered as the main responsibility of the woman and is given only to her. "Mother tells the boy that water is boiling in a pot placed on top of the cooker ("Nature Knowledge class 4. "Yesterday mother reproved sis-

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ter again because, after she left the room, she left the light on. My sister says she is afraid. Mother says that electricity costs and that everyone must save it at home" (Social Education Class 2:32).

In the roles attributed to them, boys are presented as very active, whereas girls are presented in assisting and supporting roles, but do not undertake initiatives. In the schoolbook "Nature Knowledge Class 3:95," the photos show a girl and a boy planting a small tree. The boy holds a shovel and is digging the hole, while the girl holds the tree. Again, in the same text (page 97) there are two boys and one girl in the photo. The two boys are placing the birdcage in the tree, while the girl is holding the ladder. In the schoolbook text in "Nature Knowledge class 3:120" there are three photos. The first photo is of two boys playing football. The second one depicts three children, one boy skating in the snow, one girl immobile and crying, and another boy backing the background leaving. The third photo is of a boy playing on the riverbank with a paper boat.

In the texts, girls are presented as weaker and less capable of facing difficult situations. They are presented in passive roles while the boys are shown succeeding. For example, Era "will be a saleswoman in a doll shop," while Genti will be "a champion".

Women and girls are shown in the professions of teachers, secretaries, singers, nurses, saleswomen, ballerinas, librarians, dentists, midwives, laboratory technicians, sanitarians and sometimes, traffic policewomen with a face frightened from the traffic.⁶

II. Analysis of illustrations and of the schoolbook content

"From the psychosocial parameters of the age group of 6-10, communication with and through illustration is often more rational, more direct, and much faster than communicating through words"⁷

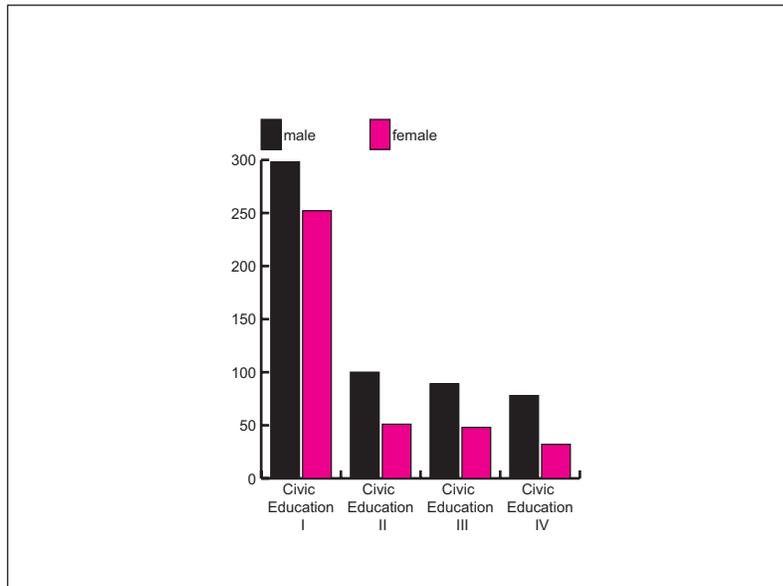
Illustrations are an important part of schoolbooks. Although the children are in the beginning stages of learning letters, illustrations play an important role of interpreting the environment and their surroundings. They also play an important role in increasing the capability of children's communication.

⁶ Center Gender Alliance for Development, "Gender analysis of primary schoolbooks", Tirana, September 2005

⁷ Center Gender Alliance for Development, "Gender analysis of primary schoolbooks", Tirana, September 2005

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Graph 1: Gender representation in text illustrations of Social Education I; Civic Education III; V and VII



Social education (class I) is illustrated with 550 figures, 298 of which are male and 252 of which are female. The schoolbooks primarily focus on the male gender. Women are given such attributes as soft, caring, a good mother etc.

The schoolbook for the third grade of primary school, Civic Education III also gave greater importance and more physical space to the male gender, thereby leaving women in the shadow. From 151 general figures, 100 of them are male, while only 51 are female. Additionally, on page 5, the lesson "Phases of Human Development" only represents the phases through the male gender⁸. Immediately after this page, people representing different ages are lined up according to gender. The upper part shows males while the lower part shows females, thereby creating a visual hierarchy.⁹

In the illustration on page 21 of the lesson "Rules of Conduct in the Home and in Public," the representation of genders in the given examples of illus-

⁸ See illustration in the chapter "Gender authority inside and out of the family"

⁹ Ibid see scanned illustration.

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tration is different from a numerical point of view. Men dominate with five appearances while women have only two. Additionally only the figure of a male is presented alone (page 23). Only on page 26 is there an equal representation of both genders, and which are communicating with each other. In page 40 of this schoolbook text there are six illustrations depicting leisure time in families, all of which only portray males.

The goals of ¹⁰ "Civic Education III" and "Civic Education V" revolve around gender issues. Graph 1 indicates that the number of males pictured in schoolbook illustrations is much higher than the number of females.

Despite the fact that the schoolbook "Human and Nature" is a part of this mission, the genders in this book are not shown interacting with each other, but in a relation to animals and nature. Of the 40 illustrations in this text, 21 are of males and 19 of females. Although humans represent a minority of pictures when the women are portrayed, they are in the role of child care.¹¹ Like the previous text, this text only depicts male figures in the stages of human development.

The analysis showed that almost all of the schoolbooks selected in the sample primarily focused on the male gender.

Table 1. Gender representation in texts illustration, shown as Mission I ¹²

	Social education (cl. I)	Civic education (cl. III)	Civic education (cl. V)	Human and nature (cl. III)	Life skills (cl. VIII)	Civic education (cl. VII)	Civic education (cl. IX)
Total number of illustrations	207	130	56	58	16	69	0
Total number of figures	550	151	137	40	23	110	0
Number of male figures	298	100	89	21	10	78	0
Number of female figures	252	51	48	19	13	32	0

¹⁰ First mission involves all schoolbooks selected by sampling, which had gender issues as their mission. Second and third missions' priorities were indirectly gender representation

¹¹ A group of authors: B. R. B. M & Rr. R "Human and Nature". Lesson: "People in nature" page 30 and Lesson: "Children's care", page 50. "Libri Shkollor", 2002.

¹² Table of mission 1

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In "Civic Education V", 89 of 137 figures are of males, while only 48 are of females. From a numerical point of view, almost all texts regarding a citizen's social education dedicate very little space to the female gender. When they are depicted, females are mainly represented as housewives, child caregivers, teachers, cleaners, as soft, and so forth.

In the schoolbook "Life skills,"¹³ different subjects such as human trafficking are addressed. In the illustration there is a woman shown with her hands tied and a covered face. The message from this illustration is clear that human trafficking generally involves women. It is a known fact, however, that this phenomenon largely affects children as well. In the illustration of titled subject "Can I keep Violence far from my Life" the author only shows men, two of which are using physical violence against each other.

A continuously repeated illustration such as in the book "Life Skills," is that of women in the role of the victim, which strengthens the stereotype regarding who is the perpetrator and who is the victim.

Between the ages of 6-11, information is primarily perceived from images and processing information. "Situating facts in context of time and the association between these facts are obviously not only instruments of creating concepts, but also sets the conditions of flexibility regarding how to use what one has learned."¹⁴

Gestalt theory posits that perception is a complex process which is initially linked with the direct impact of objects, occurrences, and persons. Therefore, according to this theory "the perception of objects, occurrence and situation, and the separation between these factors and the bodily surface in these contexts plays a critical role."¹⁵ This study also indicates that illustrations help children in perceiving and manifesting their gender."

¹³ Schoolbook "Life skills" for the VIII grade is an alternative, which was applied in Kosovo schools for the first time in academic year 2005/2006.

¹⁴ Center "Gender Alliance for Development", "Gender analysis of primary schoolbooks", Tirana, September 2005.

¹⁵ Nushi, Pajazit "General Psychology", page 190-200. "Libri Shkollor" (2002). Prishtina

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Table 2. Gender representation in schoolbook illustrations, set as Mission II

	ABC	Workbooks (class I)	Hand work (cl. II)	Workbo ok (cl. III)	Reading (cl. VI)	History (cl. VI)	Albanian lang.I (Note book)	Reading (cl. VIII)	History (cl. VIII)
Total number of illustrations	95	42	83	39	76	59	54	114	76
Total number of figures	215	40	158	59	79	51	69	137	152
Number of male figures	106	22	86	34	52	47	47	124	137
Number of female figures	109	18	72	25	27	4	22	13	15

"The ABC", is ranked among the texts in which women are represented more often than men. Of 215 figures, 106 are male compared to 109 images of females. In the first pages of this schoolbook there is a complete lack of the male parent and mother is the most frequently mentioned figure in these illustrations, as is determined by the patriarchal social conditions.

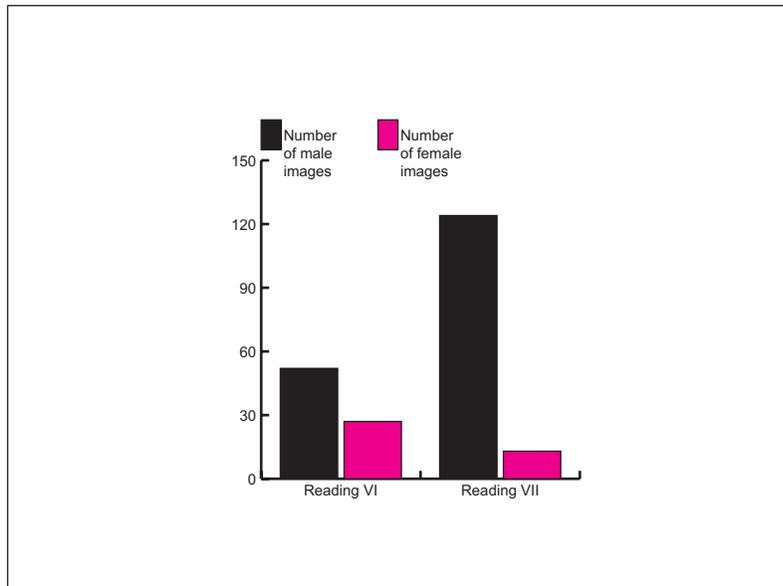
In the majority of illustrations in the schoolbooks where the gender figures are almost equal in representation, rather than being numerical, the issue becomes one of content.

In "Workbook I" for the Albanian language, gender is represented in 40 of illustrations; male and female characters are represented 22 and 18 times, respectively. In this schoolbook, men are depicted with the hardest tasks that are usually attributed to men, while the woman is engaged in the easier tasks typically ascribed to women. In "Workbook III," there is such a representation of genders. Of 59 general figures, 34 are males versus 25 females. Most schoolbooks present women in the role of housewives while the role of professional chef is given to men¹⁶. This schoolbook is also characterized by the female occupying an inferior position such as the following example of two illustrations. The first shows the boy fantasizing about creating a robot while the second depicts a girl playing with a pair of rollerblades.

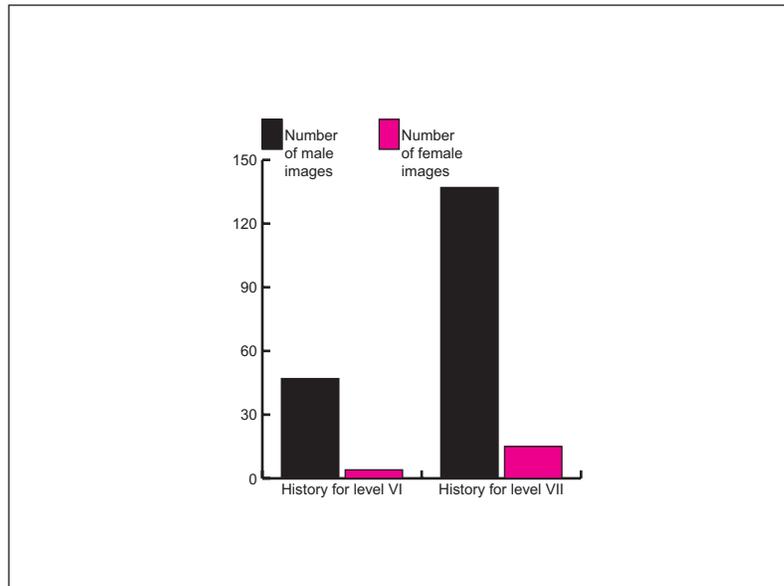
¹⁶ See next chapters related to professional stereotypes

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Graph 2: Gender representation in textbook illustration; Reading VI and Reading VII



In the textbook "Reading VI" of 79 figures presented, 52 are men and only 27 are women while "Reading VIII" includes 137 images of which 124 are male and only 13 female. Similarly in "Albanian language VI" of the 69 general figures are of the male gender in comparison to 22 female ones.

PAGE 027**Graph 3:** Gender representation in the illustrations of schoolbooks History VI and History VIII.

The textbook "History VI" contains a total of 76 illustrations, 51 of which are of humans (47 males in comparison to four females). On the front page of the schoolbook there are five figures presented, one of them is an antique sculpture that the voice commands, two are warriors fighting with one another and the last figure is a female wolf breastfeeding Romulus and Remus. "History of Class VIII" also has large discrepancies between male and female gender representation. In this schoolbook, in the first page of the cover there are two male figures shown in which their clothing depicts the collision of two eras, traditional and modern. One figure is presented in Albanian folk clothing, whereas the other one in modern clothes. In these two history schoolbooks it is clearly insinuated that the makers of history are men.

Rulers, warriors, and historians throughout the times are all part of the 8th grade history book. Only war is addressed in history book of the primary

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cycle, and we can see that this schoolbook is almost completely about men as written through the eyes of other men. This is the case in the 6th and 8th grade history books which are also written by men. Most of gender studies in schoolbooks are focused in history and literature, which are known as subjects in which the texts dedicate little or no space to females. Therefore, "the re-dimensioning of gender roles is accepted as a powerful development instrument of gender identity. Throughout history, women have had an equal albeit complementary role to men. As such, it is impossible to believe that men made history alone, as presented in the history book."¹⁷

Although books that are a part of Mission III quantitatively depict the genders almost equally, males still tend to dominate as the primary figures. The beginning of "Mathematics I" depicts two children running. The boy is taller and more energetic than the girl, who conveys such passivity it is a wonder she can even stand (Page 5).

Page 6 also shows figures of either gender; the boy is scowling and the girl is smiling.

Of a total of 100 figures in this textbook, 62 are of the male gender and 48 of the female gender. It is the only book that presents a variety of male and female attributes. For example, one female is shown as a weightlifter, a sports discipline usually personified by males. Immediately in the next page there are two figures - a girl with a skateboard holding something in her hands and a look of confusion on her face, while the boy is shown as a happy pupil holding a schoolbag.

As with all the illustrations, including those in the math book, although the number of male and female figures is the same, the females are always presented in secondary roles. In the second illustration on page 44, for example, there are 7 characters, two girls and five boys. On each of the two sleds a girl sits behind two boys, while the third sled only has one boy sitting on it. We can see that females are never placed in the position of the navigator, the one holding responsibility.

¹⁷ Center "Gender Alliance for Development", "Gender analysis of primary schoolbooks", Tirana, September 2005.

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Table 3. Gender representation in schoolbook illustrations established as Mission III

	Math (class I)	Workbook (cl. I)	Math (cl. III)	Workbook (cl. III)	Biology (cl. V)	Biology (cl. VII)	Biology (cl. IX)
Total number of illustrations	162	86	112	27	56	271	211
Total number of figures	100	90	84	12	10	21	45
Number of male figures	62	53	41	6	6	8	27
Number of female figures	48	37	43	6	4	13	18

In math books males are usually presented as more capable in solving tasks than females. In the book "Mathematics III," of 84 total figures, 41 are males, 43 females. From pages 6-135 there is a figure of a miniature boy, who usually turns out to be the one who knows how to solve the assignments. Although, the female figures are sometimes the primary focus in this book, neither gender is ever seen facing the other. Even when they are shown doing homework, it is the boy who is the one who solves the task. Another characteristic is the continuous presentation of the same illustrations and same gender figures.

In the schoolbook "Workbook I", there are a total of 90 figures 53 of which are male figures and 37 female. A woman is only in shown in two figures, and in both cases she is shown taking care of her children. The little girl is depicted watering flowers, ironing, playing and doing other traditionally female activities.

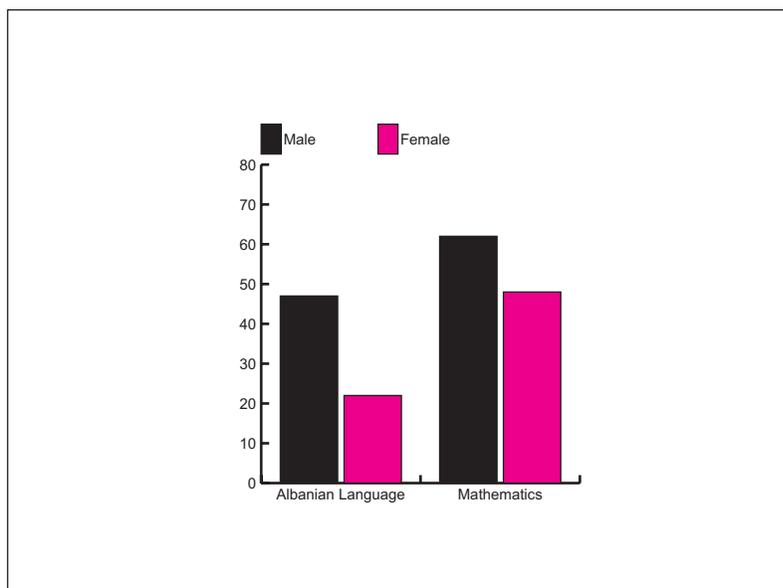
A different characteristic of this book is the repeated presentation of same male figures. In "Workbook III", there are 12 figures, six of either gender. The first page depicts four men in different professions that are "typical" for men.

In the book "Biology V", of the ten figures shown, six are male and four are female. In this schoolbook, there are few human figures, but in two illustrations, there are four female figures taking their children to the zoo.

In "Biology VII" of 21 total figures, 8 are male and 13 are female. The presentation of the female and male skeleton is almost equal.

In "Biology IX", of 45 total figures, 27 are male and 18 female.

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Graph 4: Gender representation in schoolbooks: 'Albanian language' and 'Math I'

Therefore, from all analyzed schoolbooks, 1407 of them have a stronger presence of the male gender in the primary cycle, compared to 885 females.

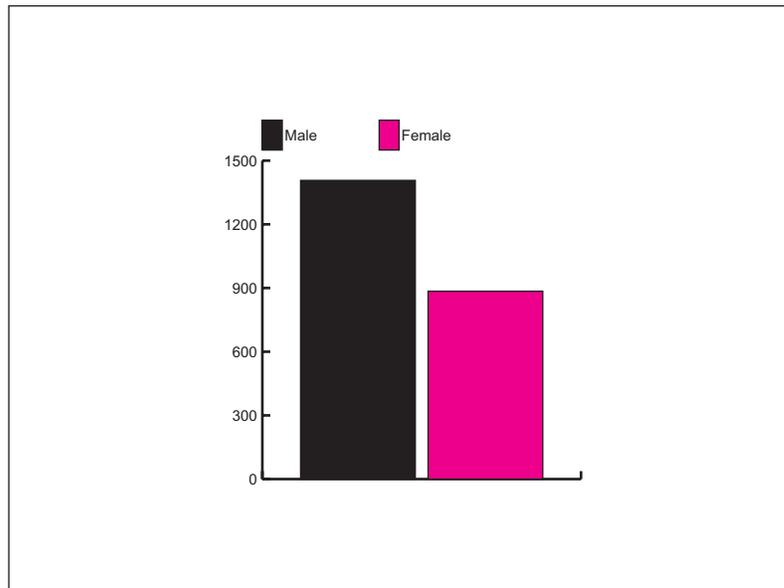
III. Professions and Gender representation

Stereotypes, mainly recognized as negative assessments that name prejudice, come from certain emotions, from the need to justify behavior, and from beliefs about and features among a certain group of people. To stereotype means to generalize, and in order to simplify life, we usually generalize.

Schoolbooks are not exempt from this and take part in stereotyping gender roles. In an effort to characterize the world around them, the authors of textbooks have grossly stereotyped the roles and behaviors of both genders.

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Graph 5: Gender representation in all schoolbooks included in sampling



Doing so privileges one gender, males, over the other.

Stereotyping gender roles in the schoolbooks is limited to the text, but also the content of the accompanying illustrations.

Professional representations of women, for example, are usually restricted to that of teacher, while males are illustrated in a wide variety of professional roles. Within the "ABC Book", there are 57 human figures, only twelve of which females are primary subject. Such stereotypes of professions and roles seem to justify the divide between rigid gender roles.

In the very first page of this text we see an illustration of a mother presenting her daughter to the teacher on the first day of school. The teacher is depicted as a continuation of the mother who has merely been transferred from the home to the school.

The illustration in the lesson "Who Works in the School"¹⁸ shows three types of positions, although women are only depicted in one role, the role of the

¹⁸ A group of authors: E. M., N. M., K. G., H. H. & B. Sh. "Social Education I". Lesson: "Who Works in the School," page 9. Publishing house: "Libri Shkollor," 2002

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teacher who is soft, kind, and embracing a student. Emotional expression is fundamentally different in these illustrations; the female teacher is shown as gentle and sweet, while the (male) school principal is stern and angry as he lectures his students. Another stereotype seen is the one of the pedagogue, who holds on to a mathematics book, a subject which most schoolbooks as lectured upon only by men.

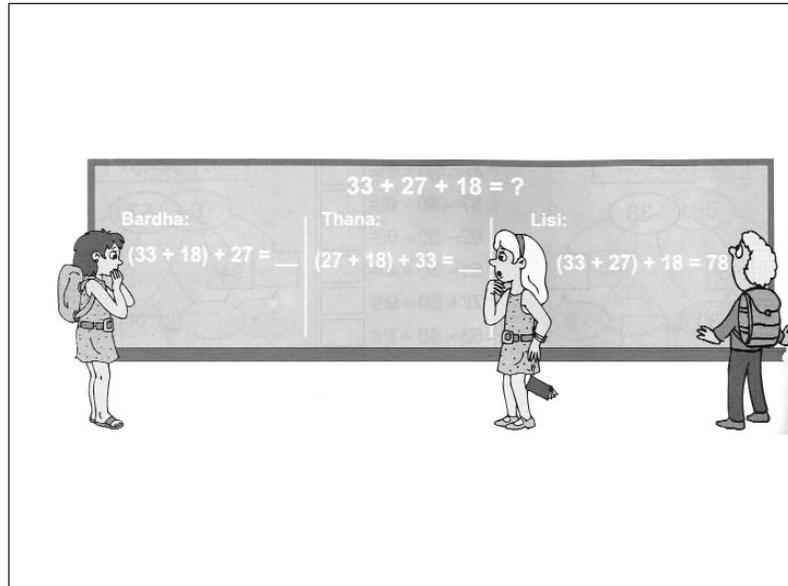
Illustration 1: Who Works in the School



Presenting math as a subject and profession in which only men excel and pursue is further bolstered by exercises within the lesson such as "which of the pupils chose the easiest way to multiply?"¹⁹ Inevitably, Lisi is the one who chooses the easiest way for the task, while his friends Bardha and Thana did not manage to do it.

¹⁹ Zejnullahu, Ramadan & Bilalli, Sejdi "Mathematics III". Lesson: "Which of the pupils chose the easiest way for multiplication," page 8. Publishing House: "Dukagjini", 2005

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Illustration 2: Which of the pupils chose the easiest way to multiply the numbers? "Math III"

This is an example that is often seen in other pages of the lesson "Multiplying Numbers by 5 and 10." Characters used for the example are Blendi, Edlira and Vjosa, to whom an example is given, and the final situation is that Blendi is more advanced than Edlira and Vjosa.

In most cases, schoolbooks are characterized by the depiction of gendered professions.

"The effects of gender roles and stereotypes can clearly be seen at an individual level. Gender impacts one's concept of oneself, and one's mental and physical health. It is a fact that there is no aspect of life that is not influenced by gender."²⁰

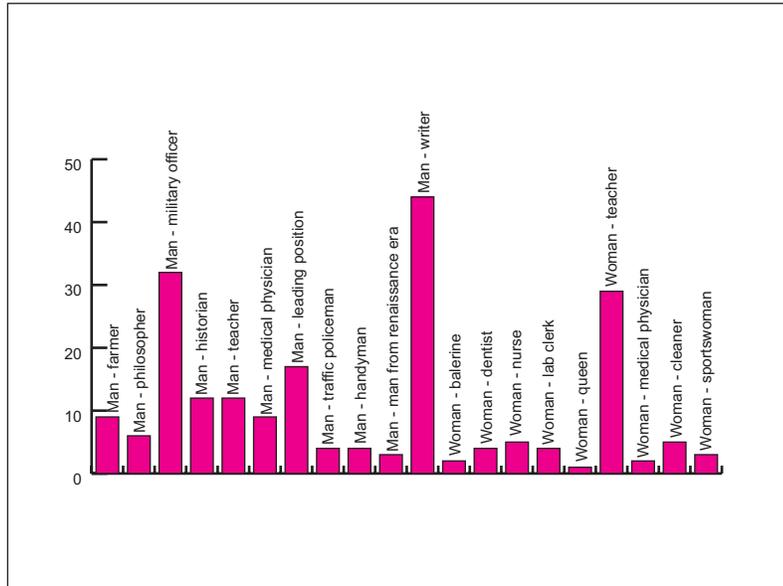
From their conversations I found out two new actors know how to write in Greek, while the two pretty actresses were illiterate.²¹

²⁰ Basow A, Susan "Stereotypes and gender roles" TIRANA 2003.

²¹ Petro, Rita & Syla Xhevat "Reading VI". Lesson: "Shakespeare and Me", page 167, Publishing House: "Botimet Shkollore Albas."

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Graph 6: Most present positions and professions in primary school textbooks



Generally speaking, the primary school textbooks we analyzed the most commonly portrayed professions for men and boys include doctors, historians, philosophers, mathematicians, writers, physical laborers, traffic policemen, chauffeurs, firemen, and soldiers.

The typical professions for women and girls are those of teachers, ballerinas, cleaning ladies, queens, singers, and so forth.

Engineer Artani, teacher Flamuri, mother Drita, doctor Astrit, doll Barbie, singer Valbona²²

of the image of stern-faced men as writers and that of women as teachers are roles that are presented most often in the analyzed text (see graph 6 for related info.)

The roles of children in the schoolbooks tend to be traditional, excluding

²² Pepivani, Natasha & Demolli Arifi "Workbook". Lesson: "Highlight the wrong letter", page 6 Publishing House: "Libri Shkollor", 2004.

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some texts, which have broken these concepts in subjects related to gender equality. Such is the case with "Citizens' Education" in the lesson "How has the Family Changed." Both the text and the illustrations in this lesson speak to the changes a family undergoes over time. In the section about the modern times, the illustration presents the genders as having equal roles within the family, and both genders are shown cleaning.

In the illustration of the lesson, "What is the Best Education for You,"²³ the little boy is offered seven different classes at school, while the girl is shown only in the laboratory. This sends the message that only boys have the opportunity to pick a profession. This illustration could have presented both genders in the middle of these seven school classes.

Therefore, schoolbooks, in both illustration and content, strengthen the idea that an advantage is given to the male gender, whereas the female gender is left in the background. This division is reflected not only in families, but also in the greater context.

The images used to present genders vary according to stereotype. The teacher is presented as sweet and soft while her male colleague is shown as rigorous, with an outward appearance of self-esteem and strong authority.

Teuta communicates with Dr. Astrit

This is the most typical example of how females are depicted" in a passive position in the background. When a situation needs to be explained, the woman is the passive listener and plays the role of a patient, as in the above-mentioned example.

Such a patriarchal and traditional approach affects children by creating traditional thinking schema. "Using neutral books with sexually equal characters in nontraditional roles may result in a low level of sexual characterization in students of all ages."²⁴ It is clear that schoolbooks need to be reviewed in order to eliminate sexism.

IV. Social roles within the family

Gender stereotyping is mostly present in schoolbooks when describing familial social roles and relationships. The way the family is presented in both text and illustration content continues to stereotype gender roles. Along with

²³ A group of authors. Book "Citizens' education V". Lesson: "What is the best education for you", page 62 Publishing House: "Libri Shkollor," 2005.

²⁴ Basow A, Susan "Stereotypes and gender roles", Tirana, 2003, page 175.

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stereotyping both parents, by gendering children's leisure time activities, we also stereotype the behavior of children. The little girl plays the role of her mothers' assistant, while the boy is always depicted as close to the father, and is more dominant than the girl. The boys' roles presented in schoolbooks are much more active compared to girls' roles.

Drini and Valbona were having dinner. When Drini finished he got up from the table and went to play. When Valbona finished, she waited for all the members of the family to finish. Afterwards, she cleaned the dishes and the table. After this she went to play.²⁵

As the abovementioned example made clear, the girl does not have the freedom that her brother does. First she has to help her mother, and only then can she go out and play. Such presentations of genders in schoolbooks stereotype gender roles and teach children to comprehend these differences as natural.

"Sexual characterization results partly from the assimilation of the concept within the gender scheme. For example, a child can notice that boys usually are described as "strong", "bigger", "brave", while girls are usually described as "better", "sweeter" and "more pleasant."²⁶

The only area in which women are portrayed in these schoolbooks is the kitchen; the only authority she enjoys is in proximity to her children. In the "ABC Book", the lessons, "Learn better Nita," "Eni and Enina," "My Mother," "Arta and Artori," "The Moon," "A Good Game," and "Coli and Cemi," women are presented only in the role of mother or teacher. Only in one illustration, "Gjeraqina and the Birds" do both parents appear together and in "The Present of Bardhyl," the father only appears once.

The way children are portrayed in the "ABC Book" is different because they are presented in groups. However, within these groups males are depicted more favorably. The emphasis of the little boy's index finger (Valon) toward the robot makes the girl look confused. The illustration and the content speak of Valon's robot, while disregarding the presence of the little girl.

I must help mother do ironing

²⁵ Ibid. Lesson: "The rights and responsibilities of family members", page 36.

²⁶ Basow A, Susan "Stereotypes and gender roles" Tirana, 2003

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Illustration 3: At the kitchen table "Civic Education V"

The first page of this book shows the lesson "Children of the ABC" which shows a group of children, among which there are girls playing with toys such as balloons, bears, flowers, grapes, ropes or phones. The males, on the other hand, are shown playing with airplanes, apples, balls, sleds, rockets etc. The text concludes with the following words "These are the ABC children".

Even in the questions that the teacher addresses to the pupils, the male children are usually the ones who raise their hands to answer. Additionally, when children are presented in different roles, they differ only in the type of activity they perform. For instance Njomëza knits the button, in the lesson "Njomëza's Button", whereas Ballori is sitting in the table and writing messages to the pigeons.

Ty-ty-ty the car siren goes. Ylli, where are your eyes?! Ylberina asks. What do you want?! Confused Ylli wonders. The car is going by – Ylberina tells him. Ylli goes. The car goes again. The siren goes again: ty-ty-ty!

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In this way, little girls always play the role of the caregiver, always with a caring appearance, while boys are shown as careless adventurers.²⁷ Gender priorities also appear in the language used in schoolbook lessons. In almost all analyzed texts of the primary cycle, nominal pronouns of the male gender dominate. The female nominal pronouns are rarely mentioned. In most analyzed texts, we can accurately see where and what the characters do. The roles are completely divided on the grounds of convention. Each role has its responsibilities. Mother irons, the girl stands by her, father finances the boy's education, mother stands by the washing machine, father buys supplies, the little girl sets the table, the boy carries a heavy bucket and so on and so forth.

Father: Works in the machine-shop, in order to provide the financial means. He regulates electrical appliances. Takes the children for walks. Cooks
Mother: Takes care of the cleanliness of the house. She knits and makes jerseys, helps the children do their homework., and cooks
Brother: Takes care of the dog. Reassembles the toys. Waters the garden
Sister: Goes to school. Does her homework. Sets and cleans the table²⁸

Most examples in the illustrations of the lessons' content include these kinds of stereotypes in family organization and division of responsibilities. Father always is shown in the role in which he can contribute to the families' well-being. Mother is the one who awaits father tired from her daily activities, but always smiling and sacrificing herself for the sake of her children and husband. The job description of the family members is different as well. While the little boy takes care of the dog, takes toys apart and puts them back together, and waters the garden (an outdoor activity), the ambitious girl goes to school, does her homework ,and sets and cleans (an activity largely noted in the schoolbooks).

On occasions when both parents appear in the illustrations of school books, the man usually occupies more physical space and appears to have stronger colors. In the portraits of the family members, men always appear in the first row, while the women are in the second.

²⁷ See: Batalli, Qamil "ABC-book". Lesson "Mirak's Horse went in the woods", page 30 and Lesson. "Confused star", page 56. Publishing House "Libri Shkollor", 2005.

²⁸ Mato, Erleta & Shatri, Bajram "Citizens' education III". Lesson: "The rights and responsibilities of children", page 11 Batalli, Qamil "ABC-book". Lesson: "Mirak's Horse went in the woods", page 30. Publishing House "Libri Shkollor", 2005.

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Illustration 4: First day in school "Social education"



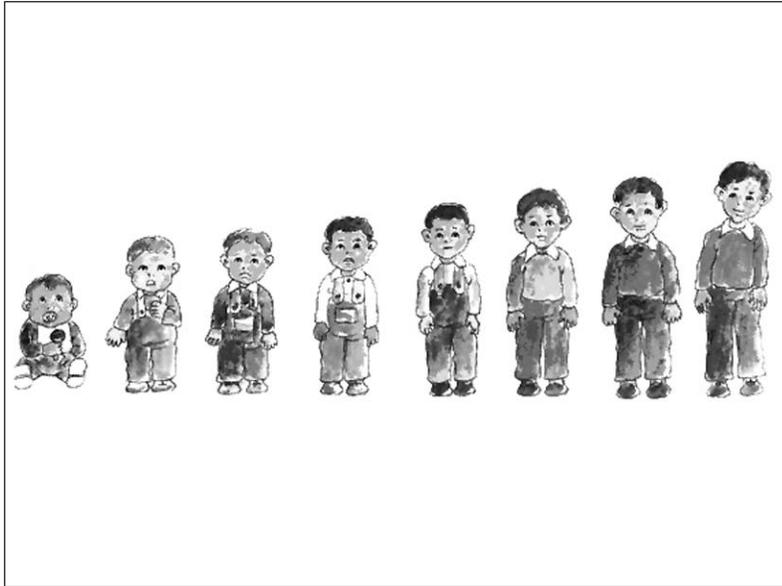
In most cases when humans are mentioned in the context of beings going through life stages and changes, this is personified with men only. For example, in the statement 'man grows and changes', the person is male, and the implication is that he is the only one to grow and develop.

When parents are asked whether they have noticed the gender stereotypes that appear in the text and illustrations of school books (i.e. when the mother is usually presented as the one taking care of the children, while the father is negligent in regard to children care), they answer in the affirmative. However, they have mixed opinions on how they should be presented. The parents of an older age admit that being a mother is an irreplaceable role²⁹. The effect culture has on people is that it creates certain stands and opinions that impose certain fixed behaviors and roles, which are, within the given framework, expressed differently by different people.

²⁹ The parent focus group has maintained some criteria: one of the criteria was for the participating parents to have children enrolled in preschool, primary and secondary schools. The model also contained the criteria of age, gender, employment and location.

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Illustration 5: The man grows and changes "Civil Education III"



The dominating effect of such a precept is evident also in the school books, when we deal with the organization of roles within families.

An important part in strengthening the stereotypes found in schoolbooks are the presence of toys, sports and activities that are designated as typical for men and for women.

Era has dolls and teddy bears, Genci has a car and a gun³⁰

In regard to this issue, the data that derives from the parent focus group varies. Male parents are more moderated, as far as this question is concerned, and are of the opinion that schoolbooks should contain images and illustrations of women performing tasks traditionally considered to be a "man's task". Unlike them, most women think that such roles should be separate. They only agree insofar as football is concerned, sharing their com-

30 A group of authors, "Civil Education". Lecture: "Game", page 58.

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mon opinion that 'it is a non-attractive sport for women to play.'³¹
"Using of neutral books containing sexually equal characters in non traditional roles may result in a lower level of gender stereotypes between students of all ages."³²

V. Gender Authority within and out of the Family

Authority with regard to gender in the analyzed texts depicts a feminine authority expressed quite often, and a masculine authority which appears less frequently but which is personified in a much stronger way.

There are two types of authority; the authority inherent in being strong, courageous, and dominant (male authority) and a soft, caring, sensible authority (female authority).

Accordingly, men are usually presented as policemen, doctors, fighters, writers, drivers, etc., while women ("who deliver in pain and take care of pain"³³), are presented as child caregivers, providers of food, cleaners. And generally regulating everything that is a mess! The children also manage to recreate such authority within the scope of their activities. The little girl is always soft and sweet as compared to the little boy, who is more active and plays a more dominant role.

Sandra Bem's theory of gender schemes explains the role and the negative importance that derives from sexual characterization. "Sexual characterization results partially from the assimilation of the internal conceptualization within the gender scheme. i.e. a child can notice that boys are usually described as 'strong', 'big', 'courageous', while the girls are usually described as 'good', 'soft' and 'kind.'³⁴

But, to address the larger question of why women are more social while men are seen as more attractive according to the gender scheme, these characteristics were assimilated by the culture to become a part of the gender stereotypes, and are transmitted to the child before he or she even learns to read.

³¹ Parent Focus Group, held on 09/19/2006

³² Basow A, Susan "Stereotypes and gender roles", Tirana, 2003.

³³ Center "Gender Alliance for Development", a Gender Analysis of schoolbooks, Tirana, September 2005.

³⁴ Basow A, Susan "Stereotypes and gender roles", Tirana, 2003.

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Illustration 6: People helping each other



If a man did not return the debt in due time, he, his wife and children would be forced into slavery.

From the aforementioned example one may deduce that 'the man' is a synonym for the husband, while the women and children are presented as if they were not people! Another example is the one in which the little girl (Rrushe) is presented on the path toward knowledge, until she is halted by an unidentified passerby, who addresses her as a "good girl," an epithet often used in schoolbooks.

Road to knowledge

A passerby asks Rrushe, "have you lost your Way? Where are you heading, o good girl?" Rrushe responds, "I am headed to the road to knowledge." The passerby was stunned. "Oh! I bid you a pleasant trip!" "Thank you!"³⁵

³⁵ Batalli, Qamil "ABC". Subject "Road to knowledge", page 62.

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Many examples given in primary school books are not appropriate given the age of the children attending. A child who has just started learning the of the alphabet is still not familiar with the broader concept of knowledge.

The social role is understood as the form that determines how a person is to act in any given time and place.

Superior and inferior roles are adopted and orient the future behavior of the individual, while the process of education and the relations of children in the education system help in forming a gender identity and in perception of the roles of genders.

"The schools develop and form gender segregation, stereotypes and even discrimination, as well as exaggerate the negative gender roles, despite the fact that they have the chance of making these effects milder."³⁶

Illustration 7: "How are these people of different ages called?"



³⁶ Helvacioğlu Firdevs "Ders Kitaplarında Cinsiyetçilik (1928-1995), İstanbul 1996.

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The authority that men enjoy in these schoolbooks is always higher than the authority the women have. It never happens that women are shown in higher positions; they are usually secondary, as is the case presented in illustration 7.

Illustration 8: Family has rules “Social education”



By analyzing the above illustration, one can see that the gender roles presented within the family are completely divided in the traditional context. In fact, everybody knows what their respective duties are. If “the family has rules”, then is it a “rule of the family” for the father to come back home as presented in the illustration?! The wife, with a headscarf and an apron keeps the house in order, takes care of cleaning, etc. While the little girl puts the shoes in order, the boy does the same thing with the books, and the other girl holds a doll in her hands.

The pupils have the opportunity to consider these stereotypes, such as “fam-

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ily rules”, as natural. In the description of the ‘Daily Regime’ there are two children in their beds. Genci appears to be more diligent in his obligations than is Era, who likes to sleep a lot.

Genci wakes up early in the morning. He has his shower, puts his clothes on and eats. After this, he takes his bag and goes to school. Era likes to sleep until late. But her grandfather does not allow her to. He reminds her that she shouldn’t be late for school.³⁷

In this class and illustration there is only one female, and she is portrayed in a negative manner while the grandfather and the boy are characters that are both punctual and who come up with good suggestions.³⁸

Illustration 9: Daily regime “Social Education”

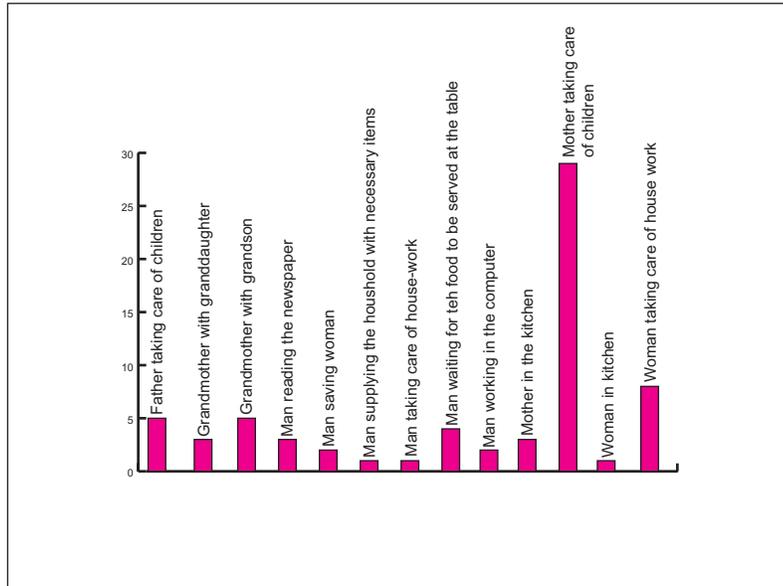


³⁷ A group of authors. “Civil Education”. Lecture: “Daily regime”, page 55.

³⁸ See the presented illustration.

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Graph 7: Presentation of the gender roles in the primary school books



VI. Analysis of the curricula³⁹

The curriculum represents an important document, which is used by teachers, educators, the authors of schoolbooks as a guide to implement the study programs.

The interviewed text-writers state that they do take into consideration the curricula drafted and prepared by the Ministry of Education, Science and Technology, in the absence of which they can not write the school books. Regardless of this fact, during the analysis of the school books and the curricula we noted many discrepancies between the two. The following data offers a clear overview on whether the curricula has taken into consideration the gender perspective in the methodology guidelines it provides, and if so, how much was the gender perspective respected by the authors of the school books, in the preparation of the content and illustrations within these books.

³⁹ The analyzed curricula are only those that by sample were chosen.

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Additionally, we sought to find out whether the inclusion of a gender perspective was the individual choice of the author or a guideline provided by MEST to which they were obliged to refer.

The curricula is taken into thorough consideration during the school book drafting, but the gender perspective continues to be a matter of choice of the authors, as the gender sensitivity is only offered in a generalized manner.⁴⁰

Curriculum 1, which includes "Albanian," "ABC Book (Primer)," "Working Notebook 1," and "Mathematics 1," has the following aims: "The continuous development of pupils' spiritual values, the consolidation of knowledge, the development and orientation of talents and skills in developing the future, and encouraging pupils to take initiative and act independently within their respective family circles, and other circles, by respecting the basic rules of behavior in groups."⁴¹

Keeping in mind the importance of the curricula, it would be good to dedicate some importance to the gender spectrum as well. "The curriculum is a framework which needs to be decisively respected since it is a document that is also applied pedagogically in the schools."⁴²

"Therefore, if we allow for discrepancies between the curriculum and the schoolbooks, the books would not be appropriate for usage in certain topics and classes"

The programs are quite general. They state, for instance, that a poem is to be learned September, but it remains in the judgment of the writer to decide on which poem should be studied, and from where this poem will be taken. The are therefore two separate topics."⁴³

Almost all of the aims of the primary curricula tend to have the same objectives, but lack objectives that are related to the gender perspective. It is therefore necessary to formulate other objectives such as a gender objec-

⁴⁰ Interview with Eqrem Basha, editor of "Dukagjini" Print house. The interview held on 06/11/2006. Prishtina.

⁴¹ Curricula 1. "Goles", page 8. MEST, Prishtina, August 2003.

⁴² Interview with Xhevat Sylva. Author of the schoolbook "Reading IV", as well as an editor to many other schoolbooks. Interview held on 10/31/2006.

⁴³ Interview with Lulavera Kadriu, human rights officer in MEST, held on 10/27/2006. Prishtina.

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tive. Only a ranking within the classes would obligate the teachers and schoolbook authors to be more attentive towards the gender aspect. The second objective of the Draft Strategy on Gender Issues states the importance "including the gender perspective into the curricula and school books." The interviewed authors, however, did not know of the existence of this draft, as illustrated by the following statement. "During the preparation of a school book, the only thing offered to us as guidance is the curricula."⁴⁴

Among other things, the section of the curricula that deals with the Albanian language, and specifically in the section on "Inter-class and Inter-curricular approach," it is determined, that "except for the inter-class issues, the Albanian language will help the development of some other issues, such as topics on health, human rights, gender issues, etc"⁴⁵. The approach to gender issues, and the choice of related topics, is left to the teachers to decide, since the school books do not contain any gender sensitive content, even though the curricula clearly states that gender issues should be discussed and elaborated upon. However, this is not noted. The only noticeable fact is that there is one-sidedness that leans towards the masculine sex. This can be seen in that the school books contain many stories about the lives of Albanian writers, all of whom male.

"We do pay a lot of attention to the curricula, but a huge nepotism rules in MEST. Since the authors of schoolbooks also act as reviewers, the omissions regarding how gender issues are approached are evident"⁴⁶

Furthermore, the curriculum also describes the importance of pupils. "The pupils (orig. nxënësit – male pupils) need to be at the center of attention," which is only one of the ways one can form this sentence. The female form of words is almost completely absent in this program. It should be that if the sentences are given in singular than they should contain both male and female names (nxënës/nxënëse or mësues/mësuese). "The teacher (male teacher-orig.) needs to be a model for the pupils (orig. – male pupils) as to the use of lingual skills and his attention needs to be concentrated in some basic principles", which shows that the articles and the pronouns not presented in both manners (his/her)., namely female articles are almost absent from

⁴⁴ Interview with Xhevat Sylën. Author of the schoolbook "Leximi IV", as well as an editor to many other schoolbooks. Interview held on 10/31/2006

⁴⁵ Curricula 1. "Inter-class and inter-program approach", page 25. MEST, Prishtina, August 2003

⁴⁶ Interview with Shyqeri Nimani, illustrator of the schoolbook "ABC", published by the Print House "Libri Shkollor". Interview held on 08/11/2006.

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PAGE 049**Curriculum 1.**

Another sentence reads "The teacher (male) needs to make efforts to properly understand the character of the pupil (male) as well as his advantages and weaknesses, to verify if **he** is an open or a secluded type, whether he is courageous or not, whether he takes self-initiatives or whether he needs to be stimulated by the teacher (male)".

Curriculum 1, including the section on Albanian language, is completely dominated in all senses of grammatical writing by male identification. The author of the school book "ABC-Book," Qamil Batalli declares:

"There are special curricula, topics, titles and chapters on school books, and it would not be at all excessive to also have some guidance on the drafting of these books"⁴⁷

Furthermore, on page 41 of the curricula, as to the course of mathematics, among other in the methodology part, it is stated: "In order of reaching optimal results in the field of teaching mathematics, it is of extraordinary importance to have a well-drafted curricula, well written books, and well-trained teachers". According to this, if it is asserted that there is a need for "good books", than this might be the chance to include the gender perspective, as a part that needs to be well considered by the writers. The mathematics book did not manage to escape gender prejudices either. In general, it is the men that manage to solve the most difficult tasks, while women are very rarely presented in this book. Mathematics would be a "good schoolbook" if the stereotypes of the likes of the task-solvers, were to be excluded⁴⁸.

"Schoolbooks are subject to free writing and decisions of the writers. There is no monopoly in this aspect"⁴⁹

Curriculum 2

The course "Hand-Craft" requires pupils to "develop their stands and values, in understanding the advantages and restrictions offered by the course, in the sense of personal behavior (being cooperative, open, tolerant, honorable,

⁴⁷ Interview with Qamil Batallin, author of the schoolbook "ABC", published by the Print House "Libri Shkollor". For more details on the analysis of this schoolbook, please refer to the chapter "Analysis of schoolbooks."

⁴⁸ For more details, please refer to the analysis of "Mathematics I and III".

⁴⁹ Interview with Ramush Lekaj, senior curricula officer in MEST. Interview held on 10/04/2006

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critical, and having initiative)⁵⁰. There are no noticeable stereotypes in this book. On the contrary, when persons were taken as examples, him/her, his/her, etc. was used constantly. Namely the purposes of the curricula correspond with the way this book was written.

Even though many of the interviewed school-book authors offer special attention to the curricula, they also add: "We make efforts to be completely in compliance with the curricula, although some minor deviations do not affect the quality of the schoolbook. The author is given a slight scope for initiative."⁵¹ It is necessary for the curricula not to be superficial regarding the description and inclusion of gender sensibility in schoolbooks. Therefore, in the words of one author, "I pay a lot of attention to the curricula, but as far as gender presentation is concerned, I am provided with no instruction."⁵²

Curriculum 3, which includes "Civic Education III", "Mathematics III", "Man and Nature III", describes the goals which are to be achieved by every course separately. As far as mathematics are concerned, it is believed that students have achieved a basic level of knowledge on concepts of mathematics during the first and second grade. The course "Man and Nature," states that the pupil needs to be formed into a stable, self-critical, sustainable character, ready for cooperation with the teachers at school and others out of school, as well as to become able to deal with the challenges of life. The book "Human and Nature" is compiled in such a way that makes the student have a stable and self-critical personality, but it has more to do with the world of plants and animals, and does not contain any gender stereotypes. Regarding the course "Civic Education III", that the curriculum states that "Civic education helps the students become aware of their own identity and security, as well as to study, communicate, respect the beliefs and the cultural values of a multi-ethnic society, better understand the rights and responsibilities of individuals in families at school and in their communities, as well as to better know the nature of a functioning democracy."⁵³

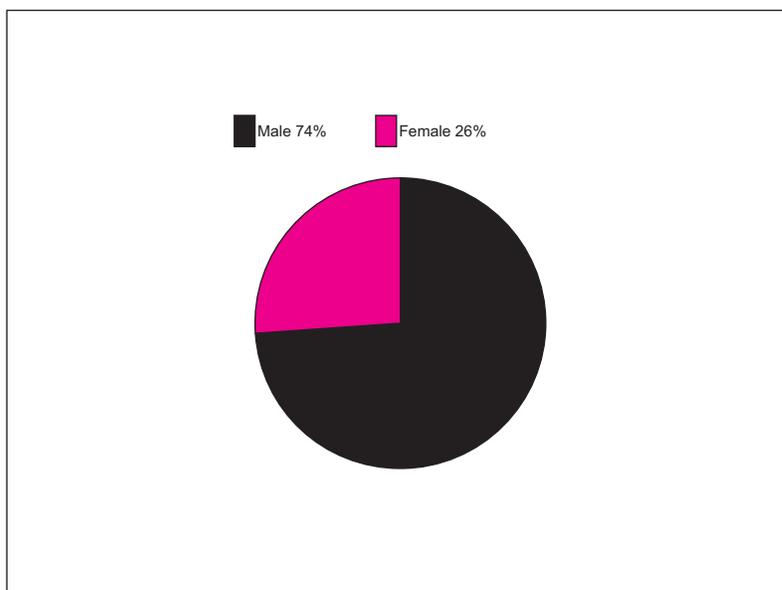
⁵⁰ Curricula 2 "General Objectives", page 62. MEST, Prishtina, June 2004.

⁵¹ Interview with Ramadan Zejnullahu, author of the schoolbook "Mathematics I and III", published by "Dukagjini" Print House. Interview held on 10/31/2006.

⁵² Interview with Xhevat Sylën. Author of the schoolbook "Reading IV", as well as an editor to many other schoolbooks. Interview held on 10/31/2006.

⁵³ Curricula 3. "Objectives", page 89. MEST, Prishtina, February 2005.

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PAGE 051**Graph 8:** Gender structure presented by the schoolbook authors, determined by samples (classes' I-IX)

It does not, however, mention gender issues directly. The article naming in this book also uses only the masculine form, i.e. "he only sees himself as a part of it."⁵⁴

As to this curricula, in the section named "Methodic Instructions," it is noted that "The pupils play the roles of, e.g. the teacher (m), the principal (m), parents, the traffic policeman, and various members of the community. In this case the teacher (m) plays the role of a coordinator"⁵⁵

Other than the one-sidedness of the curricula, this is also carried over to book itself. "Civic Education III" has many 'gender problems'. Opposing what is promoted in the curricula, it is clear that the gender roles are divided in a traditional manner, although slightly less than in some of the other books ana-

⁵⁴ Curricula 3. "Expected results", page 90. MEST, Prishtins, February 2005.

⁵⁵ Ibid

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lyzed. In page 11 of this schoolbook, one family is sorted in the following order; (1) the father, (2) mother, (3) brother, (4) sister, (5) grandmother, (6) grandfather. It is obvious in this example that hierarchical preference was given to the men. This hierarchy is also present in role allocation, as it is stated that the father “works in the office to provide money,” while the primary role of the mother is to “take care of the house work.”⁵⁶

“A lot of effort has been invested as to the inclusion of gender sensitivity in the curricula, but we are not satisfied, since there still is hesitation on this issue, which therefore has not found its rightful place in our school curricula and our schoolbooks,” says Ramush Lekaj, a Senior Curricula Officer in MEST.⁵⁷

Curricula 5, which among other sections includes “Civic Education V,” determines that the pupil “needs to understand the procedures and the importance of their application. He needs to understand that governmental and non-governmental clubs and institutions function according to procedures.” It is interesting to note that the articles in the presentation of goals were all masculine (i.e. “pupil (m)”, teacher (m), “him,” etc.

Page 94 of the “Civic Education V” reads that the pupil needs to “become able to easily communicate, without prejudice, not only with his peers, but also with adults who belong to other cultures or communities that live and work in Kosovo.”

Civic education represents a schoolbook that deals with the daily life and provides guidelines on how to act in the manner of a good citizen (m). One of the instructions included herein is communication with the others. An example of this is the subject “How we Communicate with others,” in which the patient is depicted as female, while the doctor is male. This is one of the things taught by civic education, and the greatest problem here is the gender imbalance.⁵⁸

This course should deal with the role and importance of gender equality in much more detail, keeping in mind that Civic Education is ranked as one of the leading courses, as far as the gender mission is concerned. The section on Methodological Guidelines offer an example on how “the teacher (m)

⁵⁶ For more details, please refer to “Civil Education III”. See chapter “Analysis of school books.”

⁵⁷ Interview with Ramush Lekaj, senior curricula officer in MEST. Interview held on 10/04/2006.

⁵⁸ For more details, please refer to “Civil Education V”. See chapter “Analysis of school book.”

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plays the coordinator, while all of the students of the class play active roles in this process.”⁵⁹

“The pupils are divided into groups or pairs, while the teacher plays the role of the supervisor, and, if necessary, offers instructions or clarifications.”

Curriculum 6 includes, among other sections, Albanian Language as well as History. As to the former, the curriculum states that one should “read up on various articles that deal with actual happenings in health, gender equality, human rights, etc. and debate and offer opinions on these issues.”

“During the compilation of the curricula we made efforts to give importance to the gender perspective, but the women are traditionally, and not only in our country, provided with less opportunity, when compared with men”⁶⁰

Curriculum 6 provides space for gender issues, even though they are not specifically determined as one of the objectives. As it states “The teacher may use literature, as necessary, for the realization of the program.”⁶¹

Meanwhile, the curriculum on the course of history, has determined the following goals: “To become familiar with the orators, philosophers, and poets; to get acquainted with the states of Philip II, Alexander the Great, the main tribes, with how states are established and developed, wars, economic and social developments, the role of women in the Illyrian society, as well as in the education of women” As it was mentioned on three separate occasions, the following must be stressed: 1. support the pupil and the teacher, and 2. the teacher should be able to identify the difficulties faced by pupils and support them in overcoming these difficulties.”

In accordance with what is described in the curricula, the schoolbook is filled with male characters starting with the front page, which depicts five male characters. These illustrations, including the schoolbook’s front page, give the impression that the history was only created by men.

It is evident, however, that there is an absence of gender sensibility in the Albanian language schoolbooks in that they are overwhelmingly male dominant. The vast majority of the subjects and tales in this schoolbook are of an

⁵⁹ Curricula 6, methodological instructions, page 101/ 102.

⁶⁰ Interview with Fehmi Rexhepi, author of schoolbook Historia VI and VIII. Published by “Dukagjini” Print House.

⁶¹ For more details on schoolbook “Reading VI”, see the chapter “Analysis of school book.”

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epic character, namely including classic figures and characters, such as Skenderbeu Gjergj Elez Alija and others. In addition, the other stories consist of male characters such as hunters (m) and highlanders (m). Out of the book's 36 subjects, there is not a single subject that holds a female character as the protagonist.

Also, the other parts of the schoolbook, used for exercises, are taken from male writers such as Konstandin Kristoforidhi, Fan Noli, Mitrush Kuteli, Marin Barleti, Ismail Qemal Vlora, Naim Frashëri, Faik Konica, Ismail Kadare, Dritëro Agolli, Anton Pashku, Moikom Zeqo, and Ibrahim Kadriu. The only female writer, who was given any space in this schoolbook, is the American writer Elizabeth Enright, with the story called "A Summer Day at the Farm."

Curriculum 7 describes the purpose of the civic education and biology courses as follows: in the biology curriculum, "the application of new approaches and strategies of teaching which tend to develop in the pupil (m) the talent to integrate academic knowledge with the real world...; everything is done with the goal of equip the pupil, as a future citizen, with the tools to successfully face the challenges of the new millennium."⁶²

Among other facets, the curriculum of civic education states its goal "to make the pupil aware of the importance of respecting the rights and responsibilities of the group members and to explain the importance of preventing all forms of discrimination, be it on the basis of ethnic, religious, racial, gender or other characteristic."

Although the curriculum has apparently been adapted to the changes of circumstances which have affected gender and other prejudice, the school books have not become more sensitive to gender equality.

It is evident that civic education gives an advantage to one gender (male) while ignoring the other (female). This is a reality resulting from the fact that traditionally segregated roles in society, in the schoolbooks, and in the curricula are mirroring each other.

Curriculum 8

According to the curriculum on the Albanian language, "the teacher needs to be a model to the pupils as far as the use of lingual skills is concerned"; "the teacher is to undertake efforts to get better acquainted with the character of the student, as well as his advantages and disadvantages, verify if he

⁶² Curriculum 7, page 93.

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has an open character; whether he is courageous or not, whether he takes initiative or needs to be led, etc"; "the role of the teacher is crucial, as it supports the process of teaching and being taught..." These are all statements which typify the gendered structure and language of various curricula. Usually the teachers are not, or do not need to be role models for the students, as it is set in the schoolbooks. The schoolbooks usually favor one sex over the other.

Curriculum 9 includes Civic Education and Biology. In its introduction, the curriculum for civic education states that "in the lower classes, the central subject is the student's rapport with the family, school, and community." One of the objectives of this course is also "the rule of law, which helps in identifying its real values of justice, freedom and equality;"

"The citizen – the base and bearer of direct democracy; president, election of the Kosovo president. What are his competencies and Responsibilities. The President's mandate, etc"⁶³

As is described in the curricula, the subjects of this book deal more with the governing system of a country, the role of democracy, human rights, the principles of non-discrimination, as well as conflicts and conflict-resolution.

VII. Statements of primary and secondary school teachers and principals (directors), as well as kindergarten educators

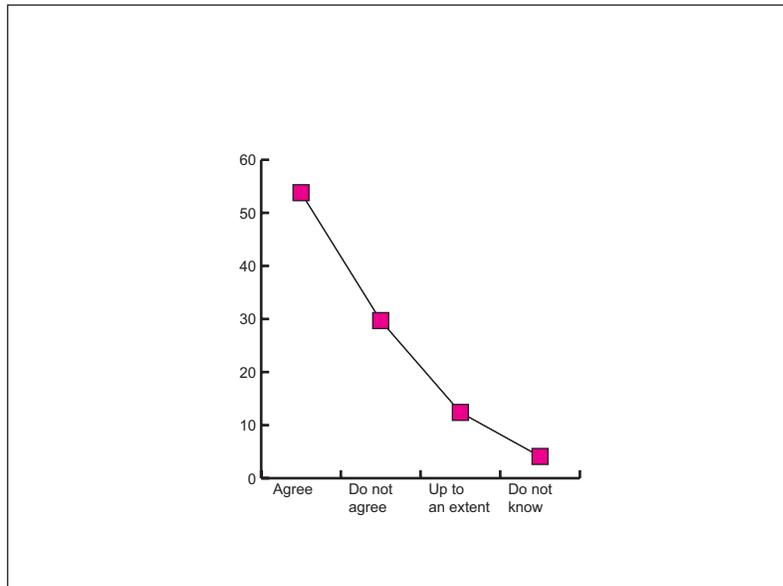
Asked whether "women need to be necessarily presented in the schoolbooks in their roles as mothers, teachers, nurses", 53.8 percent of the respondents agreed while 29.7 percent do not.⁶⁴ According to this, the main educational factors and stakeholders are characterized by traditional beliefs with regard to illustrations in schoolbooks.

⁶³ Curriculum 9, "The objectives of civic education", page 141/142.

⁶⁴ "4.10 percent of respondents replied "I don't know", while 12.40 percent answered "up to an extent."

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Graph 9 Presentation of the percentage of statements on the question whether “women need to be necessarily presented in the schoolbooks in their roles as mothers, teachers, nurses?”



An important figure is the one representing a cross-questioning. Depending on location, up to 60.3 percent of the respondents in villages agree with the statement, while 27.6 percent do not.⁶⁵

According to a cross-gender inquiry, an important fact is that, 53.75 percent of the male respondents agree with this statement, as compared to only 46.25 percent of the female ones. 50 percent of respondents from either gender answered “up to an extent” while 67.4 percent of female and 32.6 percent of males replied “do not agree.”

The respondents questioned in smaller towns agree with the original statement 62.5 percent of the time, while 21.9 percent do not share the opinion.⁶⁶ In the cities, however, only 41.8 percent of respondents agree while 36.4

⁶⁵ While, as far as location cross-cutting is concerned, the responses in villages were: “up to an extent” - 10.3 percent, “I don’t know” 1.7 percent.

⁶⁶ As far as location cross-cutting is concerned, the response “up to an extent” in small towns was present with 15.6 percent.

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percent oppose it.⁶⁷ An interesting characteristics deriving from this study is that the respondents of the smaller towns are more traditional than the ones in the villages, while the percentage of the 'agreeing' respondents decreases to 41.8 percent in the cities, making for a difference of 20.7 percent between the cities and the villages. In this context, the difference in response between the smaller towns and the villages is quite small. This leads to the statement that the traditional beliefs and stands are an inseparable part of the education system.

Modern beliefs are only noticed with respondents surveyed at private schools. Only 20.8 percent of these respondents agree with the aforementioned statements, while 54.2 percent disagree with it. Of these figures, 8.3 percent of the respondents answered "I don't know" while 16.7 percent stated "up to an extent."

VIII. What do the authors and those competent for school books state

We received different responses when we asked the authors and several stakeholders in printing houses who should control the gender presentation in the schoolbooks. According to the editor of the Dukagjini printing house, Mr. Eqrem Basha, "the curricula, authors, evaluating committees and finally the printing houses are responsible." On the other hand, according to Bajram Shatri, the director of the Libri Shkollor printing house, the responsibility falls primarily with the teachers, because according to him, "they undertake the evaluation", as well as the students and parents.⁶⁸ In this context, Shatri thinks that "this segment was never discussed until now, and it is now that I see that it is quite important to pay some attention to this issue in some republishing projects, in order not to repeat the same omissions!"

As far as the importance of gender representation in the books, the authors are of an almost identical opinion. "The schoolbooks, which are created by us authors, have very little difference, since the Kosovar reality is such, and we cannot create another reality."⁶⁹

⁶⁷ In cities, the response "up to an extent" occurred 12.7 percent of the time, and "I don't know," in 9.1 percent.

⁶⁸ Interview with Eqrem Basha, editor of "Dukagjini" Print House, conducted on 10/27/ 2006 in Prishtina.

⁶⁹ Interview with Bajram Shatri, director of "Libri Shkollor" Print House, conducted on 11/07/ 2006 in Prishtina.

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Most authors said that the genders were unintentionally being portrayed in traditional gender roles. "Usually this is not done on purpose, but more in an instinctive and spontaneous manner... nobody drew the authors' attention to the importance of gender presentation in the schoolbooks."⁷⁰

The manifestation of tradition can not be saved even by the so called second socialization agency – the schools. Therefore, according to the interviews, it is obvious that the schoolbooks can not escape such a gender presentation, and that "the tradition can not be easily eliminated, regardless of the extent of care you appoint to avoiding it."⁷¹

When asked whether he thought that the professions in the school text books are delegated based on traditional gender divisions (i.e. the women are always nurses or teachers), Arif Demolli, a schoolbook officer replied, "this is a cliché, and maybe seen in the tales of a previous era, and imbedded in the heads of older authors. The authors of these books are usually older than 60 years of age."⁷²

According to him, the authors of schoolbooks are burdened with conservative views, "therefore it will be hard for them to note the distinction between traditional and modern roles."⁷³

Even though objective 2 of the strategy "Inclusion of a Gender Perspective in Education" anticipates the inclusion of a gender perspective in the curricula and in the schoolbooks, the stereotypes continue to be present in many schoolbooks.

Most of the schoolbook authors do not know of the existence of a document that would serve as a guide to incorporate gender perspective while compiling future schoolbooks.

"I do not know how the process of publishing a schoolbook develops, since I do not deal with this issue."⁷⁴

In this context, the publishers themselves express the perspective there should be a mechanism that controls from the gender aspect of schoolbooks after the manuscripts are chosen. "It would be good to have somebody review this aspect."⁷⁵

The human rights officer in MEST, who is a representative of the unit that includes gender issues, states that "it was not our intention to include gender

⁷⁰ Ibid.

⁷¹ Ibid.

⁷² Ibid.

⁷³ Interview with Arif Demollin, schoolbook officer in MEST, realized on 19.09.2006 in Prishtina

⁷⁴ Ibid.

⁷⁵ Interview with Lulevera Kadriu, Human Rights Officer in MEST.

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sensitivity and statements regarding gender issues. It is important for the schoolbooks to have equal treatment regarding gender, for the examples and illustrations not to discriminate against any of the genders, and we believe that one subject and one course can not fully create an awareness regarding these aspects. All of the methodology in all of the curricula must be sensitive regarding gender."⁷⁶

This office also verified the fact that no thorough analysis has been performed regarding gender representation in schoolbooks. "So far no analysis has been undertaken, and whether or not the gender stereotypes exist is hard to assert without proper analysis."⁷⁷

Nevertheless, the absence of a detailed analysis does make a comparison between the previous and recent schoolbooks impossible. Lulevera Kadriu, however, stresses that "the difference between the older schoolbooks and the more recent ones is quite evident!"

Schoolbooks play a fundamental role in the professional choice of the students in the future. Asked whether the books play an important role and whether they affect the professional stereotyping, the director of the department for pre-university education in MEST, Agim Bërdynaj states, "we have been very liberal in the manner in which we choose the texts, but the quality of the texts we have still does not match the desired quality," he concluded."⁷⁸

On the other hand, the illustrator of the "Abetare" (ABC Primary), Shyqeri Nimani, emphasizes that, "the illustrations presented in books, be they dedicated to children or adults, are a function of the text."⁷⁹

As far as the issue of gender representation in schoolbooks is concerned, the authors' opinions vary. Ramadan Zejnullahu, author of "Mathematics I and III" admits that such omissions are evident. "Such omissions may occur; we usually name the teachers in feminine, since the teachers of the lower cycle are usually women," explains Zejnullahu⁸⁰ Fehmi Rexhepi, the author of the schoolbook "History VI" thinks that the traditional presentation of genders is natural, because, "as the people's proverb says, 'The thing that grows in you,

⁷⁶ Ibid.

⁷⁷ Ibid.

⁷⁸ Interview with Agim Bërdynaj, Pre-university Education Officer in MEST, conducted on 10/25/2006 in Prishtina.

⁷⁹ Interview with Shyqeri Nimanin. Illustrator of the schoolbook "Abetarja", conducted on 08/11/2006 in Prishtina.

⁸⁰ Interview with Ramadan Zejnullau. Author of schoolbook "Matematika I dhe III", conducted on 10/13/2006.

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is hard to remove’.”⁸¹

Although “Abetare” (ABC Primary) are among the first books that children come across, the author Qamil Batalli denies having purposefully created a text which stereotypes according to gender. “But it is the reviewers and editors who need to pay attention, along with the authors and illustrators.”⁸²

81 Interview with Fehmi Rexhepi, author of schoolbook “Historia VI”, conducted on 11/20/2006 in Prishtina

82 Interview with Qamil Batalli, author of schoolbook “Abetarja”, conducted on 11/10/ 2006

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CURRENT SITUATION OF THE INCLUSION OF GENDERS IN THE EDUCATION SYSTEM

Gender analysis of the staff of the Ministry of Education, Science and Technology (MEST)

"The Gender literature suggests using several indicators that can be ranked according the following categories:

1. The political environment
2. The institutional environment
3. Critical indicators of policies⁸³

An important indicator of the political environment is undoubtedly the gender balance of the structure in the government and policy-making bodies of the Ministry of Education, Science and Technology, Directorates of Education and of schools. At the same time, it is also important to know their balance in the decision-making process.

Recent data from the Ministry of Education, Science and Technology, show that gender equality remains but an aspiration on paper, never finding its practical application.

As such, of a total of 214 employed in MEST, 83 (38.8 percent) are female while 131 (61.2 percent) are male.⁸⁴

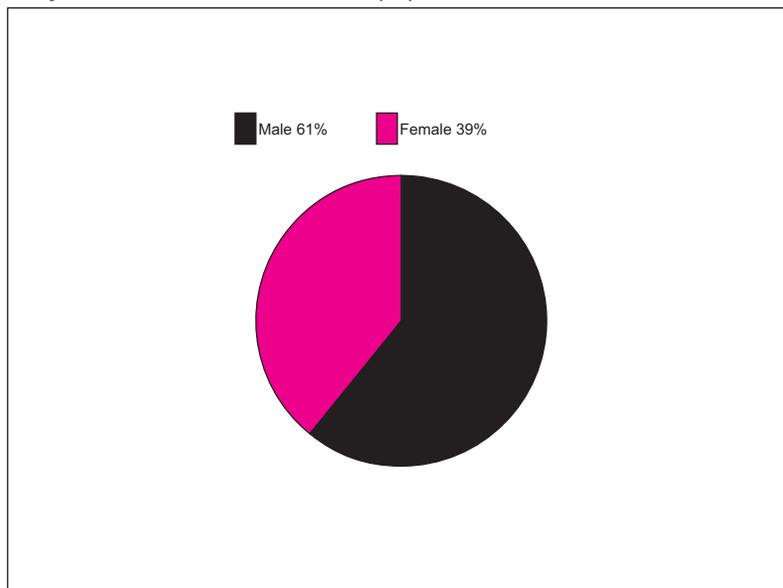
Please refer to the following chart:

⁸³ United Nations Development Program "Gender Analysis of the Policies in the Ministry of Education", Tirana, February 2005, page 8.

⁸⁴ The number of employees in other ministries divided based on gender is as follows: Ministry of Environment and Spatial Planning (males 160 - 103 females); Ministry of Trade and Industry (males 103-51); Ministry of Health (4,620 males – 2,894 females); Ministry of Culture, Youth, Sports and Non-residential Affairs (males 276 – 209 females); Ministry of Education and Post-Telecommunication (220 females – 69 males); Ministry of Public Services (1,509 males – 1,090 females); Ministry of Labor and Social Welfare \ (893 males – 610 females); Ministry of Economy and Finance (556 males – 315 females); Ministry of Agriculture, Forestry and Rural Development (441 males – 56 females); Ministry of Energy (72 males – 28 females); Ministry of Local Government Administration (24 males – 23 females); Ministry of Communities and Return (92 males – 45 females) which means that these ministries totally employ 14.459 people (excluding MEST) males 8,815 and 5,644 females. (Source: Ministry of Public Services – Department of Civil Service Administration; Data on the people employed in ministries October - December 2005).

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Graph 1 Gender structure of MEST employees



Source: MEST/SMIA Unit

Gender structure of the Cabinet of the Minister of Education

- The Cabinet of the Minister consists of five people, two females and three males.
- The Office of the Permanent Secretary is comprised of 20 people, ten females and ten males.
- The Department of Procurement consists of three people, one female and two male
- The Department of Administration and Finance consists of 21 people, 10 are females and 11 males.
- The Department of Pre-University education accounts for 50 people, 25 females and 25 males.
- The largest discrepancy is noted in the Directorate for Dormitories

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- (Gjakova, Peja, Gjilan), where out of three directors, none is female.
- In the Regional Offices for Education of 81 employees, 54 are male and 27 are female. In the Department of Technical Services, of 24 employees, six are female and 18 are male.
 - In the department of higher education, from 7 persons, 2 are female and 5 male.

For more detailed information, please refer to the following table:

Table 1 The gender structure of employees according to various organizations

No.	Employees according to organizational units	Number of employees	Females	Males
1	Cabinet of the Minister	5	2	3
2	Office of the Permanent Secretary	20	10	10
3	Department of procurement	3	1	2
4	Department of Administration and Finance	21	10	11
5	Department of Technical Services	24	6	18
6	Department of Higher education	7	2	5
7	Department of pre-university education	50	25	25
8	Directors of dormitories / Gjakova, Peja, Gjilan	3	0	3
9	Regional Offices for education	81	27	54
	Total	214	83	131

Source: MEST/SMIA Unit

In the table below, we can see a pronounced domination of males in all decision-making and steering positions.

At the same time, we can see that the permanent secretary of MEST is male, as is the budget director. Similarly, the director of the legal office is male, and of eleven sector chiefs, only three are females. A similar situation is also seen with senior regional officials where from seven employees, only two are female. Gender representation among the education inspectors is not valued

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at all. As evidenced by the fact that all seven people employed in this sector are. There is an emphasized gender discrepancy even at the level of education experts. Of 30 education experts, only five are female, and from seventeen officials of regional education offices, only seven are female.

The Coordinator for Human Rights is female, as is the Coordinator for Promotional Schools. At the Didactic center, however, there is a noticeable difference as far gender representation is concerned. Of the ten coordinators at the Didactic Center, only three are women.

The Inter-ministerial Information Processor is a female, but from four translators, only one is a woman. At the technician level we can see a more balanced gender representation. Of three technicians, two are females and of ten administrative assistants, eight are women. As far as drivers are concerned, gender representation is completely skewed since all eight drivers are men. In the Regional Offices for education, all ten employees are female, while in the dispatch unit, the assistant is male. Of five employees on the technical team, one of them is female and the other 4 are men – security staff.

Table 2 Shows the number of women and men in different positions: >>

Source: MEST/SMIA Unit

Professional qualification of staff clearly shows the educational stagnation of women, particularly in high education. While this team consists of fifteen M.B.A.'s, only three of them are females. Even regarding university qualification, we notice an unequal proportion of men and women; of 143 employees, only 54 are females. Fifteen people have completed a higher education, out of which only four are women. The situation is different when looking at secondary qualification. Of 36 persons, seventeen are females who have graduated from high school, whereas of the five employees who finished primary school, all of them were females.

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No.	Employees according to organizational units	No. of employees	Females	Males
1	Permanent secretary	1	0	1
2	Directors/deputy directors of Departments	5	3	2
3	Executive Director of the Budget	1	0	1
4	Director of the Legal Office	1	0	1
5	Chiefs of sectors	11	3	8
6	Unit directors	6	1	5
7	Senior regional education officials	7	2	5
8	Education inspectors	7	0	7
9	Education experts	30	5	25
10	Regional officials	17	7	10
11	Human rights coordinator	1	1	0
12	Health promotion school coordinator	1	1	0
13	Coordinator and Assistant Coordinator of the Didactic Center	10	3	7
14	Directors of dormitories - Gjakova, Peja, Gjilan	3	0	3
15	Officials	70	33	37
16	Inter-ministerial information processors	1	1	0
17	Translators	4	1	3
18	Revisers	1	1	0
19	Technicians	3	2	1
20	Administrative assistants	10	8	2
21	Drivers	8	0	8
22	Dispatch assistants	1	0	1
23	Caretakers	10	10	0
24	Security staff, receptionists	5	1	4
	Total	214	83	131

MONITORIMI I MUNDËSIVE TË BARABARTA PËR GRATË DHE BURRAT NË KOSOVË
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Table 3 Professional qualification of the MEST employees

No.	Professional qualification of employees	Number of employees	Females	Males
1	MBAAs	15	3	12
2	University degree	143	54	89
3	Bachelor degree	15	4	11
4	Secondary education	36	17	19
5	Primary education	5	5	0

Source: MEST/SMIA Unit

**National Belonging of the Employees of the Ministry of
Education, Science and Technology (MEST)**

There are 196 Albanians employed in this ministry of which 71 are female. Of the four members of the Serbian community employed in this ministry, two are males and two are female. This ministry also employs six members of the Turkish community and one belonging to another minority group.

Tabela 4. National belonging of employees divided on gender grounds

No.	National belonging of employees	No. of employees	Females	Males
1	Albanians	196	71	125
2	Serbs	4	2	2
3	Bosnian	6	4	2
4	Turks	6	4	2
5	Roma	1	1	0
6	Other	1	1	0

Source: MEST/SMIA Unit

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In the education directorates and office, shown in the table below, male domination is noticeable at all levels. These figures clearly show the decision-making approach of the gender equality phenomenon. In this context, we can clearly see an inequality in MEST and that women are represented in a very low level.

Therefore, according to the scholar Kamla Bhasin, education does not necessarily provide gender equality justice per se, rather that, "very often education itself is patriarchal; it justifies, perpetuates or doesn't take into consideration the inequalities between men and women. Every analysis of school-books and school literature for children has indicated gender prejudice, in favor of men. This prejudice continues further in almost all academic disciplines."

II. Names of primary and secondary schools in Kosovo

Primary and secondary school names in Kosovo are an important indicator of indicating Kosovar society's approach to the phenomenon of gender equality. Not only do the names of these schools show that they are named after only a select few people, but they explain the influence of history and literature in assigning these names, as well as the open reluctance to name schools after women. Most of the schools are named after martyrs and writers. Because history texts only include events pertaining to and revolving around war, only male figures are represented, excluding the role and the importance of women throughout history, and this situation is reflected in the naming of schools.⁸⁵

As such, only 4 percent of all primary and secondary schools in Kosovo are named after women, while 72 percent of schools are named after men. The 19 percent of the remaining schools from this breakdown are not named after people, such as the 5 percent of kindergartens or nursery-schools named "Filizat," "Ardhmënia," "Dituria," and so forth.

⁸⁵ See chapter "Schoolbook analysis."

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Graph 2 The percentage of gender names of the schools of Kosovo

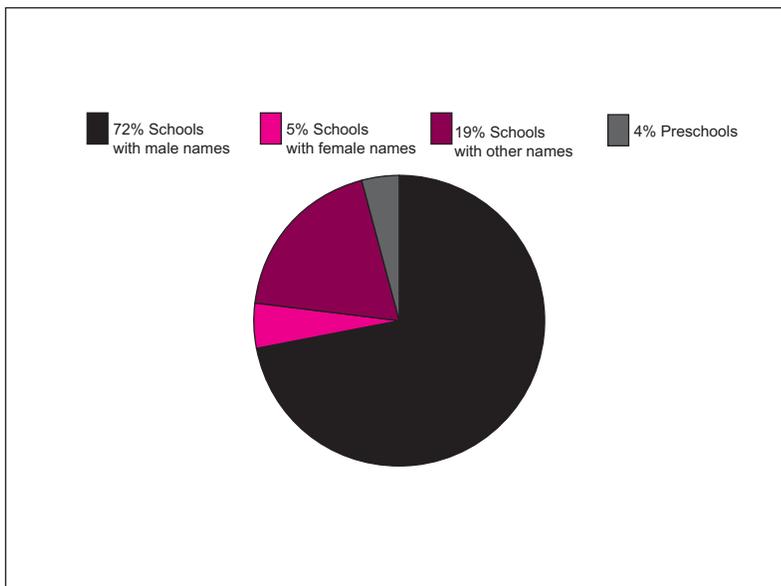


Table 5. Description of the levels of education systems in Kosovo

ISCED categories ⁹⁷	Description of 97 categories	Age group/class	Levels of the education system in Kosovo (extended)
0	Preschool education	9 months-3 years, 3-5 years, 5-6 years	"Preschool education (usually from 3 to 6 years)"
1	Primary education or the first phase of the basic education	Class 1, Class 2, Class 3, Class 4, Class 5	Primary education (first phase of basic education) for 5 years (usually 6 to 12 years of age)
2	Lower secondary, second phase of basic education	Class 6, Class 7, Class 8, Class 9	"Lower secondary education (second phase of basic education) for 4 years (usually 12 to 15)"
3	Upper secondary education	Class 10, Class 11, Class 12, Class 13	Vocational education program 2 to 4 (15 to 19 years of age)
4	Post secondary-non-tertiary education	First degree studies-Bachelor (BA)	Post secondary vocational level of education (19 to 24 years)
5	First phase of tertiary education	Master studies (MA)	For defining this level, we used only the ISCED definition 97 (22 to 26 years of age)
6	Second phase of tertiary education	PhD studies	For defining this level, we used only the ISCED definition 97 (22 to 26 years of age)

Source: MEST/SMIA Unit 2005-2006

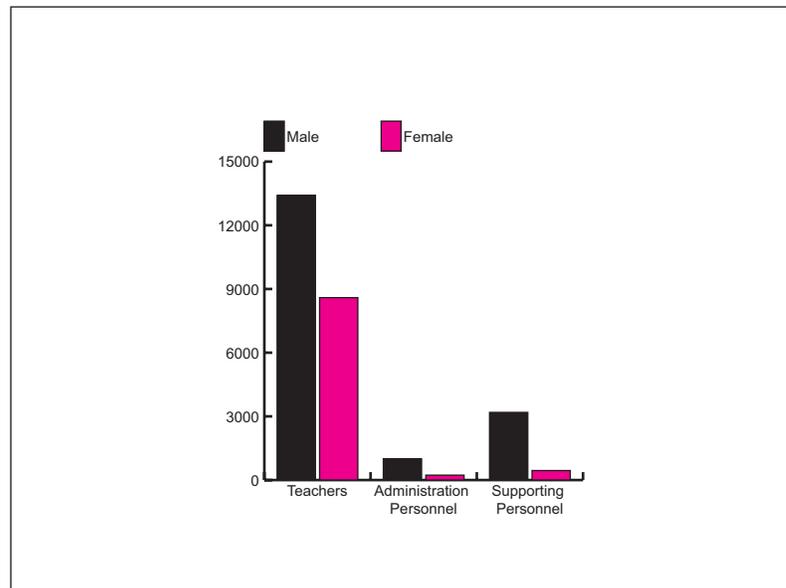
KOSOVO GENDER STUDIES CENTER

III. Gender Inclusion in Institutions of Educational Schooling

The total number of teachers in educational institutions in Kosovo is 21,698 (13,106 males and 8,592 females). Although gender representation varies at different levels, the participation of men is generally greater by 4, 514 teachers.

Keeping in mind the role and importance of administrative personnel in schools, of a total of 1,228 persons, 997 are men and 231 are women. The schoolbooks reflect this gender disparity. Text illustrations mainly show women in the role of administrative organizers and support staff. In the administration of all educational institutions, the total number of males employed exceeds the number of females by 766. "The number of women and men in administrative positions in schools contribute in the overall school environment. The school environment is another way of communicating gender messages."⁸⁷

Graph 3 The gender structure of the employees of educational-schooling institutions



Source: MEST/SMIA Unit

⁸⁶ Education level systems in Kosovo ranked in the category of International Standard Classification of Education 97-ISCED

⁸⁷ Basow A, Susan "Gender stereotypes and roles", Tirana, 2003

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The difference between what the schoolbook texts show and the actual reality is quite large. In reality, the 6,635 support staff in the educational system are dominated by 2,739 more males than females (3,187 males in comparison to 448 females).

IV. Preschool Education

Types of socially organized care for preschool children are one of the basic forms for the primary care of children.

Preschool education in Kosovo is organized according to ISCED⁸⁸ levels, which consists of level 0. This level includes preschool institutions in which are organized into kindergartens/nursery schools (children from 9 months–6 years), infant groups (ages 9 months–3 years) and the education group (ages 3–6 years). Preschool education includes children from 5–6 years of age.⁸⁹

The aim of preschool education is the psychological and physical development of children through games, learning social behavior, hygiene, and basic elements of language, math and the environment.⁹⁰

"It is generally accepted that the socializing of gender roles begins in families and that the kindergarten and eight years of school continue this process, playing an important role in the building of gender adherence through organization and practice. These processes and practices also continue in the secondary levels and in higher education, although perhaps in a different manner from the first two."⁹¹

Therefore, the social surrounding, the environment, and particularly the family and preschool institution contribute immensely to the development of many aspects of children.

⁸⁸ ISCED – 97 presents concepts, definitions and standard classifications. It is a frame that assists drafting and presenting of statistics and national and international educational indicators (source: http://www.see-educoop.net/education_in/pdf/law_prim_sec_educ-yug-kos-aln-t04.pdf)

⁸⁹ All statistical data and details related to the functioning of the education system and for the inclusion of females and males in the levels of Kosovo's education are taken from the Ministry of Education, Science and Technology, respectively from SMIA unit.

⁹⁰ Ilazi, Hasnija. 2003 (April) Gender Overview of the Education System of Kosovo. Prishtina: UNICEF, MEST, Statistical Office of Kosovo (SOK).

⁹¹ Gender Alliance for Development "Gender integration in education: Tirana 2004 (September)

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Preschool institution network

There were a total of 43 functioning preschool institutions in the country during the 2005-2006 school year 32 of them are the main institutions and eleven are separate, remote parallels.⁹²

The largest number of preschools are found in Prishtina, where, according to informal statistics, has the highest number of inhabitants, and where the percentage of employed parents is much higher than in other cities of Kosovo. At the same time, the largest numbers of preschool institutions operate in Prishtina and most children travel less than a kilometer to reach their respective facility.⁹³

In ranking numbers of preschools per location, Prishtina comes in first with nine preschools, followed by Istog with six Gjakova with four, Glogoc and Gjilan with three preschool institutions, Fushë Kosova and Peja with two, Podujeva, Obiliq, Mitrovica, Skënderaj, Vushtrri, Rahovec, Prizren, Suhareka, Ferizaj, Lypjan, Klina, Kaçanik, Kamenica and Viti with one each. Zubin Potok, Leposaviq, Zveçan, Deçan, Malisheva, Dragash, Shtimje, Shtërpce and Novobërda do not have any preschool institutions.

From 2001 to the present, the number of preschool institutions has not changed. The insufficient number of existing preschool facilities and the lack of a proper network of preschool institutions as reflected in the statistics of October 2001, indicates that of the 30 existing municipalities in Kosovo, 20 percent do not have any preschool facilities. From a total of 43 kindergartens, 29 include preschool education, while of 962 primary schools only 328 of them provide preschool education.

Financial means are another important factor for the non-inclusion of children in preschool institutions, since the price for one month 30 € plus associated costs (clothing, transport, etc.). For families with a larger number of children and low income, it is impossible to send their children to preschool. This is even more difficult when we take into consideration that a large number of parents, particularly mothers, are unemployed, and therefore are uninterested in purchasing preschool services.⁹⁴

⁹² MEST. Education Statistics in Kosovo 2005/06, Prishtina, January 2006

⁹³ Ilazi, Hasnija. 2003 (April), Gender Overview in the Education System of Kosovo; Prishtina: UNICEF, MEST, and Statistical Office of Kosovo (SOK).

⁹⁴ Ilazi, Hasnija. 2003 (April), Gender Overview in the Education System of Kosovo; Prishtina: UNICEF, MEST, and Statistical Office of Kosovo (SOK).

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Table 6: Number of institutions and children in kindergartens/nursery schools

NO.	Municipality	Number of institutions	Number of children	Male	Female
1	Prishtinë	9	1,323	474	849
2	Podujevë	1	55	22	33
3	Glogoc	3	189	100	89
4	F. Kosovë	2	135	73	62
5	Obiliq	1	99	71	28
6	Mitrovicë	1	340	193	147
7	Skenderaj	1	70	36	34
8	Vushtrri	1	187	101	86
9	Z. Potok	0	0	0	0
10	Leposaviq	0	0	0	0
11	Zveçan	0	0	0	0
12	Pejë	2	332	185	147
13	Istog	6	199	92	107
14	Klinë	1	41	23	18
15	Deçan	0	0	0	0
16	Gjakovë	4	623	336	287
17	Rahovec	1	147	84	63
18	Malishevë	0	0	0	0
19	Prizren	1	218	116	102
20	Suharekë	1	134	83	51
21	Dragash	1	0	0	0
22	Ferizaj	1	220	127	93
23	Lypjan	1	64	33	31
24	Shtime	0	0	0	0
25	Shtërpcë	0	0	0	0
26	Kaçanik	1	245	115	130
27	Gjilan	3	299	163	136
28	Kamenicë	1	120	70	50
29	Novobërdë	0	0	0	0
30	Viti	1	68	32	36
Total		43	5,108	2,529	2,579

Source: MEST/SMIA Unit 2005-2006

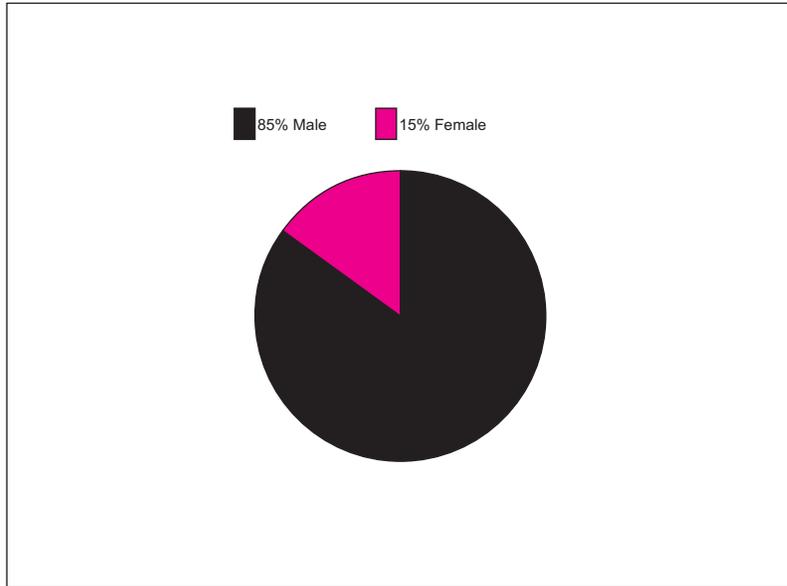
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“We are still far from the desirable level of standards in terms of our facilities. We have a low level of wages. All things are causing the Kosovar society great concern, but in education they are reflected in a very different manner because here we are dealing with our children’s preparation for the future.”⁹⁵

Gender Balance in Preschool Education

There are 5,108 pupils enrolled in preschool education in Kosovo, of which 2,529 (49.51 percent) are male and 2,579 (50.49 percent) are female. As far as administrative staff, support staff, and preschool teachers are concerned, 15 percent are men and 85 percent belong are women (see Graph 4). Of 494 educators in the teaching staff, only one is male.

Graph 4 Gender status of teaching staff and of administrative and support staff in the preschool education of Kosovo



Source: MEST/ SMIA Unit 2005-2006

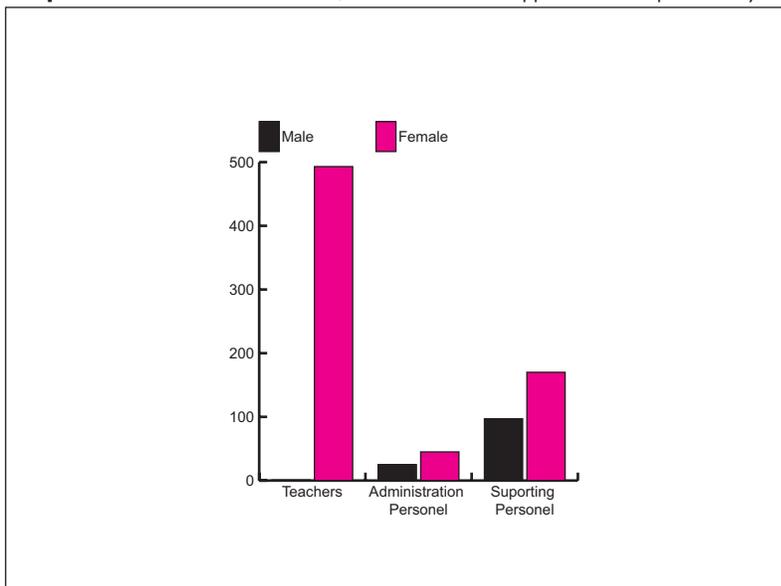
⁹⁵ Interview with Agim Bërdynaj, Pre-university Education Officer in MEST. Interview made on 25.10.2006 Prishtina

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The gender distribution in the administrative personnel is that of 70 total employees, 25 which are male and 45 female. Support staff consists of 267 people, of which 97 are male (36 percent), and 170 (64 percent) females. The educator in preschools must be aware not only of the age-related interests of children of the same sex as the educator, but also of the interests of children of the opposite gender. Therefore, “a preschool child requires people with whom to identify, and they must find them in preschools. Male and female children need male educators also.”⁹⁶

Several psychologists argue that the large presence of females in preschool institutions in combination with conviction and conformism in active learning areas makes the early school environment feminine. “This feminine atmosphere has been criticized as being the main cause of difficulties for small boys in their early years. This means that boys warp their gender identity, while avoiding everything female or “feminine.”⁹⁷

Graph 5: Gender structure of teachers, administration and support staff in the preschool system



Source: MEST/SMIA Unit 2005-2006

⁹⁶ Nikoloq, Satnisha; “World of Child Psyche” 2006 (Skopje)

⁹⁷ Basow A, Susan “Gender stereotypes and roles” TIRANA 2003

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The result is a lack of male educators in early child education, who would ostensibly present a male role-model for children. The actual gender distribution among teachers is supported by the stereotype of “less important” jobs performed by women and the “more important” ones performed by men.⁹⁸ The officials in MEST justify the overwhelming presence of women in the preschool system, by saying that “it is, in fact, a matter of tradition, because women and men are usually divided in their professions. This is a characteristic of the preschool education, as some vocational schools are characteristic of men only. I believe that because this is a tradition, men have not applied to teach at the preschool level.”⁹⁹

From the response of MEST officials, we can sense that this ministry has not made even the slightest effort to include men at this level of education. “In fact, we haven’t done anything as far as employing men is concerned because the vacancy announcement is open. We never state that a particular position is only for women or only for men; it is open for all. On the other hand, there some movements in this direction, such as the case in Sos Kinderdorf they do have male educators.

“Responsible educational institutions have done almost nothing to increase the number of males in this schooling level.”¹⁰⁰

The fact that the officials are ignoring this phenomenon can not be justified with the fact that this was caused by tradition. Institutions responsible for creating a new gender climate in educational-schooling institutions are obliged to regulate the gender status, through drafting different mechanisms to include men at this educational level.

The division of professions in “male” and “female” ones appears to be a complicated process. The portraying of men as “strong”, “active”, “brave”, and of females as “soft of nature” and “sweet” is not a problem that emerges only in the schoolbooks, and this could not have been overlooked by the educational officials. “We believe that women are much closer, much softer, and more caring toward pupils in regard to child care and age-specific needs and demands. Apart from the academic part that they must embrace, there

⁹⁸ Wenderoth, Annete & Moo Sang, Brian, 2004 (January). Gender Analysis of the education in Kosovo. Prishtina, UNICEF.

⁹⁹ Interview with Lulavera Kadriu, Human Rights Officer in MEST, conducted on 10/272006.

¹⁰⁰ Interview with Jeton Gash, educator in the kindergarten “Sos Kinderdorf”, conducted on 11/082006, Prishtina. Jeton has been working as educator for four years in this kindergarten and is the only male educator in Kosovo.

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are other requirements that more in line with a particular age of women."¹⁰¹ According to this official's statement, there might be 5-6 year old males in preschool who would benefit from a male teacher, but, according to him, MEST is pleased with the fact the vast majority of teachers are female."¹⁰² Such an approach seems inappropriate to the only male preschool educator in Kosovo. "We mustn't make such gender differences. I do not agree with the stereotype that women are softer in nature, and that men are more aggressive. This issue needs to be elaborated upon differently. It depends on how much is working with children appreciated."¹⁰³

Gender differences are also manifested in children's artistic expressions.



¹⁰¹ Interview with Agim Bërdynaj, Pre-university Education officer, MEST. The response to the question; "Has MEST done anything on including males in the preschool system. Latter continues with other questions related with this level of education.

¹⁰² Same source

¹⁰³ Interview with Jeton Gash, educator in the kindergarten "Sos Kinderdorf", made on 08.11.2006.

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The gender imbalance in higher education seems to start at the preschool level. "Competent institutions for preschool education must make further efforts regarding this issue because gender-oriented preschool education would eliminate stereotypes. Including only females in the preschool education system is reflected not only in teaching staff, but also in management. Even in administrative and support staff, there is a larger involvement of women, compared with other levels of education (primary and secondary). Leadership and planning staff is composed of 15 percent men and 85 percent women.

The data that came out of the focus group with parents¹⁰⁴ regarding the large number of females in the first level of education (preschool one) is that female parents are not concerned because to them "Women are softer of nature and must take care of children in kindergartens and in preschool education."¹⁰⁵ On the other hand, male parents do not have a decisive opinion regarding this issue.¹⁰⁶

The Number of Groups and Children in Preschool Education

Since Kosovo has a lack of special facilities for preschool education, these classes function within primary schools, and aim to provide children with the tools to continue to primary school.¹⁰⁷

These groups include 20,750 preschool children, (10,789 (52 percent) male and 9,961 (48 percent) female).

The number of children in pre-primary education is much higher compared with the number of children in preschool education. Of the 20,750 children registered in pre-primary, 5,108 are in preschool education.

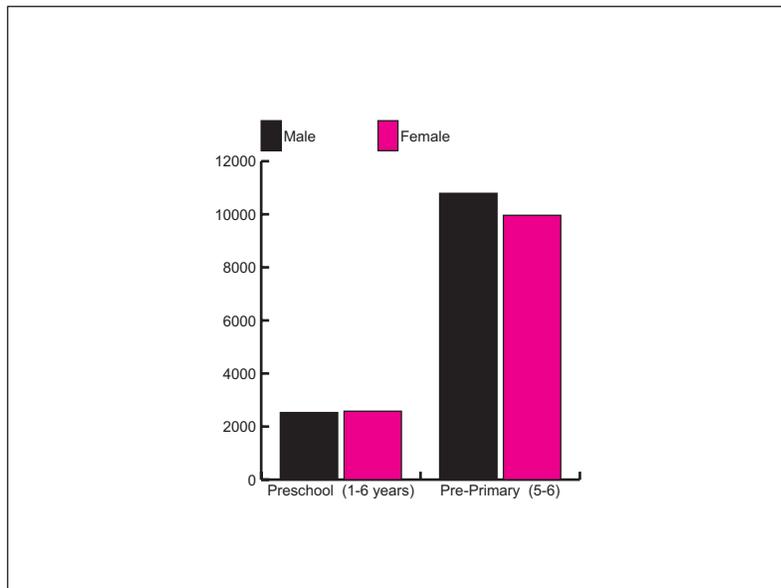
¹⁰⁴ Focus Group of parents has maintained the criterion that the participants are parents that have children in kindergarten, elementary and high school, whereas sampling contained the criteria of age, gender, employment and location (KGSC)

¹⁰⁵ Same source

¹⁰⁶ Same source

¹⁰⁷ MEST, Education Statistics in Kosovo 2005/06. Prishtina, January 2006

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Graph 6 The number of children in preschool and pre-primary education**Source:** MEST/SMIA Unit 2005-2006

From the total number of 5,108 children enrolled in preschool education, 2,529 are male and 2,579 female whereas in the pre-primary system, of 20,750 total, 10,789 are male and 9,961 are female. According to Xhemail Fazliu, the inclusion of children in preschool education is of utter importance, and because it builds a strong foundation for them, "this educational system is built like a pyramid and preschool education represents a fundamental level of the educational system. Therefore, society should have a more serious approach for the problem."¹⁰⁸ Among other things, Fazliu points out that: "Excluding children at the level of preschool leaves room for gaps in later educational reforms."

"Although they state that during last year the inclusion of pre-primary pupils in preschool education was around 50 percent, it turns out that their involvement was much smaller in comparison to the number of pupils registered in the first grade."¹⁰⁹

¹⁰⁸ Duriçi, Arian. "Education's foundation should be the preschool system. Koha Ditore. Prishtina, 24 July 2005.

¹⁰⁹ Same source

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Table 7: Number of groups and children in pre-primary education

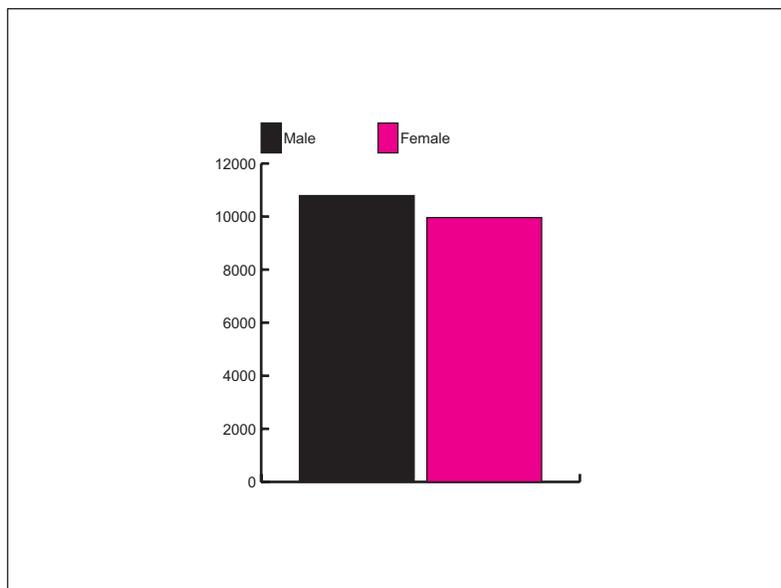
No.	Municipality	Number Groups	of Number Children	of Male	Female	Number of Children / Groups
1	Prishtinë	51	1698	939	759	33
2	Podujevë	29	833	408	425	29
3	Glogoc	23	709	367	342	31
4	F. Kosovë	4	158	66	92	40
5	Obiliq	14	329	182	147	24
6	Mitrovicë	20	644	331	313	32
7	Skënderaj	13	432	202	230	33
8	Vushtrri	3	121	63	58	40
9	Zubin Potok	1	28	12	16	28
10	Leposaviq	0	0	0	0	0
11	Zveçan	0	0	0	0	0
12	Pejë	36	1033	523	510	29
13	Istog	17	551	299	252	32
14	Klinë	15	435	224	211	29
15	Deçan	22	624	328	296	28
16	Gjakovë	34	1065	575	490	31
17	Rahovec	50	1229	629	600	25
18	Malishevë	46	1496	798	698	33
19	Prizren	58	1183	616	567	20
20	Suharekë	30	912	471	441	30
21	Dragash	20	521	269	252	26
22	Ferizaj	20	521	269	252	39
23	Lypjan	34	907	461	446	27
24	Shtime	17	463	208	255	27
25	Shtërpcë	3	65	34	31	22
26	Kaçanik	14	390	205	185	28
27	Gjilan	48	1549	793	756	32
28	Kamenicë	21	472	243	229	22
29	Novobërdë	0	0	0	0	0
30	Viti	26	921	495	426	35
Total		700	20,750	10,789	9,961	30

Source: MEST/ SMIA UNIT 2005-2006

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The main problem concerning pre-school education in rural areas is more related to demand rather than the willingness or ability to supply.¹¹⁰ Not all the primary schools in rural areas offer pre-school education. Even the villages that offer pre-school education do not have many children that attend it. According to this study, the two main reasons are that parents are not interested in sending their children to preschool or the schools are too far for the children to commute.¹¹¹ This may lead to the conclusion that the children who live too far from the schools are deprived of their rights to attend pre-primary education, but that increasing the number of school facilities would positively affect the number of children included in this education system.

Graph 7: The gender structure of children in pre-school education system



Source: MEST / SMIA Unit 2005-2006

¹¹⁰ MEST "Strategy on the Education of Rural Population in Kosovo" (2004-2009).

¹¹¹ Ibid

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The total number of children in the first grade of primary and lower secondary education is 32,373 (16,942 male and 15,431 female). The figure shows that 11,614 students continue education following pre-school, of which 6,153 are male and 5,470 are female.

V. Primary and Lower Secondary Education¹¹²

"I feel annoyed when I hear a girl was born somewhere in the village, let alone when one is born in my house", Primary School Director

Kosovo already applies the 5+4+3 system for primary and secondary education, which starts at the age of 6. The latest structural changes were undertaken to create an educational system which is in compliance with the education systems of EU countries and other developed countries.

The main principle of the education policies in post-war Kosovo is "education for all." This means that all the children and youth in Kosovo shall have equal opportunities for access to education.¹¹³

There is a substantial difference between primary and secondary education as far as gender status is concerned, as these levels of education are dominated by the male sex.

According to 2005-2006 statistics, the gender balance in primary and secondary education is uneven. Of a total number of 20,651 students, 13,433 (65 percent) are male while 7,218 (35 percent) are female. This discrepancy is also manifested by the amount of administrative staff, which is much larger than the teaching staff. Specifically, 60 percent of the teachers in primary education are male, while 40 percent of them are female. This number increases when moving toward higher levels of primary education.

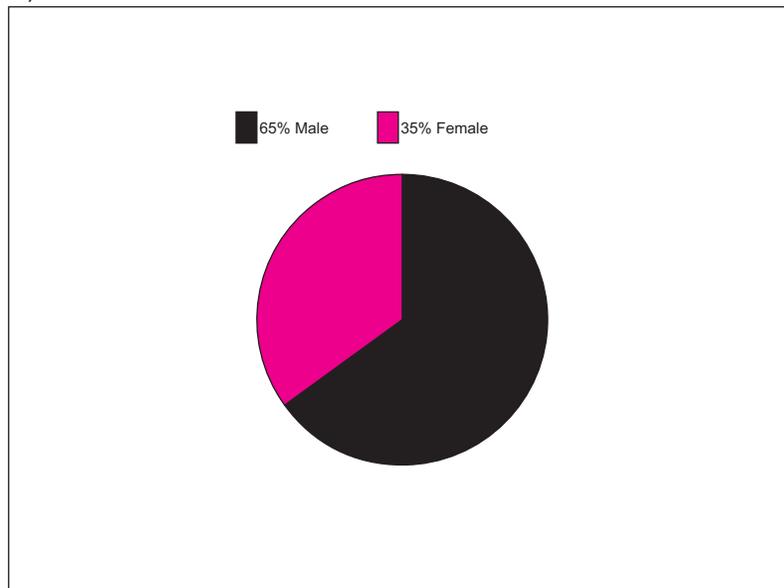
For more detailed information, please refer to the following chart:

¹¹² Primary and lower secondary education or the obligatory education is divided into two cycles: the primary cycle, which lasts 5 years, and the higher cycle that lasts for an additional 4 years. Such an organization of obligatory education is applicable as of year 2002. (MEST "Education Statistics in Kosovo 2005/06", Prishtinë, January 2006)

¹¹³ Ilazi, Hasnija. 2003 (April). Gender Overview in the Kosovo Education System. Prishtinë: UNICEF, MEST, Statistical Office of Kosovo (SOK).

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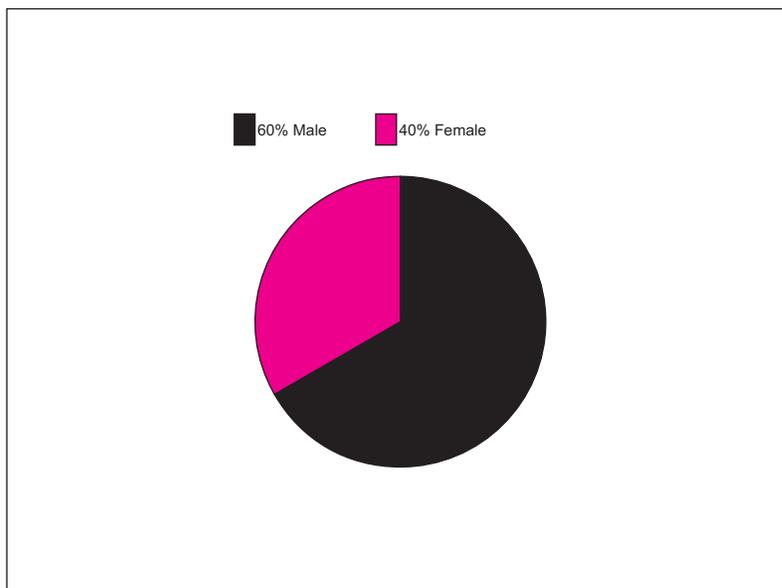
Graph 8 Gender status of the personnel working in the primary and lower secondary education



Source: MEST / SMIA Unit

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Graph 9 The gender distribution of teachers in primary and lower secondary education



Source: MEST/ SMIA Unit

The gender ratio of the teaching staff differs in various settlements in Kosovo. The following table indicates the gender distribution of teachers in Kosovo:

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Municipality	Total Teachers	Female	Male
Prishtinë	1,636	1,027	608
Podujeva	924	289	635
Glogoc	564	131	433
Fushë Kosovë	251	137	114
Obiliq	213	109	104
Mitrovicë	715	288	324
Skënderaj	558	116	442
Vushtrri	636	220	416
Pejë	892	482	410
Istog	397	179	218
Klinë	437	146	291
Deçan	454	172	282
Gjakove	921	469	452
Rahovec	726	258	468
Malishevë	691	156	535
Prizren	1,519	675	844
Suarekë	728	460	268
Dragash	372	37	335
Ferizaj	1,069	461	608
Lypjan	579	213	366
Shtime	323	108	215
Shtërpcë	55	16	39
Kaçanik	447	135	301
Gjilan	968	44	924
Kamenicë	404	103	301
Novo Bërdë	26	12	14
Viti	467	143	324

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In lower primary education, the number of female teachers is visibly higher than the number of male teachers

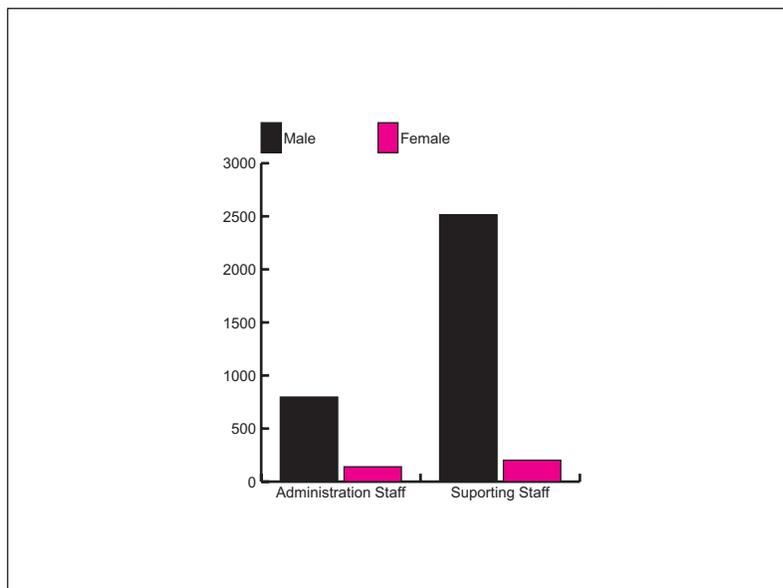


Of the aforementioned towns and settlements, Prishtina differs from the other municipalities in that female teachers fare more prevalent in the primary and secondary educational system.

The following graph depicts the unequal balance in the administrative and support staff of the primary and lower secondary schools. 797 of the 937 employees in these positions are male, while only 140 are female. Contrary to pre-school education, which is mainly dominated by women, this level of education generally sees the opposite. Support staff includes 2,715 employees, of which 2,513 are male and only 202 are female.

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Graph 10 The gender structure of the administrative and supporting personnel



On the other hand, in terms of the student body, the number of female and male children that attend primary education does not differ. 318,825 students attend their studies in 12,894 classes. In the primary education, classes (grades 1-9), there are 165,626 male and 153,199 female students. The following table gives a detailed account thereof:

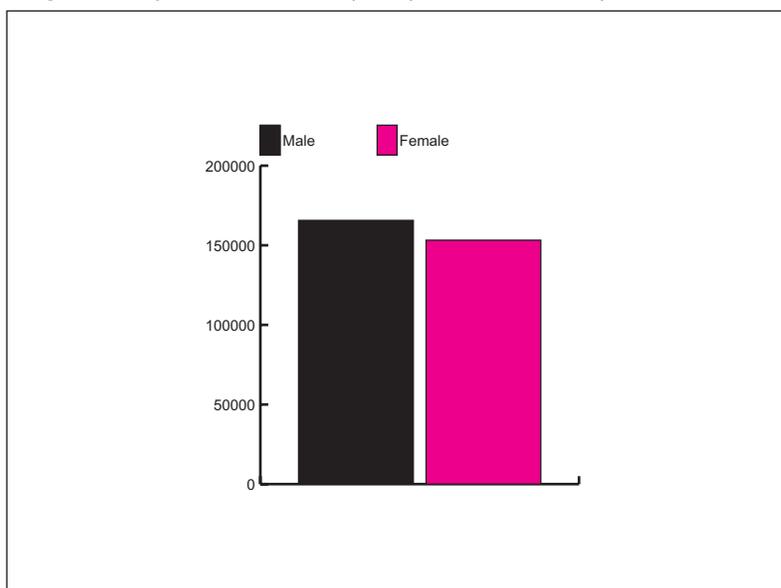
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Table 8 Students grades 1-9

Students	Classes	Female	Male	Total
Grade 1	1,434	15,431	16,942	32,373
Grade 2	1,508	16,381	17,631	34,012
Grade 3	1,480	16,710	18,061	34,771
Grade 4	1,463	17,045	18,130	35,175
Grade 5	1,447	17,727	18,970	36,697
Grade 6	1,599	20,722	22,303	43,025
Grade 7	1,435	18,053	19,232	37,285
Grade 8	1,318	15,747	17,071	32,818
Grade 9	1,210	15,383	17,286	32,669
Total	12,894	153,199	165,626	318,825

Source: MEST/ SMIA Unit

Graph 11 The gender structure of the primary and lower secondary education attendees.



Source: MEST/ SMIA Unit

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According to MEST statistics, 15,526 students had dropped out of school during 2005-2006 at the levels of primary and secondary education (grades 1-9), of which 7,865 were females and 7,761 were males. Prizren has the highest number of dropouts, followed by Gjakova, Peja, Ferizaj, Mitrovica, Gjilani and Prishtina. According to Lulavera Kadriu, a Gender Equality Officer in MEST, "The abandoning of one's studies is related to many factors, one of which is the situation created after the war."¹¹⁴

"The rates of abandoning school during obligatory education are higher after the completion of the eighth grade, especially after primary education was extended by a year. Due to a lack of classrooms in some locations, especially in rural areas, the 9th grade was organized in secondary school facilities."¹¹⁵ According to this officer, the students of this category have to travel for many kilometers in order to attend 9th grade.

Other than these problems, the extremely heavy economic and social conditions are among the factors of school abandoning, and these conditions vary, depending on location and gender.

VI. Upper Secondary Education

"Since 2003-2003, with the application of a new educational system, upper secondary education is divided in two basic tracks: general secondary education and professional education. Upper secondary education includes students ages 15-19, and lasts 3-4 years, depending on the program determined by MEST."¹¹⁶

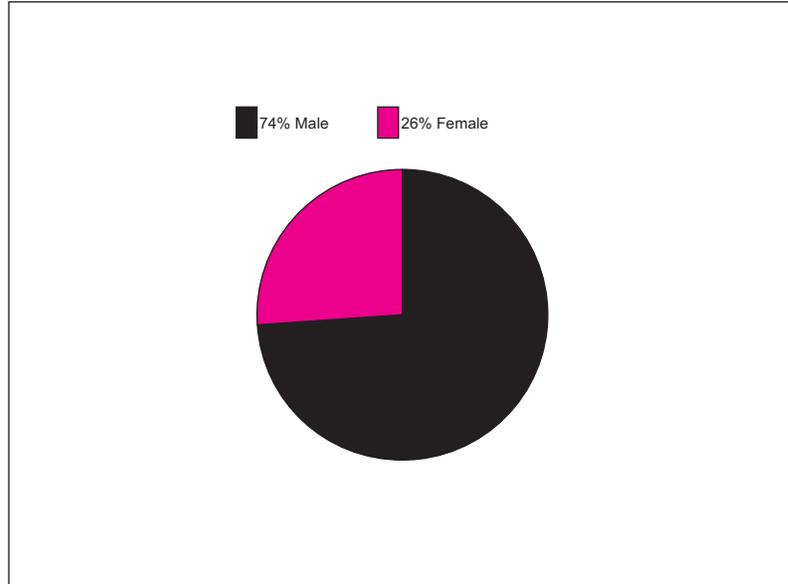
¹¹⁴ Uka, Antigona. Primary and secondary education of women. 'Teuta' Magazine. Prishtina. July – August. page. 28.

¹¹⁵ Ibid.

¹¹⁶ MEST "Education Statistics in Kosovo 2005/06", Prishtina, January 2006

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Graph 12 The gender status in the upper secondary education

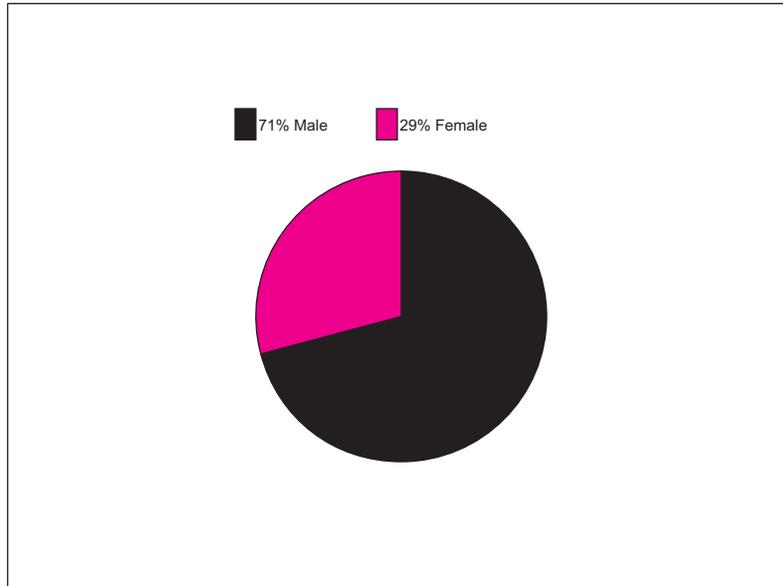


Source: MEST/ SMIA Unit

The gender distribution in the education personnel in upper secondary education is dominated by a 74 percent male staff versus only 26 percent of female staff. The structures include: teaching personnel (71 percent male, 29 percent female), administrative personnel (29 percent male, 21 percent female), and support personnel (88 percent male, 12 percent female).

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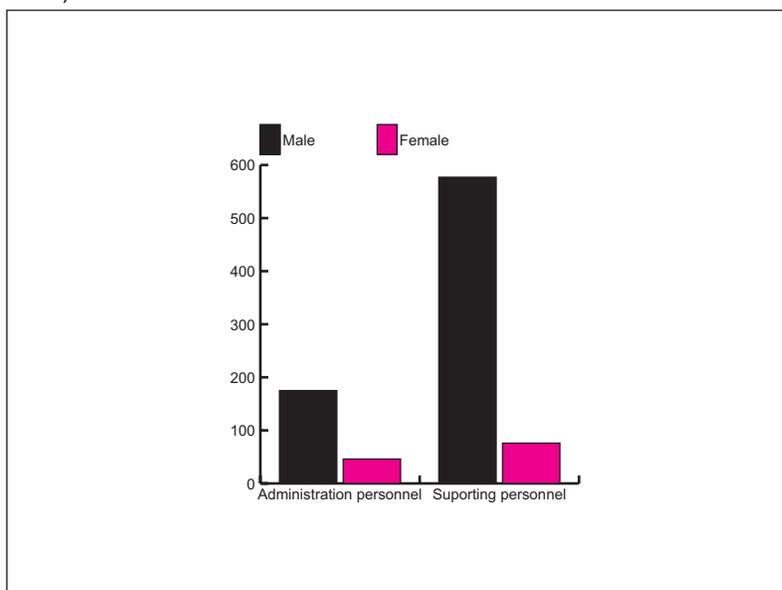
Graph 13: The gender structure of the teachers in upper secondary education



Source: MEST/ SMIA Unit

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Graph 14: The gender structure of administrative and supporting personnel in secondary education

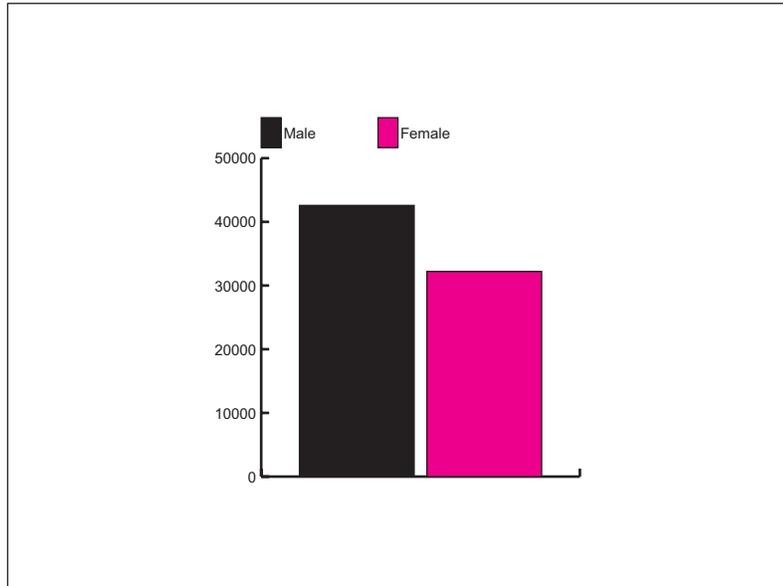


Source: MEST/ SMIA Unit

The overall number of students in secondary education from 2005-2006 is 74,781, of whom 42,579 (56.9 percent) are male and 32,202 (43.1 percent) female.

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Graph 15 The gender structure of the students in upper secondary education (10-IV)



Source: MEST/ SMIA Unit

The 10th grade has 850 classes comprising a total of 27,866 students, of whom 16,623 are male and 11,243 female (59.7 percent and 40.3 percent male and female, respectively). The 11th grade has 884 classes, which account for 25,144 students, of whom 14,142 (56.2 percent) are male and 11,002 female (43.8 percent). The 12th grade has a total of 829 classes which are made up of 21,771 students, 11,814 (44.3 percent) male and 9,957 (45.7 percent) female.

The division of higher education by category is as follows. Of a total of 74,781 students, 40,819 study in professional schools, and 33,962 students attend gymnasiums.

“According to the present data, the number of students that share the same classes (classrooms) is much larger than in obligatory education.”¹¹⁷

¹¹⁷ MEST “Education Statistics in Kosovo 2005/06”, Prishtina, January 2006.

PAGE 093**Table 9** A comparison of the numbers and genders of students included in the 10th, 11th year and the 12th grade of upper secondary schools.

Grade	Female	Male	Difference
10	11,243	16,623	5,380
11	11,002	14,142	3,140
12	9,957	11,814	1,857

The above tables suggest that the difference in the 10th grade is of 5,380 more male students, which means that 40 percent of the students are female, while 60 percent are male. The 11th grade, meanwhile, 56 percent male and 44 percent female, and in the 12th grade, the ratio is 54 percent male students to 46 percent female students.

The number of male students decreases from 5,380 to 1,857 in from the 10th to the 12th grades.

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Table 10: The number of students attending upper secondary education, in municipalities, by gender

No.	Municipality	Male	Female	Difference
1	Prishtinë	5,409	4,973	436
2	Podujevë	2,152	1,713	439
3	Glogoc	1,853	1,332	521
4	F. Kosovë	515	518	3
5	Obiliq	463	298	165
6	Mitrovicë	2,194	1,789	405
7	Skenderaj	1,531	1,011	520
8	Vushtrri	1,946	1,342	604
9	Zubin Potok	0	0	0
10	Leposaviq	0	0	0
11	Zveçan	0	0	0
12	Pejë	2,543	1,854	689
13	Istog	1,030	555	475
14	Klinë	870	508	362
15	Deçan	1,159	714	445
16	Gjakovë	2,512	1,577	935
17	Rahovec	1,050	819	231
18	Malishevë	1,392	983	409
19	Prizren	3,376	2,297	1,079
20	Suharekë	1,522	1,054	468
21	Dragash	311	321	-10
22	Ferizaj	2,874	2,486	388
23	Lypjan	1,494	1,068	426
24	Shtime	704	510	194
25	Shtërpcë	74	53	21
26	Kaçanik	1,149	539	610
27	Gjilan	2,589	2,338	251
28	Kamenicë	741	680	61
29	Novobërdë	0	0	0
30	Viti	1,126	870	256

Source: MEST/ SMIA Unit 2005-2006

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VII. Higher education

The University of Prishtina (UP) represents a precious wealth for the country and is the most popular educational institution. The programs and modules in this university are currently in the process of being reformed in accordance with the Bologna Declaration.¹¹⁸

Even though the statute of the University of Prishtina guarantees gender equality, women have a lower inclusion rate in the academic personnel.

However, article 7 of the UP Statute determines that the university declares support for gender equality. This means that in occasions when female and male candidates have equal qualifications, an advantage is to be given to the female candidate.¹¹⁹

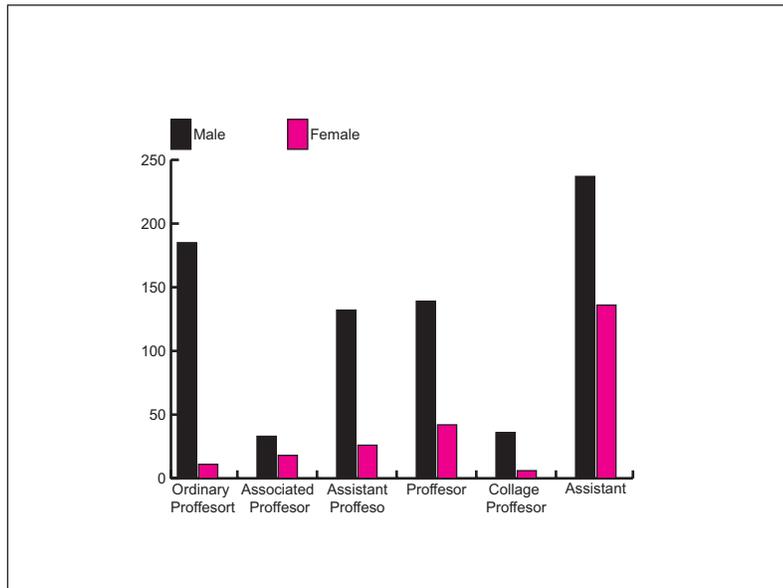
The representation of gender balance in academic personnel of the Prishtina University is unequal. Of 1,007 people employed in the UP, only 243 are female, which means that there are three times more male personnel than female personnel.

In this context, there is an even greater difference in the academic titles held by women and by men. In the category of ordinary professors, the ratio between male and female personnel is an astronomical 185 male to 11 female professors. The same holds true for the position of assistant professors, with 132 males and 26 females, as well as the ratio of lecturers at 129 males and only 42 females. There are 237 male as compared to 136 female assistants.

¹¹⁸ "Education system and the economic development of Kosovo 2002/2004 "Prishtina, February, 2004.

¹¹⁹ See chapter "Legal Framework on Gender Equality in Education", page 15.

Graph 16: the gender status among the academic personnel in Superior Education



Source: University of Prishtina – Central Administration 2004/05

Table 11. The academic personnel in regular working relations, by Faculty >>

Source: University of Prishtina – Central Administration 2004-2005

Table 3 clearly shows that women are not the majority among the academic personnel in any faculty. Of all the faculties only the Faculty of Medicine has a relatively high number of women, who represent 94 of the 286 staff. Other than the Faculty of Medicine, the following faculties represent female inclusion in descending order: the faculties of philology, fine arts, natural-mathematical sciences, education, economy, construction and architecture, applicable science in Peja.

An unequal ratio between the male and female personnel is especially visible in the Faculty of Natural Sciences, where the number of male employees is drastically higher than that of female employees (83 males to 15 females). The Machinery Faculty shows an even more drastic difference as it employs 35 men and only two women. A similar situation occurs at the Faculty of

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Faculty	Male	Female	Total
Faculty of Philosophy	29	6	35
N.M.S Faculty	83	15	98
Philology Faculty	36	22	58
Law Faculty	36	6	42
Economic Faculty	41	15	56
Construction and Architecture Faculty	42	10	52
Faculty of Electronics	18	9	27
Engineering Faculty	35	2	37
Medical Faculty	192	94	286
Fine Arts Faculty	66	21	87
Faculty of Agriculture	29	2	31
Mining and Metallurgy Faculty	44	7	51
Ph. C Faculty	18	2	20
Pedagogy Faculty	0	0	0
Education Faculty	17	13	30
HPS-Prishtinë	13	4	17
BS-Pejë	21	10	31
HSTM -Mitrovicë	9	1	10
HPS -Prizren	8	1	9
HPS - Gjakovë	11	0	11
HPS - Gjiilan	6	2	8
HPS -Ferizaj	10	1	11
Total	764	243	1,007

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Agriculture, which employs 29 men and two women, and the Faculty of Physical Culture, which includes eighteen men and only two women.

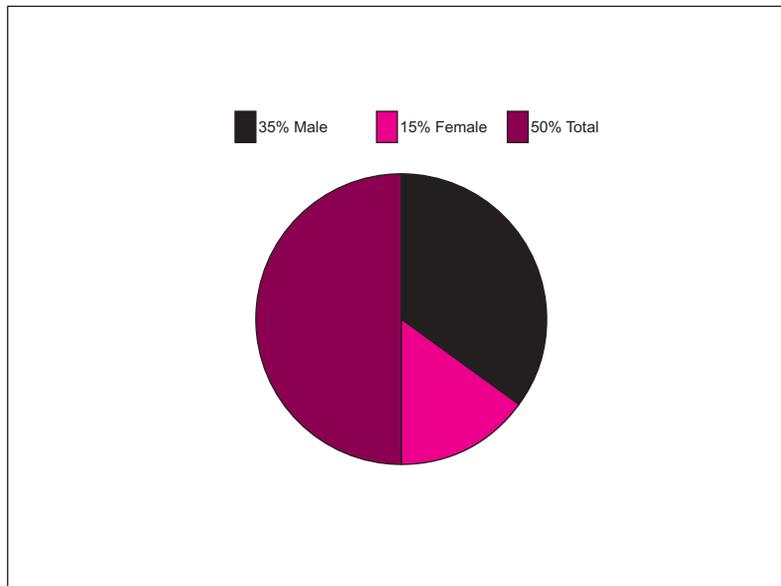
It is clearly obvious that the great differences in the ratios between genders in the faculties are the result of gender stereotypes, as can be seen in the traditionally male areas such as the Faculty of Physical Culture.

An even more radical example of this is in the two High Pedagogy Schools in Gjakova and Ferizaj, where women are totally excluded from faculty and staff. The Gjakova School employs eleven men, the Ferizaj ten men, and neither school employs a single woman.

The male gender is also dominating the other UP faculties. The aforementioned examples represent only some of the more extreme gender discrepancies, but males dominate most of the UP faculties.

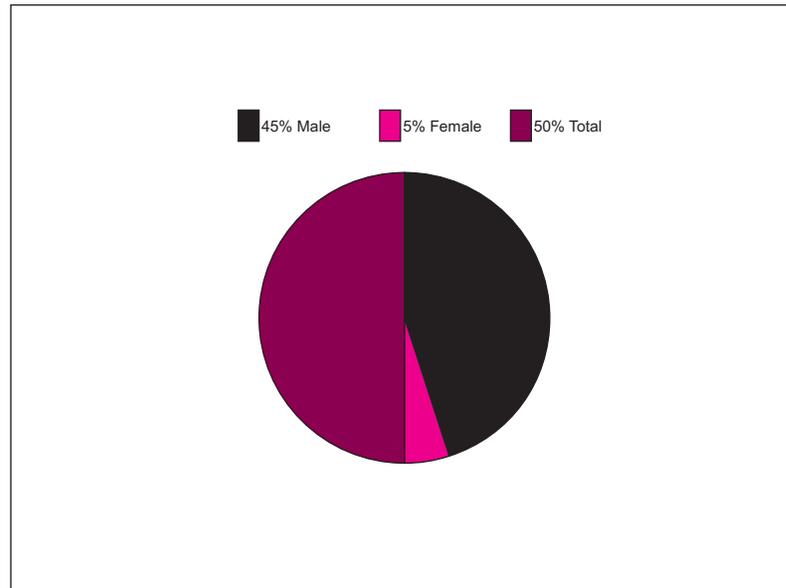
The UP data show that in a 13 year period (1990-2003), there were some faculties that did not have any PhD or Master candidates including the faculties of Construction and Architecture Faculty, Electronics, Engineering, Mining and Metallurgy and the Faculty of Physical Culture). The Faculty of Medicine counts 25 women that have obtained a Masters degree and 18 that have achieved the title of M.D.

Graph 17 Number of masters in UP



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Graph 18 Number of PhDs in UP



Source: University of Prishtina, Central Administration

According to the most recent data received from UP, of 427 doctors of science this university encompasses, 384 are male and 43 are female. Of a total of 272 masters of Science, 188 are male and 84 are female.

“Even though quite a large number of women study at the Faculty of Medicine, in the initial years of studying even in greater numbers than men. Recent studies have shown that their numbers are significantly decreasing, since many of them have families and leave their studies in order to raise their children”, says Natyra Karahoda, a physiologist and a lecturer at the Faculty of Medicine.¹²⁰

The low inclusion of women at the higher levels of science is also dependant on the “preconditions for family functioning, such as the provision of pre-school institutions for children, and which operate on schedules that are designed to complement the schedules of working women.”¹²¹ Meanwhile,

¹²⁰ Uka, Antigona. “Women in university”. ‘Teuta’ Magazine. Prishtina. November. Page 24.

¹²¹ Ibid.

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according to Lulevera Kadriu, Kosovo does is not in a bad position as compared to other countries such as Ljubljana, Zagreb. "I believe that the problem exists among women themselves, but that it is also condition created by insufficient support from the society and at this level of education."¹²²

The general opinion of most people we interviewed is that women dedicated to the family in terms of the continuous care they offer, obstructs their inclusion in decision making. "Our women differ from women of other countries, as they are seen as a product of a good family,"¹²³ said Malush Mjaku. In this context, he added that "Women do not have sufficient support, but they also hesitate as a result of the weak mentality and motive that is offered to them by their families and their social circle."¹²⁴

The selection of professions is an individual issue, which is influenced by many factors, including social and cultural ones. If we use the exploration of the notion "gender" as a starting point, a term which is determined by the cultural environment and which determines the relationship between men and women, we come to the conclusion that the mentality of the society in which the genders are born and developed, plays an important role in the selection of professions.

"The number of girls enrolling in professional schools is still low and the models of registration show an orientation towards preset gender selections. Therefore women do not register in fields traditionally considered as 'masculine', such as mechanics."¹²⁵

In 2004, the University of Prishtina had 1,951 graduates, 1,140 of which were men and 811 were women. The highest number of female graduates is at the Faculty of Philology (172 female vs. 108 male graduates), the Teaching Faculty (40 female and eight male graduates), and the School of High Pedagogy in Prizren (295 female vs. 119 male candidates, and 56 female vs. 41 male graduates).

During this period, the number of graduate students in the faculties not mentioned above is dominated by the male gender.

For more detailed information, please refer to the following graph and table:

122 Ibid.

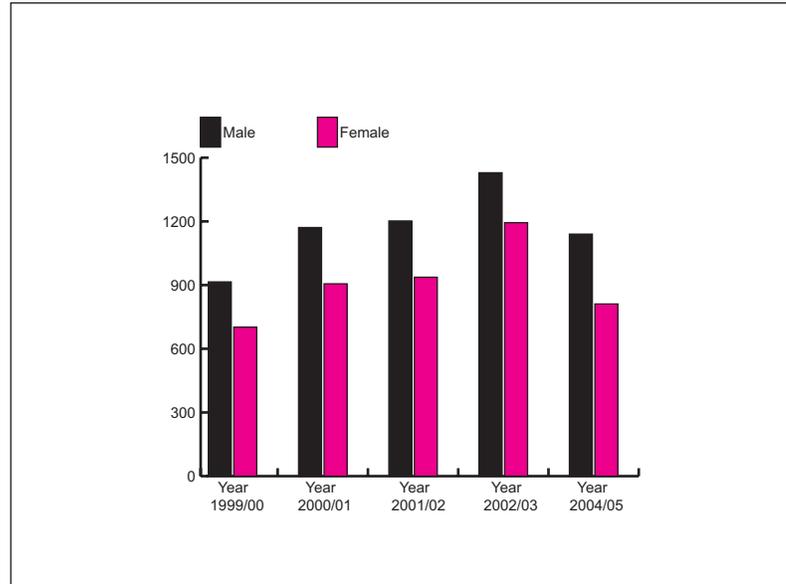
123 Interview with Malush Mjaku, Higher education Officer in MEST. Interview held on 10/31/2006.

124 Ibid.

125 "Analysis of the situation of children and women in Kosovo", UNICEF, January 2004

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Graph 19 The gender structure of graduate students during the periods 1999-2005



Source: University of Prishtina, Central Administration 2004-2005

As presented in graph 2, from 2002-2003 and from 2004-2005, the number of female graduates is quite high, which represents a positive change as compared to the previous period 1999-2000 and 2001-2002.

When compared to the academic year 1999-2000 (22,000 students; 12,622 male and 9,436 female), it is visible that there has also been an increase in the number of female students who study at the only public university. Despite this, the number of female students still remains quite low, especially when compared to the number of male students.

Another aspect of gender distribution in higher education is the number of regular students, privately funded students, part-time students, and students enrolling for the first time, as well as subsequent times.

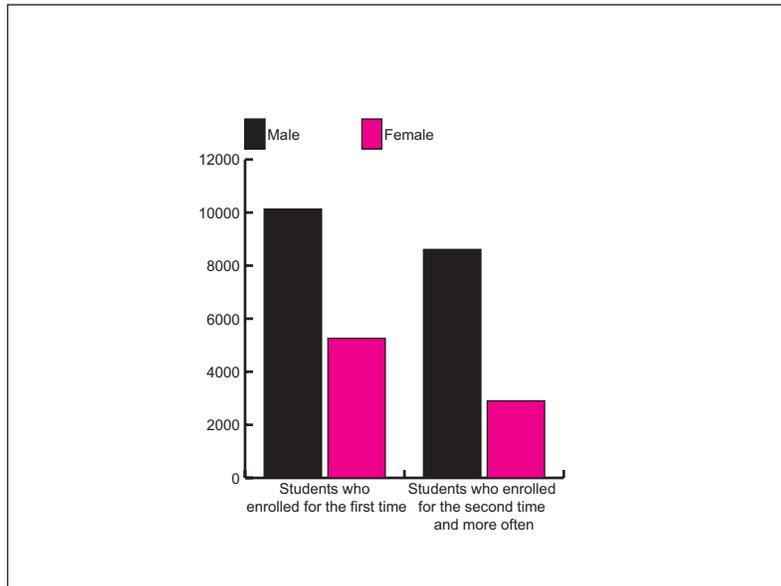
The number of students enrolling for the first time in the University of Prishtina for the season 200.

The number of students enrolling for the first time at UP in 2005-2006 was

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18,738, 10,129 of which were male and 8,609 of which were female.

Graph 20: Gender structure of the students enrolled for the first time and subsequently thereafter¹²⁶



Source: University of Prishtina, Central Administration 2005-2006

15,785 students were enrolled as regular students, 8,577 males and 7,208 females. 518 privately funded students are male and 435 are female, while the status of part-time students is shared by 1,034 male and 966 female students. The number of students enrolled for the second time or more times from 2005-2006 was 8,165 (2,904 female and 5,216 male). Regular students are 2,733 female and 4,971 are male, and there were no privately funded students. Part-time students were comprised of 290 males and 171 female.

¹²⁶ Statistical data of Private Universities, on the gender division of students is missing. One of the private universities with the largest number of admitted students for the academic year 2005-2006 is **AAB** (1.080); followed by **Iliria** (704); **AUK** (400); **Dardania** (378); **Fama** (359); **Rezonanca** (83); **Faik Konica** (82); **Tempulli** (72); **Fakulteti i Biznesit** (69); **UBT** (55); **Akademia e Aktrimit** (22); **Akademia e Regjisë** (12). These data were provided by MEST.

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The gender distribution of the deans and the senate of the University of Prishtina is 100 percent male; none of the 43 senate members are female. "Contrary to the last senate composition, which included two female members, this year the senate has been transformed into an "oda" of men. George Woeber, a CEC member, has justified this with an inability to amend the Regulation on Elections,"¹²⁷ and continued the justification with the statement, "e have a similar situation in many countries of the South-eastern Europe."¹²⁸ A similar perspective is shared by the deans, all fifteen of whom are male. In the Student's Parliament, one of the seventeen members is a female. The UP Senate also includes seven student senators, all of whom are male. "Women seem to be a bit more inactive in leadership. It was remarkable to see that the full composition of the Student's Parliament was male. This occurred due to the fact the female part of the student body is partially more inert and not as ambitious for leadership, and also because our masculine culture pushes the women aside. Although everybody is committed to gender equality, they move to act by the logic, "this one more time...it'll be me..."¹²⁹

The current officer for higher education in the Ministry of Education, Science and Technology, justifies the non-inclusion of women at the Student's Parliament in stating that "the situation in higher education after the war has brought numerous one of which is the heavy situation this organ faces. Therefore I believe that the exclusion of women is mainly inter-related with this situation, because we doubt that they would stay indifferent to participation."¹³⁰ When asked on what the MEST has done in relation to gender equality at the Student's Parliament, Malush Mjaku responds: "Order at the University was a priority, be it with men or women. If there is no order, we haven't achieved anything. After we have dealt with and fixed some problems, the concentration of our priorities will shift towards motivating women to participate."¹³¹

¹²⁷ Kupina, Bekim, Koha Ditore, 06/27/2006 page 8

¹²⁸ Ibid.

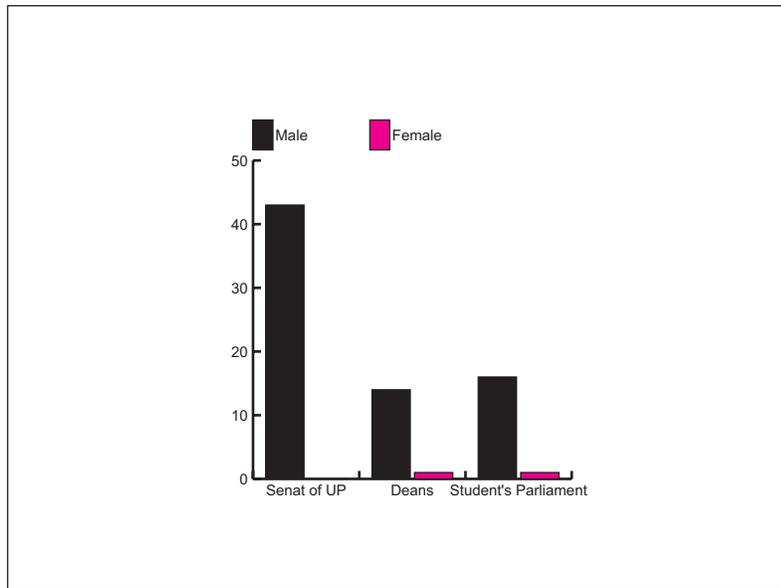
¹²⁹ Uka, Antigona. Women conclude their studies faster than men. 'Teuta' Magazine. Prishtina. Jul – Aug, page 11, 12.

¹³⁰ Interview with Malush Mjaku, Higher Education Officer in MEST. Interview held on 10/31/2006

¹³¹ Ibid.

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Graph 21 The gender structure of the Senate of UP, the Deans and the Student's Parliament



Source: University of Prishtina, Central Administration 2005-2006

The steering committee of the University of Prishtina also has a gender structure dominated by the male sex (nine members), as does the structure of pro-rectors which is only composed of men and is led by the rector, who is male.

As far as the difference in the gender distribution of administrative personnel in all the faculties, we again see that the men are dominant in numbers, and hold almost twice as many positions. The ratio between male and female staff is 251 to 148, respectively.

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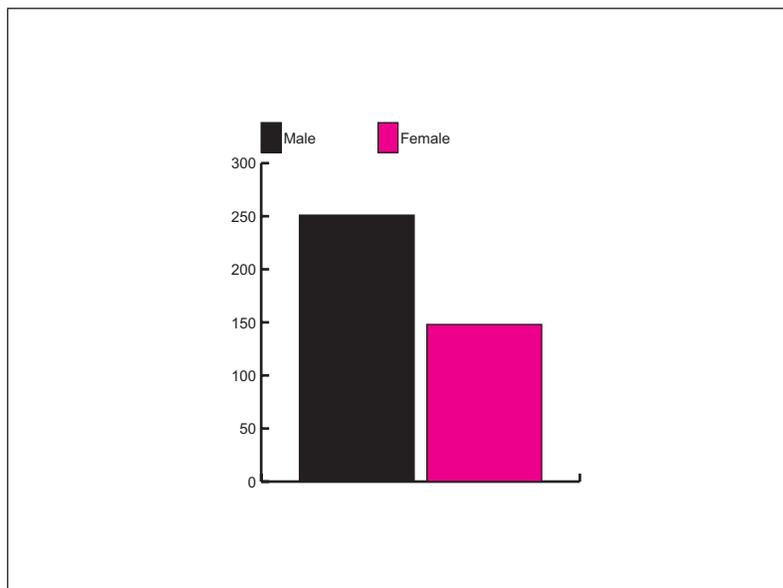
This is the structure of the Prishtina University Rector, which, since its establishment, was never headed by a woman



Other than in the Faculty of Philology, where the number of female staff is larger in numbers than the male staff (14 to 8), the gender distribution of administrative personnel is dominated by male staff. One example of this is in the Faculty of Applicable Science in Ferizaj, where there are seven men and no women employed in the administration. The difference within the administrative structure is not as significant as the difference in the academic personnel. The overall number of the employees in the administration of faculties is 444, and includes 277 male and 167 female staff.

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Graph 22 The gender structure of administrative personnel in all of the faculties



Source: University of Prishtina, Central Administration 2004-2005

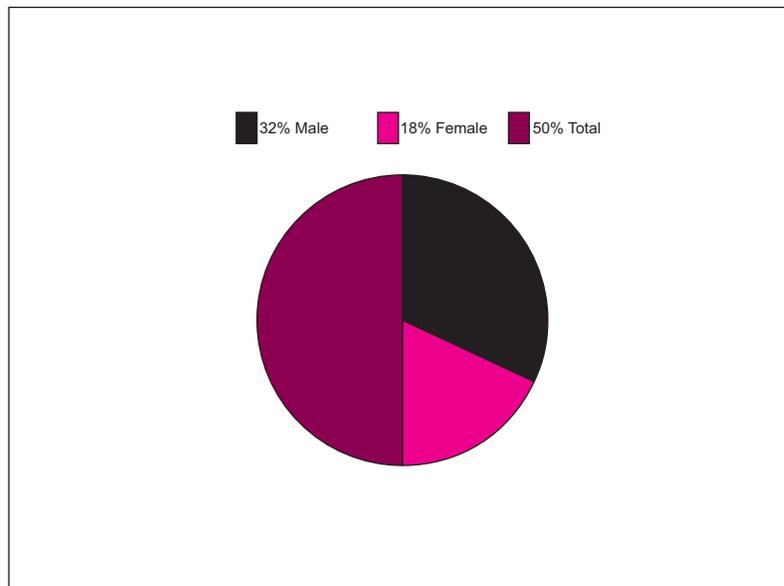
The gender distribution of the administrative personnel at the rectorate includes 26 male and nineteen female employees. Although there is no difference between the number of female and male employees, there is substantial difference in the positions that the respective genders hold. While there is only one female section chief, there are four male counterparts. The permanent secretary of the UP and the information and counsel officers are also male. These figures show that the administration of UP is also dominated by men. The organizational structure of the personnel of rectorate's administration is comprised of 45 employees (26 male and 19 female).

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VIII. Special Education

“Kosovo has a total of six schools for special education and at least two classes attached to the regular municipalities, and this number is constantly increasing.”¹³²

Graph 23 The gender structure of the students with limited abilities



Source: MEST / SMIA Unit

There are 10 students of ages between 3-4, 6 boys and 4 girls. Of the 15 students of ages 5-6, there are 7 boys and 7 girls. The I Class hosts 33 students, of which 19 are male and 14 are female (43.4 percent). II Class has a total of 36 students, of which 25 are male and 11 female (30.6 percent). Of the 37 students in the III Class, there are 22 boys and 15 girls (40.5 percent). The IV Class has 32 students, 15 boys and 17 girls (53.1 percent). 37

¹³² Ministry of Education, Science and Technology “Education Statistics in Kosovo 2005/06”. Prishtina, January 2006.

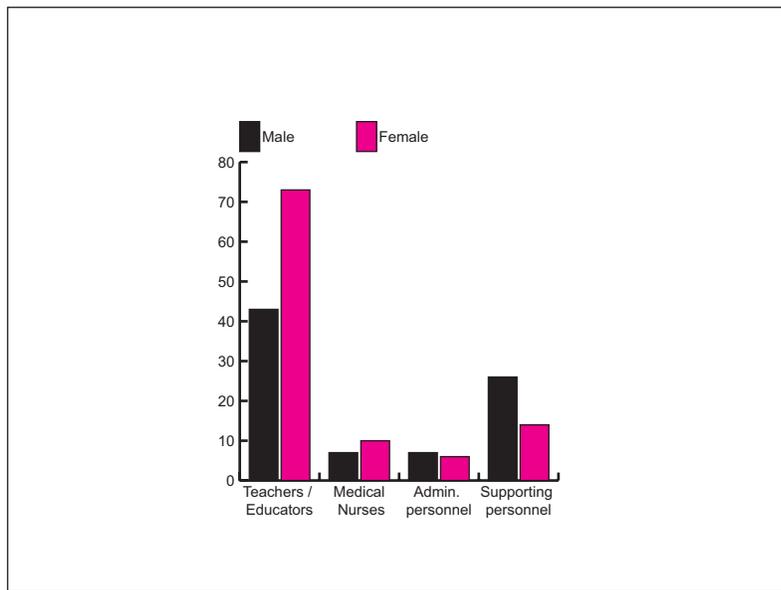
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students attend the V Class, and 27 of them are boys and 11 are girls (28.9 percent). VI Class has 41 students, 27 of which boys and 14 girls (34.1 percent). VII Class has 37 students, of which 22 boys and 15 girls (40.5 percent). VIII Class has 27 student, 16 boys and 11 girls (40.7). IX Class has 33 students, of which there are 24 boys and 9 girls (27.3 percent). X Class has 22 students, of which 14 boys and 8 girls (26.4 percent). XI Class has a total of 34 students, 25 boys and 9 girls (26 percent), while Class XII has only one male and one female student (50 percent).

Personnel Employed in Special Education

"The personnel of the special education includes teachers/educators, medical nurses, administrative personnel and supporting personnel"¹³³

Graph 24 The gender distribution of the special education personnel



Source: MEST/ SMIA Unit

Of a total of 164 employees, 94 (57.3 percent) are teachers/educators, 17

¹³³ Same source

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(10.4 percent) are medical nurses, 13 (7.93 percent) are administrative staff, and 40 (24.39 percent) are employed as support staff.

The institutions for special education are spread out in Prishtina, Mitrovica, Peja, Prizren and Shtime.

Table 12 The number of classes by municipality and the gender structure of students respectively.

No.	Municipality	Classes	Total Number of Students	Male	Female
1.	Mitrovicë	11	70	47	23
2.	Pejë	12	50	31	19
3.	Prishtinë	9	82	41	41
4.	Prizren	28	184	128	56
5.	Shtime	4	10	3	7
Total		64	396	250	146

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WHAT DO THE MAIN ACTORS OF EDUCATION THINK ON THE GENDER RELATED ISSUES AND THE EDUCATION SYSTEM OF KOSOVO?

The Context

This survey was conducted in kindergartens, primary schools of the lower and upper cycle and upper secondary in different places of Kosovo; Prishtina, Prizren, Ferizaj Deçan, Kamenica, Skënderaj and in one village of each of these municipalities, where directors/teachers/ educators were surveyed.

In every kindergarten, interviews were conducted with the director and 3 educators. Directors and 4 teachers of the lower and 4 of the upper cycle of all primary schools were interviewed. In secondary schools, directors and 4 teachers / professors were interviewed.

Respondents' type of residence: 40 percent of the respondents were inhabitants of villages, 22.1 percent, people living in towns, and 37.9 percent in cities.

Percentage according to gender: 53.1 percent of the respondents were females and 46.9 male.

Respondents' level of education: 6.2 percent with secondary degree, 51.7 percent with higher education, 35.9 percent with university degrees and 6.2 percent with postgraduate studies.

This target group included public schools with 83.4 percent while only 16.6 percent were private ones.

It is worth mentioning that the survey was conducted in the period April - June 2006.

The first part of the analysis of the survey summarizes the opinions of the directors and teachers of all levels, whereas the second part comprises the opinions directors and educators, to whom special questions were addressed on the characteristics of this level of education.

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I. Education employees attitudes on the role of men and women in family and society

It is difficult to conclude whether the education employees are identified with the contemporary or the traditional idea¹³⁴, taking into consideration that the data provided by this target group differed regarding this issue. While the crossing according to gender brings into perspective that the perception of gender roles differs, because women in most cases have a more modern approach compared to men, the crossing according to the location indicates that the education staff in villages are more traditional compared to the respondents in cities. In the positions regarding education and in the traditional setting of men and women in their roles, the respondents (of both genders and both types of places of residence) show a traditional approach, exceeding 50 percent.

"Women have a higher tendency to be teachers and are born for this profession" 69.7 percent of respondents agree, and 24.1 percent do not agree. 6.2 percent have said, "maybe".

More than half of respondents (53.8 percent) agree that: "In school-text illustrations, women must be shown in their roles as mothers, teachers, nurses". Most respondents, 66.9 percent also agree with the statement "It is very important for men to dress up and act like a man and women should dress up and act like a woman." There are generally three types of categories through which stereotypes and traditional beliefs are expressed. Some of the stands shown are drawn to the 50 percentage regarding the way of dividing duties of women and men in families and the cohabitations after marriage.

¹³⁴ The traditional term means the opinion supported by tradition, derived by tradition and developed according to traditional customs. With the notion modern we imply the opinions with features suitable to our time.

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Table 1 Opinions on the role of women and men in the family and society (in percentage)

Opinions	Agree	So-So	Do not agree	don't know	Ref/Na
It is natural that the biggest part of household chores are responsibilities of women	44.80%	10.30%	44.80%		
There is nothing bad if a couple lives together, without wanting to get married	48.30%	9%	41.40%	1.40%	
A preschool child is likely to stall in development if his/her mother works	33.10%	11.70%	55.20%	2.1 %	
Child care is a more of a mother's job	19.30%	3.40%	75.20%		0.9%
Both father and mother should contribute in the family income	97.20%	7.7%	1.4%		0.9%
The job of men is to provide income, and a woman's job is to take care of the family and household chores	12.40%	8.30%	78.60%	0.7%	
Men should work around the house more then they actually work	71%	13.80%	14.5%	0.7%	0.9%
"It is very important for a man to dress and act like a man and for a woman to dress and act like a woman"	66.90%	11%	20%	1.40%	0.9%
It always causes problems if a woman earns more than her husband	22.10%	13.10%	57.20%	7.60%	
University education is more important to girls than boys	40.70%	2.80%	55.90%	0.7%	0.9%
"Taking care of the elderly and the sick in the family is a man's obligation"	11.70%	5.50%	82.10%		0.7%
"The father and the mother must decide who their daughter is going to marry"	5.50%	4.80%	89%	0.7%	0.9%

Overall, 44.80 percent of the respondents agree that it is natural that the majority of household chores are a responsibility of women. The crossing of data according to gender shows that more than half of men (52.3 percent) agree with this opinion, and 47.7 percent of women¹³⁵ share the same view. 53.3 percent of respondent's men answered "So-So", while this was true for 47.7 percent of women.

The crossing according to the place of residence shows that 56 percent of respondents from villages and 44 percent from cities agree that the majority of household chores belong to women.¹³⁶

Overall, 44.8 percent of respondents do not believe that women should bear the responsibility of most of household chores in the family.

¹³⁵ Do not agree 48.8 percent with the comment that it is natural that the majority of house works are a responsibility of women, while with answer "So-So", answered 10.3 percent

¹³⁶ At the crossing according to the dwelling, city-village, 45.5 percent of respondents in villages and 54 percent of those cities answered with "So-so". Whereas with "I don't agree" 48.1 percent of the respondents in villages and 51.1 percent of respondents in cities.

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Although there are not many traditional ideas among the general opinion, these ideas are more expressed when crossing between men-women, which according to the data over 50 percent of men are very traditional compared to women.

"There is nothing wrong with a couple living together without getting married" is the view of 48.3 percent of respondents, from which 55.7 percent are women and 46.7 percent men. 9 percent of respondents answered "So-so", from which 61.5 percent are women and 38.5 percent men. With "Do not agree" answered 41.4 percent of respondents, from which 53.3 percent are men and 46.7 percent women.

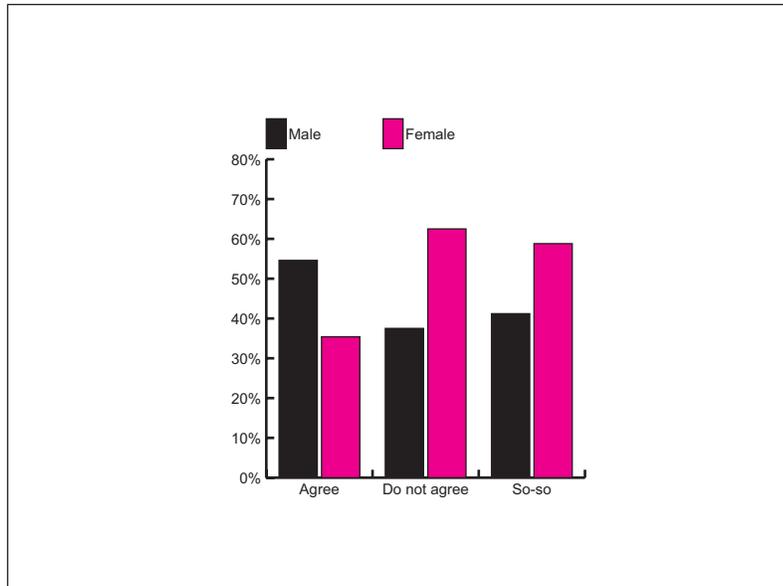
Modern views are expressed by the respondents living in cities. 51.7 percent of them agree with the fact that there is nothing bad if a couple lives together without wanting to get married, whereas in villages 48.3 percent of respondents share this view.¹³⁷

With "A preschool child is more likely to stall in development, if his/her mother works" 33.1 percent of respondents agree, and 55.2 percent of them do not agree. Overall, 11.7 percent of respondents said So-so. Over 50 percent (62.9 percent) of respondents in villages agree that the children are more likely to stall in development, whereas 37.5 percent of respondents do not agree with this view. Overall, 69.2 percent of respondents from cities and 30.8 percent from villages said "so-so" regarding the above mentioned statement.

¹³⁷ 54.5 percent of respondents from the rural areas and 45.5 percent from cities answered with "so-so". With "Do not agree" answered 53.5 percent of respondents from villages and 46.5 percent from cities.

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Graph 1 The crossed percentage in men-women for the view "A preschool child is more likely to stall in development if his/her mother works"



Crossing data according to gender shows that 64.6 percent of men and 35.4 percent of women agree with this view.

The difference in views between genders is also found in the option "Do not agree", where 62.5 percent of women and 37.5 percent of men answered as their preferred choice. At the option "So-so", women show a higher percentage of 58.8 percent compared to men, 41.2 percent.

Overall, 19.3 percent of respondents said that they agree with the view that "Child care is more of a mother's, rather than a father's duty", and 75.2 percent do not share this opinion. 3.4 percent of the respondents answer with "So-so". As far as the crossing data according to gender is concerned, there are not many differences between men and women. 50 percent of men and 50 percent of women agreed. 60 percent female gender and 40 percent

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male gender are undetermined, and all answered "So-so", whereas with "do not agree" responded 54 percent females and 46 percent males. The crossing according to the location village-city shows that the gender roles in jobs that are known as for women and men are quite separated.

According to the responses given to the statement "Child care is more of a mother's job", 43.5 percent of respondents living in cities agree and 56.5 percent living in villages. Such opinion does not stand in the crossing according to gender, where 54.6 percent of women "Agree" that "Both husband and wife should contribute to the family income", whereas only 46 percent of men agree with this view. With such opinion 100 percent of men do not agree, while women refused to respond to that question. Different opinions among respondents is provided regarding the view that "A man's job is to earn money, while a woman's job is to take care of the family and house works". With this, 12.4 percent of respondents agreed with this view, while 78.6 percent do not. 8.3 percent of respondents have answered with "So-so", while 0.7 have declared that they do not know.

The obtained data of the respondents are different. 57.1 percent of respondents of villages and 42.9 percent living in cities agreed with the abovementioned statement.¹³⁸

The crossing according to gender shows that the percentage of men that gave a positive answer is 66.7 percent versus 33.3 percent of women. On the other hand the percentage (59.6) of women that do not agree versus 40.4 percent of men who do not agree. Overall, 75 percent of men and 25 percent of women have answered "So-so".

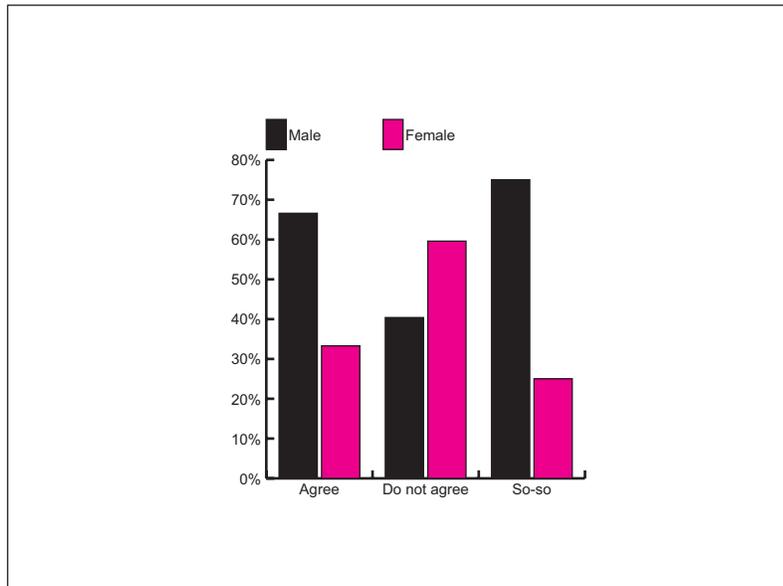
However, majority of the respondents 71 percent agree that "Men should work around the house more than they do actually", whereas those that do not agree with this view reached 13.8 percent. Undecided about this were 14.5 percent of respondents, and 0.7 percent of them have answered "Do not know".

The number of women that agree is 53.6 percent, while the number of men that share this attitude is 46.4 percent. According to this, it turns out that 45 percent of men and 55 percent of women do not agree with this view. Those in doubt, answering "So-so" is the same, 50 percent women and 50 percent men.

¹³⁸ 66.7 percent of respondents from villages and 33.3 percent of respondents from the cities have answered "So-so". 51.7 percent in cities and 48.3 percent in villages do not agree.

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Graph 2 The crossed percentage of men and women on the view "A man's job is to earn money. A woman's job is to take care of the family and house works"

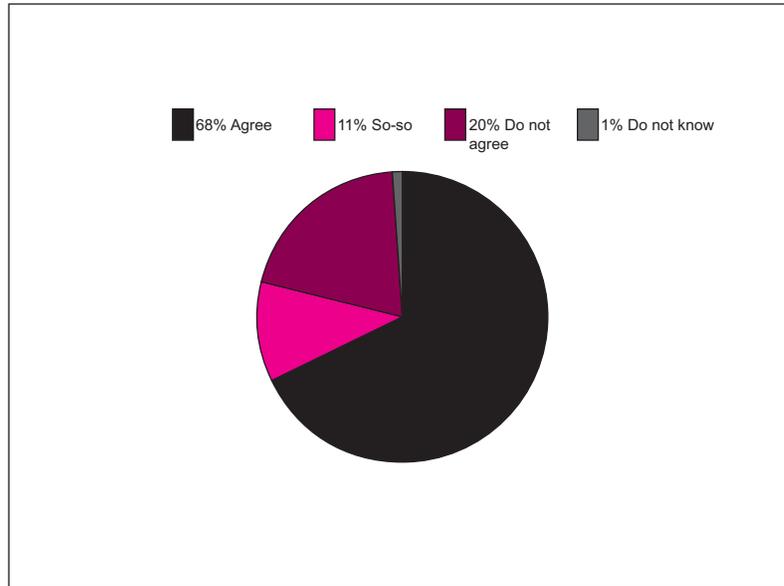


Traditional beliefs are expressed more in the question: "It is very important that a man dresses up and acts like a man, and that a woman should dress up and act, like a woman". In this question, 68 percent of respondents reported agreement, whereas 11 percent of respondents answered "So-so", 20 percent of them do not agree and 1.4 percent do not know what to say. The data obtained by the crossing according to the place of residence differ from villages and cities. While 57.1 percent of respondents in villages agree with this view, this figure reaches 42.9 percent in cities. Overall, 54.5 percent of the respondents in cities and 45.5 percent of respondents in villages answered "So-so."¹³⁹

¹³⁹ 50 percent of respondents in villages and 50 percent of them in cities have answered "do not know". While 100 percent of the respondents in the cities, refused to answer.

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Graph 3 The percentage of respondents regarding the statement "It is very important that a man dresses up and acts like a man, and that a woman should dress up and act, like a woman"



Overall, 51.5 percent of men agree that "It is very important that a man dresses up and acts like a man, and that a woman should dress up and act, like a woman", and 48.5 percent of women expressed agreement also with the abovementioned statement. Overall, 68.8 percent of women and 31.2 percent of men have answered with "So-so" while 62 percent of women do not agree, leaving men behind with a much smaller number of 38 percent. Overall, 22.1 percent of respondents think that "It always causes trouble if a woman earns more than her husband" while 13.1 percent have answered "So-so", 57.2 percent do not agree, and 7.6 percent have said "Do not know".

In total, 59.4 percent of women and 40.6 percent of men agree with this statement. The answer "So-so" was reported by 58 percent of men and 42

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percent of women. Whereas, the number of those that do not agree with this view is 53 percent for women and 47 percent for men. In terms of the residence types, the data from the city shows that 56 percent of respondents and 44 percent of those living in villages agree with this view.

"University education is more important for girls than it is for boys"¹⁴⁰

The difference between men and women in every view is bold. Therefore 56 percent of women and 44 percent of men agree with the view "University education is more important for girls than it is for boys". An equal deal of answers from both genders is with "So-so". Overall, 52 percent of women do not agree as well as 48 percent male gender.¹⁴¹

"The care for the elderly and of the sick in families is a man's obligation"

The respondents that "Do not agree" with this view reached 82.1 percent, whereas 11.7 percent agree. On the other hand, 5.5 percent of respondents answered with "So-so" and do not know 0.7 percent.

In the crossing analysis according to gender 58.5 percent of men and 41.2 percent of women, agree that "The care for the elderly and of the sick in families is a man's obligation". Overall, 87.5 percent of men and 12.5 percent of women have answered with "So-so". The response "Do not agree" was given by 57 percent of women and 43 percent of men. In terms of the residence location village-city, we can clearly see that the positive response dominates in villages with 72.7 percent, whereas in cities this answer reaches 27.3 percent.

It ultimately turns out that the respondents do not agree that "The father and the mother should decide on who the daughter should marry."¹⁴² In this question, the crossing according to gender gives different data. Men agree with this view, 62.5 percent of them, while women with 37.5 percent. Those that do not agree with this view reach 55.7 percent of women and 44.3 percent of men. Men who have answered "So-so" have a total of 85.7 percent, whereas the total of women is 14.3 percent. This means that the female respondents are much more determined in their views.

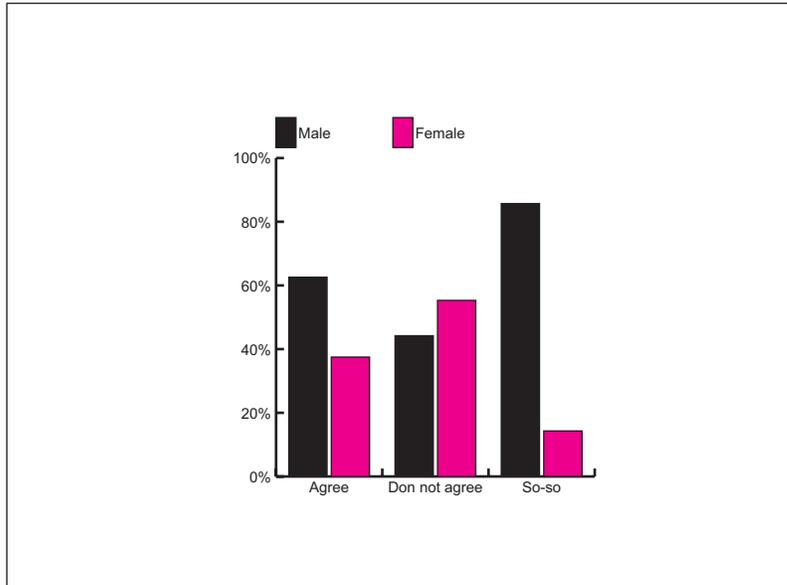
¹⁴⁰ Respondents that have agreed are 40.7 percent – Do not agree 55.9 percent. "So-so" 2.8 percent and "Do not know" 0.7 percent.

¹⁴¹ To "University education is more important to girls than it is to boys" 54.5 percent of respondents agree in villages and 45.5 percent of them in cities. 49.2 percent of respondents do not agree in villages and 50.8 percent of respondents from cities. With "So-so", 66.7 percent of respondents from villages and 33.3 percent of them from cities have answered.

¹⁴² 89 percent of respondents do not agree that "The father and the mother should decide on who their daughter should marry", and 5.5 percent agree, the response "So-so" was given by 4.8 percent and "do not know" by 0.7 percent.

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Graph 4 The Crossed percentage in men-women on the view “The father and the mother should decide who their daughter should marry”



Views of education employees on the roles of women in the society

The research has shown that the views of the education employees on the role of women in the society show that they are little informed on the contemporary functioning of the society. The views of the respondents regarding the role of women in the society are mixed, since neither of them provide sufficient data for classifying them in the way of knowing whether this target group has traditional or modern ideas. The views related to the hyperbolic position of on gender in decision-making are contradictory. On one side we have women who think that their stand in decision-making positions is a gift for being in those positions, while on the other side the men consider that

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they are more gifted for being political leaders. The view that “Women are more gifted than men in managing-directing” is shared by 75.6 percent of women, while 24.4 percent of men agree with this view. On the second question, on whether they think that men are better political leaders than women, 57 percent of men agree as well as 43 percent of women.

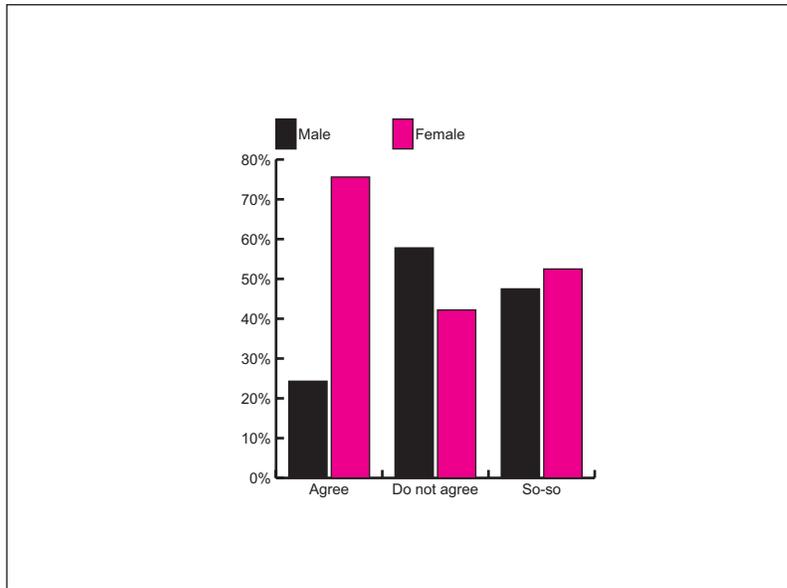
A more characteristic answer is given to the dilemma “If a company fire an employee, it is better to discard married women than men”. 51.6 percent of women believe that their gender is the one that should be fired from work before the men, while the same view is shared by 48.6 percent of men. In relation to the political leadership of men, the answers of the respondents in villages and cities differ obviously. That men have a better affinity for political leadership agree 56.4 percent of the respondents in villages, versus 43.6 percent of those in cities.

Table 2 The views of education employees on the role of the woman in society (in percentage)

VIEWS	Agree	So	Do not agree	No not know	Ref/Na
Women are more gifted for managing-directing	26.50 %	27.30 %	44.10 %	2.10 %	
Generally, men are better political leaders than women	35.20 %	12.40 %	47.60 %	4.80 %	
if a company should fire an employee, it should better be a married women than a man	21.40 %	9 %	64.10 %	4.10 %	1.8%

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Graph 5 The crossed percentage in men-women on the view that “Women are more gifted than men to be managers-directors than men”



With the statement “Women are more gifted than men to be managers-directors than men”, 75.6 percent of women agree, whereas the 24.3 percent of men share the same opinion. Overall, 57.8 percent of men and 42.2 percent of women said “do not agree” In total, 52.5 percent of women and 47.5 percent of men answered “So-so”, while respondents of both gender, 26.5 percent, agree with this view and 44.1 percent think the opposite and 27.3 percent answered with “So-so”.

The statement “Generally men are better political leaders than women” is supported by 47.6 percent of respondents as opposed to 35.2 percent who think the opposite. Overall, 12.4 percent of respondents answered “So-so” and with “Do not know” 4.8 percent of them.

The crossing according to gender shows that men (57 percent) agree with this view, whereas the same thought is shared by 43 percent female respon-

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dents. Overall, 55.6 percent females and 44.4 percent males have answered with "So-so". "I do not agree" was given by 58 percent of women and 42 percent males. In the crossing according to the type of location, people that agree with this view in villages was 56.4 percent of respondents and in cities 43.6 percent. 52.7 percent of respondents from villages and 47.3 percent of respondents from cities have answered "I don't know."¹⁴³

Views of education employees regarding genders and education

Two of the views, directly deal with gender and education, one deals with illustrations of schoolbooks and the other with being a teacher. This way, stereotypes of respondents are more emphasized in the views "Women are more gifted for being teachers and they are born for this profession" where 69 percent of respondents agree with this opinion, nevertheless over half (50 percent) also exceeds the other view "In the schoolbook illustrations, the woman should necessarily be presented in her role as a mother, teacher and a nurse."

Table 3 Views of education employees regarding gender and education (in percentage)

VIEWS	Agree	So	Disagree	Don't know
Women are more gifted for being teachers and are born for this profession	69.70%	6.20%	24.10%	
In school-text illustrations, women must be shown in her role as mothers, teachers and nurses	53.80%	12.40%	29.70%	4.10%

In the statement "Women are more gifted for being teachers and are born for this profession", 69.7 percent of respondents reported agreement, while 24.1 percent of them did not. Overall, 6.2 percent of respondents answered with "so-so".

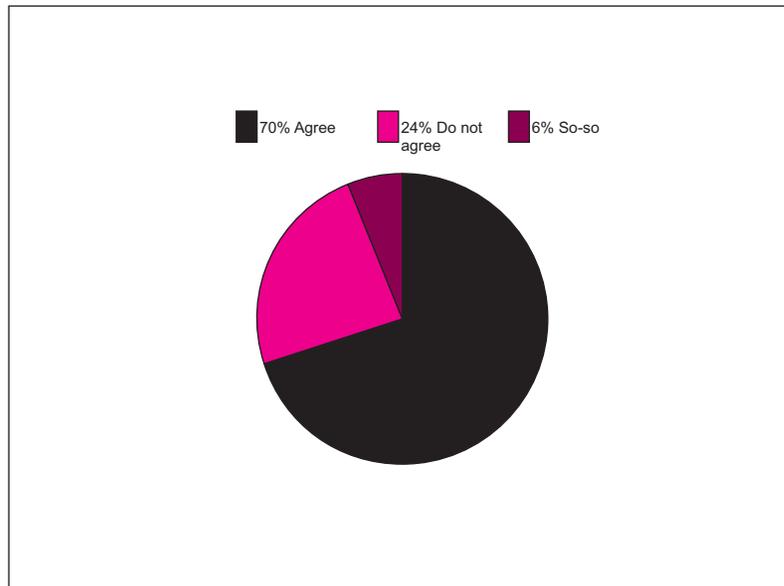
The crossing according to the type of location do not differ from villages and cities. 53.1 percent of respondents from villages and 46.9 percent of those living in cities agree with this view, while 52 percent of respondents from

¹⁴³ 61.5 percent of respondents from cities and 38.5 percent from rural areas said "So-so". "I don't know", was answered by 66.7 percent of them in cities and 33.3 percent in villages.

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cities and 48 percent of those from villages do not agree.

Graph 6 The percentage of respondents regarding the statement that “Women are more gifted for being teachers and are born for this profession”



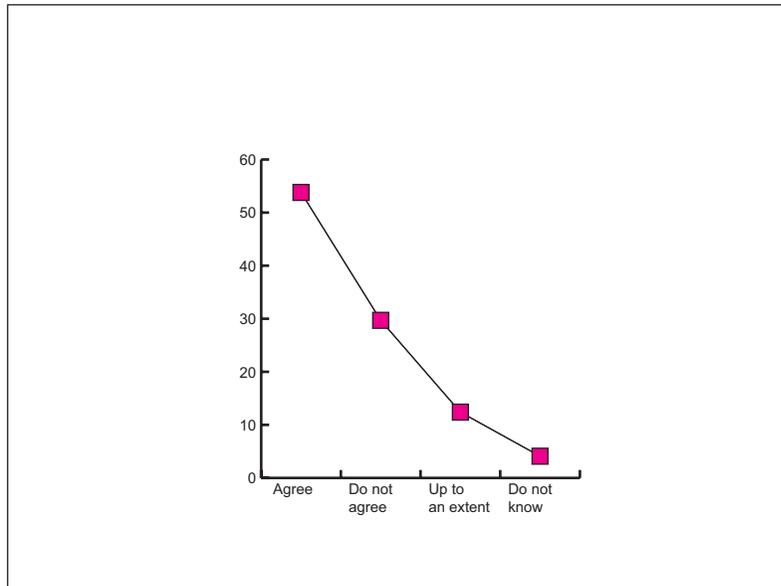
Overall, 58.4 percent of female and 41.6 percent of male respondents agree with this statement. In total, 66.7 percent male and 33.3 percent female respondents said “So-so”, whereas 57 percent males and 43 percent females disagree.

With the statement that “Illustrations in schoolbooks, the woman should necessarily be presented as a mother, teacher, nurse”, 53.8 percent of respondents agree, whereas 29.7 percent do not.¹⁴⁴ According to this, it comes into perspective that the main actors of education are characterized with traditional beliefs, as far as the schoolbook illustrations are concerned.

¹⁴⁴ 4.1 percent of respondents answered “I don’t know”, and 12.4 percent with “So-so”

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Graph 7 The presentation of the percentages of the statement that "In schoolbook illustrations should the woman necessarily be presented in her role as a mother, teacher, nurse?"



However, 53.7 percent of men and 46.2 percent of women agree with this view. A more balanced situation regarding gender in this issue is with the answer "So-so", where the views are split in half 50:50. Whereas 67.4 percent of women and 32.6 percent of men answered "I don't agree".

Organization of students in groups

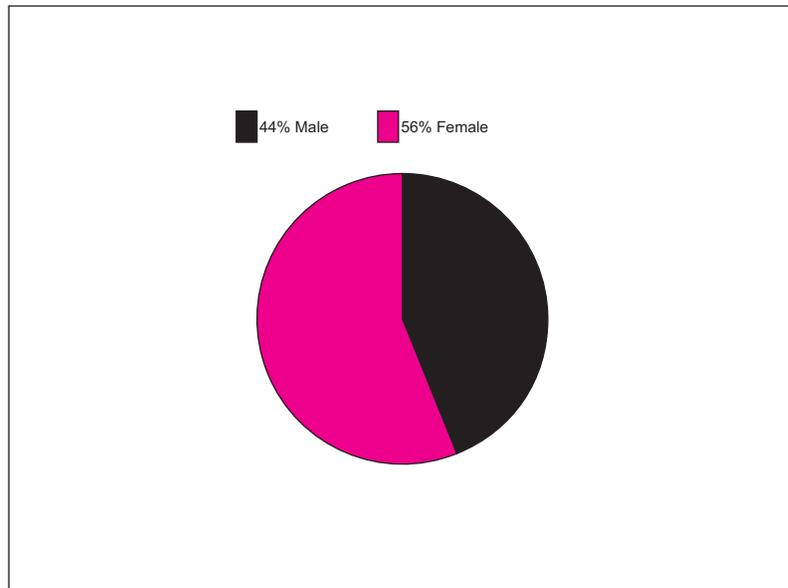
Working in groups enables students to have interaction between themselves, giving them the possibility not only to develop their critical thinking but also for establishing relations between students, an important part of which is the gender segment. The results on how well the teachers operate in groups are

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shown as follows. There are 38.7 percent of teachers who work in groups regularly, while 59.4 percent from time to time, and only 1.9 percent stated that they do not work in groups with their students.

The criteria on the separation of these groups comprises of 45.2 percent based on the mixture of excellent and poor students, regardless of the gender, 16.3 percent on the grounds of gender mix and 11.5 percent of the surveyed made the division of groups by mixing the students spontaneously as to their preferences, 10.6 percent based on the student's success, regardless from the gender. Overall, 8.7 percent use other criteria for splitting groups and 7.7 percent of them do it by mixing the students according to gender.

Graph 8 The percentage of men-women teachers that regularly work in groups with children



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The Students problems

Depending on the education level, the problems are an inherent part of the education system. For the resolution of these problems 34.7 percent of teachers use their own methods, while 29 percent address parents and 25.8 percent address the class homeroom teachers and 10.5 percent are addressing these problems with the principals.

According to our research 58.1 percent females solve the problems themselves whereas the same is done by only 41.9 percent of the males. Overall, 66.7 percent of females and 33.3 percent males address the parents for problem solving. According to the research we see that 62.5 percent female respondents address to the homeroom teacher for problem solving, while the same is done by 37.5 percent male respondents. Whereas the principals help is requested by 61.5 percent of women and 38.5 percent of men.

To the question "Do you maintain contact with the students' parents", 38.7 percent of them answered that they maintain regular contacts (once a week), compared to 50.8 percent, who maintain often contact, once a month. 8.9 percent who keep rare contacts with parents, twice a year. Overall, 1.6 percent of the respondents refused to answer this question.

The research shows that 66.7 of women maintain Regular contacts with the parents, whereas this applies to only 33.3 percent of men. Often contacts (once a month) with parents are made by 54 percent of male respondents and 46 percent of females. Rare contacts with students' parents are maintained by 63.6 percent of females and 36.4 percent of males. To this question 50 percent of respondents from both gender groups refused to respond.

Views regarding the role and the importance of the gender issues in education

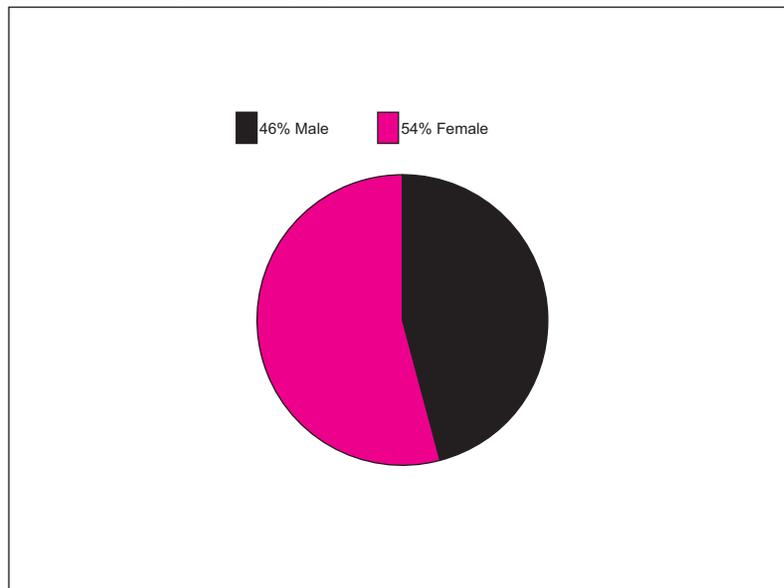
As to the question on how they would define the gender equality, more than half of the respondents gave an obdurate answer. The most often response was that with "gender equality" they mean the equality between two genders in all aspects. None of the respondents inclined to any area of this issue, besides the understanding that gender equality is for all areas.

Most of the respondents (77.2 percent) stated that gender equality in the education system is very important, 20 percent consider it as important and only

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2.8 percent think that gender equality is important to some extent.

Graph 9 The percentage of men-women teachers that consider the gender equality in the education system as very important.



According to the research, 53.6 percent of women think that Gender equality in the education system is very important, while such an opinion is shared by 46.4 percent of men. The view that gender equality in the education system is important is shared by 55.2 percent of men and 44.8 percent of women.

Genders in the education system have a misbalanced inclusion, depending on the level of education. In the question "How much importance is dedicated to the equality in your school" the responses are ranked according to the ordinal numbers from 1 to 10, and which at the same time also present the level of importance given to gender equality. This way number 1 presents the

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lowest level and 10 the highest one. Therefore, 1.4 percent of the respondents used number 3 as the level to which importance is dedicated to gender equality in the institutions where they work. 0.7 percent used number 4, 6.9 percent of respondents used number 5. Level 6 was used by 5.5 percent of respondents. 12.4 percent used 7, 15.9 percent used 8, 14.5 number 9, and the largest percentage, 42.8, was from the respondents that rounded number 10 as the highest level, showing that the dedicate importance to the gender equality in their work places.

Trainings for gender issues in schools

In the question: "Have you attended any trainings/lectures/seminars organized by MEST or any other gender equality NGO?" 79.3 percent have answered with No and only 20.7 percent answered Yes. Comparing it according to gender, it comes into perspective that the number of the male respondents that have attended trainings/lectures/seminars is 56.7 percent, compared to 43.3 percent of women.

More than half of the respondents, 79.3 percent have reported that they have not been in any training organized by any institute, institution or organization working on gender issues and 20.7 percent of them said Yes

According to the analysis it was shown that the selection of the participants in trainings/lectures/seminars is 40 percent on the grounds of gender, 26.7 percent on other means, 20 percent on experience, 6.7 percent of cases was made on the grounds of the classes lectured and 6.7 percent of the cases refused to answer.

As far as the analyzing of the gender aspect is concerned, respondents from both gender groups (50 percent) said that they are selected to trainings on the grounds of gender they belong to. A same result in percentage is shown regarding the selection on the grounds of classes lectured - 66.7 percent of men and 33.3 percent of women think they were selected based on the working experience.

On the question how useful these trainings/lectures/seminars were to the respondents 60.7 percent of respondents think they were very useful, little

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useful 7.1 percent and useful enough 32.1 percent of respondents. According to the gender background, they were considered as very important by 64.7 percent of men and 35.3 percent of women. Overall, 50 percent of men and 50 percent of women thought of them as little useful, while useful enough was considered by 55.6 percent of women and 44.4 percent of men.

From the answers gained on the question of how much they have learned from these trainings/lectures/seminars we see that they have learned how should men and women generally be treated, but none of the respondents claims that they have learned on the gender stereotypes in education or something dealing directly with education and genders

Curricula

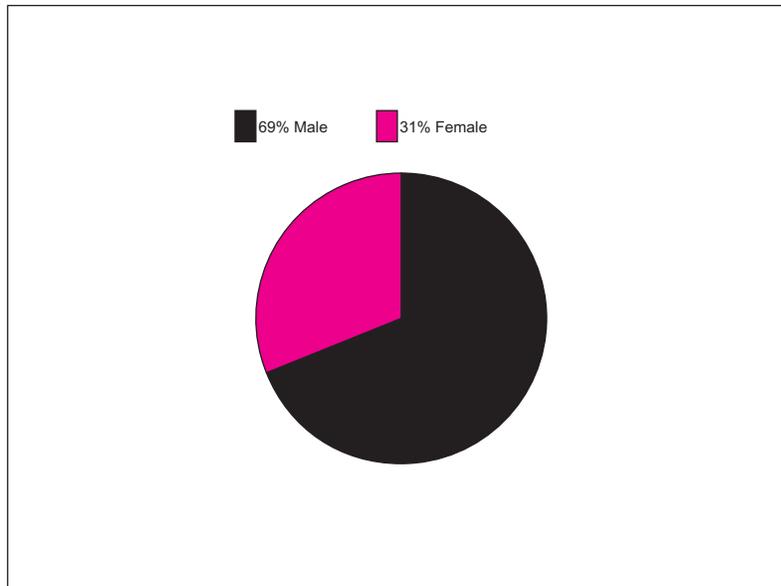
The trend of the respondents' evaluation of the reformed curricula is also presented in percentage. Overall, 62.3 percent of them have a positive opinion, whereas 18.9 percent have a very positive opinion, while 18 percent have not offered neither a positive nor a negative opinion and 0.8 percent refused to give a comment regarding the curricula.

If asserted by gender, 60 percent of male and 40 percent of female respondents have evaluated the curricula as "very positive". A positive evaluation of the curricula was given by 50 percent male and 50 percent female respondents. On the other hand, no evaluation was given by 68.2 of males and 31.8 of females.

Asked "Is there an improvement in the treatment of gender issues in curricula, in comparison to the one since 1999", 45 percent of the respondents think that there is a considerable improvement, 19 percents feel there is only superficial improvement, 10.7 percent say that there was substantial improvement, 8.2 percent stated that there was no improvement whatsoever, whereas 17.2 percent have refused to respond or have stated that they have no knowledge on the issue.

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Graph 10 Percentages of the responses on the question “Is there an improvement in the treatment of gender issues in curricula, in comparison to the one dating from 1999”



As to the gender cross-cutting, male and female respondents have different opinions on the advancement of gender issues in the curricula.

There is substantial improvement is the attitudes of 68.2 percent male and 30.8 percent female respondents. There is a considerable improvement is the response we got from 60 percent male and 40 percent female respondents. Overall, 52.2 percent of female and 47.8 percent of male respondents think that there was a superficial improvement. Whereas, 50 percent female and 50 percent male respondents feel that there was no improvement.

The information from the gender cross-cutting shows that 68.2 percent male and 30.8 percent female respondents think that there was substantial improvement, when asked the following question “Is there any improvement in the treatment of gender issues in curricula, in comparison to the one dating since 1999”

PAGE 0131**Table 4:** Percentages of the answers regarding the question on what gender should the teachers of the respective subjects be.

Course	Gender not important	Desirably Male	Necessary Male	Desirably Female	Necessary Female	I don't know/Ref Na
Civic Education	65.6 %	0.8 %	11.5 %	19.7 %	2.5 %	
Albanian Language	73.8 %	4.1 %	12.3 %	8.2 %	1.6 %	
Musical Education	46.7 %	2.5 %	6.6 %	41 %	2.5 %	0.8 %
Physical Education	48.4 %	39.3 %	5.7 %	4.9 %	0.8 %	0.8 %
Mathematics	69.7 %	13.1 %	12.3 %	2.5 %	1.6 %	0.8 %
History	68.9 %	15.6 %	10.7 %	2.5 %	1.6 %	0.8
Visual Arts	61.5 %	0.8 %	10.7 %	23.8 %	3.3 %	

As per **Civic Education**, 65.5 percent of the respondents feel that gender is not important. 0.8 percent thinks that the teacher should desirably be male, while 11.5 percent think that the teacher should necessary be male, whereas 19.7 percent think that the teacher should be female, and 2.5 percent are of the opinion that the teacher should necessary be female.

On the other hand, as per the issue of employing teachers for '**Civic Education**', 55 percent of female and 45 percent of male respondents feel that the gender is not important. While, the answer that the teacher should be male was obtained only from one female respondent. The answer that the teacher should be necessary male was obtained from 85.7 percent male and 14.3 percent female respondents. That it is desirable to be a woman, was the opinion of 66.7 percent male and 33.3 percent female respondents. Whereas, that it is necessary to be a female teacher was the opinion of the 100 percent male respondents.

As far as **Albanian Language** is concerned, 73.8 percent of the respondents said that the gender is not important. It would be desirable to have a male teacher was the answer obtained from 4.1 percent, while 12.3 percent thought that it is necessary to be a woman, whereas 8.2 percent thought that it desirably be a female, while 1.6 percent thought that the teacher should

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necessarily be female.

Albanian language: The gender is not important for 53.3 percent female and 46.7 percent male respondents. That it would be desirable to have a male teacher was reported by 100 percent by male respondents. That it is necessary to be a man the Albanian language teacher was said by 80 percent male and 20 percent female respondents. That it is desirable to have a female teacher in this subject was an opinion of 60 percent male and 40 percent female respondents. While the stand that it necessary to be a female was held by 100 percent of men.

As per the **Musical Education**, the gender was not important for 46.7 percent of the respondents. Overall, 2.5 percent thought that it is desirable to have a male teacher, while 6.6 thought that it is necessary to have a male teacher holding this position. That is desirable to have a woman teacher was the thought of 41 percent, while that is necessary to have a female teacher for this subject was the said by 2.5 percent of the respondents. Overall, 0.8 percent of the respondents refused to answer this question.

A comparison was conducted between the answers received by female and male respondents, as to the question of the adequacy of male and female candidates for the position of **musical education** teacher. 64.9 percent female and 35.1 percent male respondents thought that gender is not important. That it would be desirable to have a male teacher was reported by 66.7 percent female and 33.3 percent male respondents. It is necessary to be a male teacher was said by 62.5 percent male and 37.5 percent female respondents. Overall, 74 percent female and 26 percent male respondents thought that it is desirable to be a female. That it is necessary to be a woman was the thought reported by 100 percent male respondents.

Mathematics: The gender was not important for 69.7 percent of the respondents. 13.1 percent think that it would be desirable to have a male teacher, while the answer that it is necessary to be a male was reported by 12.3 percent of the respondents. Overall, 2.5 percent think that it is desirable to have a female teacher, while 1.6 think that the teacher needs to be female. In this question, 0.8 percent of the respondents refused to give an answer.

A comparison was done also as to the different responses based on the gender backgrounds of the respondents. Overall, 50.6 percent female and 49.4 percent male respondents agree that the gender is not important. 62.5 per-

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cent male and 37.5 percent female respondents feel that it is desirable to have a male teacher. 73.3 percent males and 26.7 percent females think that the teacher should be male. In total, 66.7 percent female and 33.3 percent male respondents agree that the teacher should desirably be a woman, while 100 percent male respondents felt that it is necessary to be a woman.

History: Gender was not important to 68.9 percent of the responders. It is better to be a man, answered 15.6 percent. 10.7 percent felt that it should necessary be a male. It would be good to have a female teacher for 2.5 percent of the respondents, while it would be necessary so for 1.6 of them. 0.8 percent did not have an answer or refused to respond to this question.

Whereas, according the responders' gender, the gender was not important to 48.8 percent female and 51.2 percent male respondents. Overall, 63.2 percent male and 36.8 female respondents agreed that it would be desirable to have a male teacher. 76.9 percent male and 23.1 percent female respondents thought that it is needed to be a male teacher. Overall, 100 percent female responders reported that it would be desirable, respectively necessary, to have a female teacher for this subject.

Visual Arts: Gender was not important to 61.5 of the responders. 0.8 percent thought that it would be good to have a male teacher. 10.7 percent thought that it should necessary be male. 23.8 percent thought that it is good to have a female teacher teaching arts, whereas 3.3 percent feel that the teacher should necessary be female

53.3 percent female and 46.7 percent male respondents felt that the gender is not important. That it is desirable to have a male teacher was a thought of 100 percent by female respondents. That it should necessarily be a male was an opinion reported by 84.6 percent male and 15.4 percent female respondents. That it would be good to have female teaching visual arts was reported by 62.1 male and 37.9 percent female respondents. That it should necessary be a woman was the stand of 75 percent male and 25 percent female respondents.

As it may be noticed from the presented tables, the respondents have been more oriented to choose the option "Gender is not important", but while comparing the answers "Male desirable" and "Female desirable" for different subjects, such as physical education, mathematics and history, it is a general opinion that male teachers are more suitable, while for subjects such as civic education, Albanian language and musical arts, the respondents feel

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that female teachers are 'desirable'.

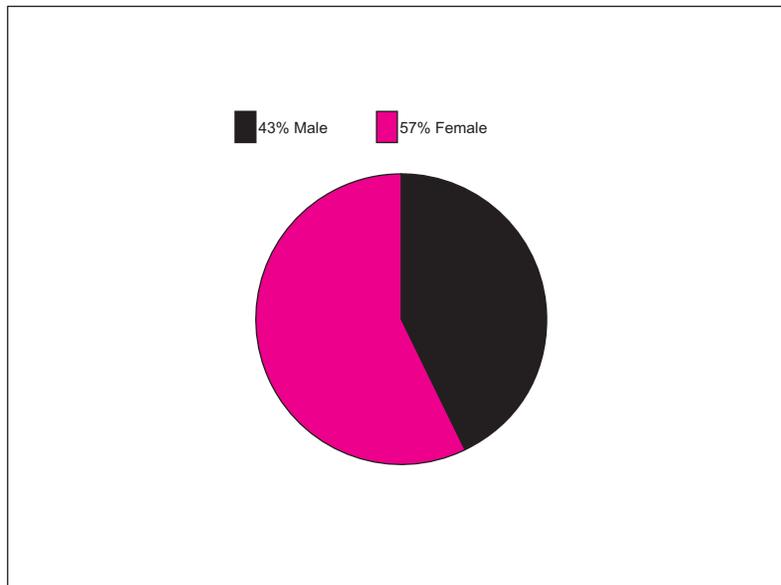
However, the situation changes if we undertake the same comparison to the ratio be "Necessary male" and "Necessary female". In all subjects there is a large advantage gravitating towards "Necessary male". This means that when something is to be "necessary" decided upon, then the men should be appointed the lead.

Therefore, the reseachers shows that gender stereotypes are an inseparable part of the education system, which is evident when comparing the statements "It is desirable to have male or female candidates" and "It is necessary to have male or female candidates".

Inclusion of stereotypes in the schoolbooks used by teachers

"Do you think that gender stereotypes are evident in the schoolbooks you use to lecture"? 76.4 percent of the respondents answered No and 19.8 said Yes, while 3.8 percent stated that they didn't know.

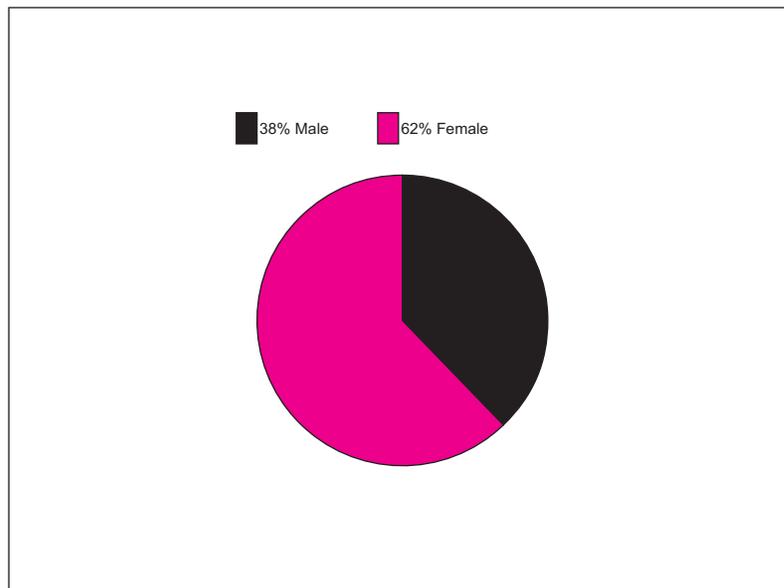
Graph 11 Percentage of answers received by male and female respondents regarding gender stereotypes in schoolbooks of the subjects the teachers lecture from.



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However, the difference between the answers reported by men and women as far as stereotypes in schoolbooks are concerned is also visible. Namely, 57.1 percent female respondents admit that there are gender stereotypes in the schoolbooks they use to lecture, while the same thing is accepted by 42.9 percent male respondents. Overall, 50.6 male and 49.4 percent female respondents said NO to this question.

Graph 12 Percentage of male and female respondents on the question "In which part of the schoolbook is gender stereotyping more emphasized/ in illustrations"



Asked regarding the schoolbooks which gender stereotypes are more emphasized, the respondents, from both genders, stated that the most severe occurrence was in the illustration. This opinion was shared by 62.5 percent female and 37.5 percent male respondents. 57.1 percent female and 42.9 percent male respondents think that gender

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stereotypes are present within the manner of treating the issue at hand. While, 57.1 percent male and 42.9 percent female respondents feel that gender stereotyping is also present in the division of gender roles. Respondents are less informed on what gender stereotypes are. There is general consent on the improvement of curricula in comparison to the one since 1999; now female characters dominate in the illustrations, while the situation previously was on contraire, most of the illustrations were dominated by male characters.

The research has shown that, when talking about gender stereotyping in schoolbooks, the respondents tend to orientate only in the presented illustrations and talk very little regarding the content of these schoolbooks, namely, whether gender stereotypes exist in the contents of these books or not.

The replacement of some male figures with female ones has caused the respondents to believe that these schoolbooks contain less gender stereotypes, when compared to the curricula since 1999.¹⁴⁵ However, the greatest positive effect that the reforms have had, in comparison to the curricula pre-1999, according to the respondents, was the common work with students and their division in groups.

Reforms

Overall, 55.9 percent of the respondents think that the reforms are mainly implemented, while 34.5 percent feel that they are implemented in full, 8.3 percent think they are slightly implemented, while 1.4 percent refused to answer. The responses to the same question, if cross-ordered by gender present the following information: 56 percent female and 44 percent male respondents feel that they were implemented in full. Overall, 54.3 percent male and 45.7 percent female respondents have answered that they were mainly implemented. According to this research 75 percent male and 25 percent female respondents have answered that they were Slightly Implemented.

¹⁴⁵ In order of the respondents having clearer overview on the effect of reforms in the curricula, we have used "Prior to 1999", a year which clearly viewed as on that produced no reforms.

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The effect of reforms in:

Students' Interest in Education

The students's interest in education has visibly improved' – according to 23 percent of the responders. Overall, 51.6 percent think that it has improved, 16.4 percent that it has neither improved nor deteriorated, while 4.9 percent feel that the situation has deteriorated. 0.8 percent thought that it has visibly deteriorated, whereas 3.3 percent refused to answer.

One of the most interesting facts deriving from this research was the one regarding the evaluations offered by the respondents on the effect of reforms in the student's interest in education. Overall, 50 percent of each sex thought that it has visibly improved. 57.1 percent male and 42.9 percent female respondents thought that it has improved. On the other hand, 70 percent male and 30 percent female respondents think that it has neither improved nor deteriorated. 66.7 percent female and 33.3 percent male respondents feel that the situation has in general deteriorated.

Order in school

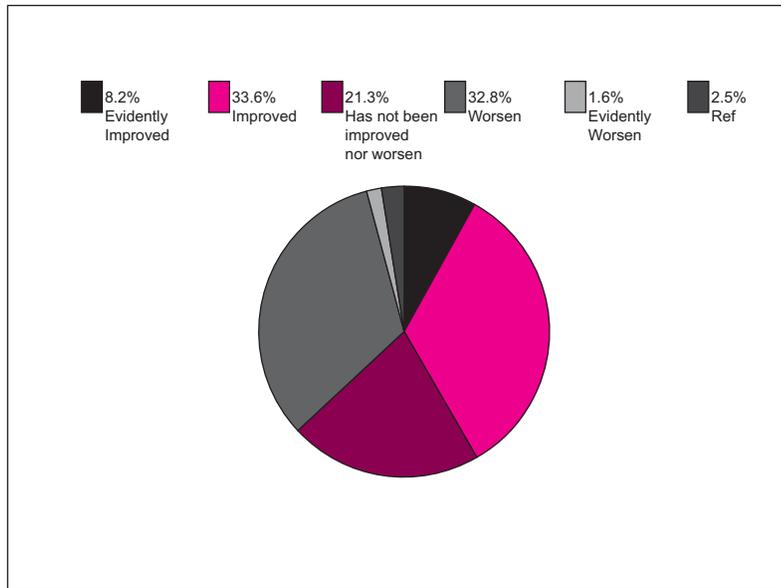
We came up with the following percentages according to gender when asserting the effect of reforms in Order in school. Overall, 55.6 percent female and 44.4 percent male respondents think that the situation has visibly improved. 58.6 percent male and 41.4 female respondents state that it has visibly improved. 50 percent female and 50 percent male respondents have said that the order in schools has neither improved nor deteriorated. While, 66.7 percent male and 33.3 percent female responders have agreed that the order in schools has deteriorated.

Discipline at school

Respondents 33.6 percent think that it has improved, 32.8 percent think that it has deteriorated, that it has neither improved nor deteriorated is the feeling of 21.3 percent of the respondents, 8.2 percent of the respondents think that the discipline at school has visibly improved, 2.5 percent have refused to answer the question, while 1.6 percent feel that the deterioration was severe.

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Graph 13 Percentage of the respondents' evaluation regarding the effect the reforms had in the sphere of discipline



Student success

Overall, 52.5 percent think that it has improved - 20.5 percent feel that it has neither improved nor deteriorated while 17.2 percent of the respondents feel that it has visibly improved, 6.6 percent think that it has deteriorated and 2.5 percent refused to respond, while 0.8 percent think that it has been quite deteriorated.

To 52.4 percent female and 47.6 percent male respondents the reforms have visibly impacted the improvement of the success. 51.6 percent male and 48.4 percent female respondents think that it has impacted the improvement of the success. To 68 percent male and 32 percent female respondents the reforms in education have neither improved nor deteriorated the success rate of the students. Whereas, the answer that the success has deteriorated was

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obtained from 75 percent male and 25 percent female respondents. Only male respondents felt that the success has visibly deteriorated.

Cooperation among students

Overall, 52 percent male respondents and 48 percent female ones have asserted that the reforms have caused a visible improvement in the cooperation between students. 57.4 percent male and 42.6 percent female respondents feel that the cooperation has improved. 66.7 percent male and 33.3 percent female respondents feel that the cooperation has not suffered any impact. While, similar to the previous question, the male respondents seem to be more pessimistic, since 100 percent of the respondents that think that the reforms have caused a visible deterioration to the success of students were male.

School regulations

67.4 percent of the respondents have stated that their schools have a code of conduct and dress-code for students and teaching personnel. 30.2 percent have stated that their schools do not have the abovementioned codes, while 2.3 percent did not know. According to the respondents, the code specifies the manner for girls' clothing, which need to avoid excessive exposure of various parts of their bodies. However, most of the respondents will not speak on a similar context for the boys.

The vast majority of the respondents have stated that the girls are to dress in skirts, while the boys are to wear pants. Even, according to the respondents, their school regulation provides for the uniforms wear, which distinguish, by color, the boys and girls' uniforms. On the other hand, according to the respondents, the female teachers are obliged to come to work wearing skirts, while their male counterparts are to wear pants.

The data obtained from the research shows that when speaking about the codes of conduct and clothing, the respondents tend to speak more regarding the feminine gender.

While, the following question was on whether the criteria of clothing and

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conduct are determined in these regulations. The respondents answered differently. According to some of them, these regulations are compiled in mutual cooperation between the teachers and students, while the remaining part of the respondents feel that the codes are prepared by the school-board in cooperation with MEST.

Uniforms

The respondents state that the uniforms are necessary for school students. This is the opinion of the vast majority, namely 82 percent of them, while 18 have said that this issue has no significant importance.

When the answers are compared by respondents' gender, the results show that 59 percent of the respondents that say it is important to wearing uniforms at school are male, while the remaining 41 percent are female. Of the opinion that the uniforms hold no significant importance are 63 percent female and 36.4 percent male respondents.

When asked "Why do you think it is important?", the respondents emphasize that the uniforms are important for decreasing social differences between students, their identification with the school and the avoidance of clothing that might be in conflict with the school dress-code.

The information obtained from the parent focus group, regarding students' uniforms, show that the parents agree that the uniform is a very positive element, applied in the recent years in some of the schools. However, they all also agree that the uniforms are too burdened and elegant for a school environment. They think that the uniforms should be simpler (containing an identification blouse or a costume with an apron), and not impose on the wear of ties, etc. Always, according to them, the current uniforms are not being respected and used properly and are also expensive to purchase.¹⁴⁶

¹⁴⁶ Parent focus group (KGSC)

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In an effort to establish order, some schools in Kosovo have applied school uniforms



Respondents' problems and recommendations

Most of the respondents do not wish to declare on whether they face problems with the personnel. However, some of them show remarks on the extensive freedom in the relation between the students and teachers. Asked "Where are the problems more expressed with students", the respondents emphasized that the students have many prejudices towards the other genders. According to them the male behave more dominant towards women and it is impossible to reach gender diversity in the classroom, due to these prejudices.

There were many situations where gender prejudice were expressed during the realization of the research, in which the teachers were prejudicial that women can bring problems, have disorders and get easily manipulated due to their nature.

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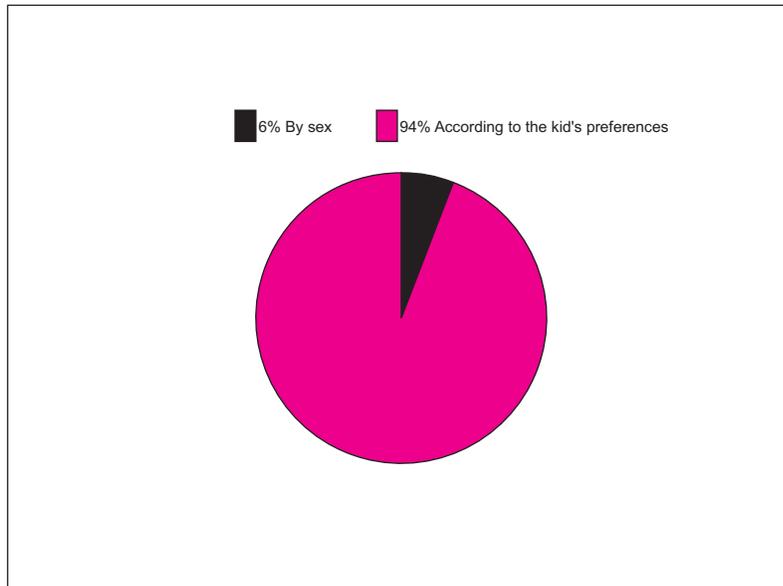
The other problem the teachers face is the manner of grading, as the male students often say that their grading is unreal, in comparison to the one applied to female students.

Opinions of educators and directors regarding the manner of organizing the work with children at kindergartens¹⁴⁷

Asked “Whether the children are divided in groups during play”¹⁴⁸, 88.9 percent of the directors/educators declared that they did divide them in groups; whereas 11.1 percent of them stated that they did not divide the children in groups during playing time.

This division is undertaken according to “Preferences of the children” (93.8 percent), and “According to gender” (6.3 percent).

Graph 1 The division of children in the kindergartens



¹⁴⁷ The surveyed target group of this study included directors/educators of kindergartens. 69.9 percent of them were directors and educators of public kindergartens and 30.4 percent directors and educators of kindergartens. Due to misbalance between public and private kindergartens, there will be no comparison among them.

¹⁴⁸ No gender crossing was done in the kindergartens, as the vast majority of the respondents were female.

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Educators and directors, in 66.7 percent of the cases, they mix children during the games, with participation of 27.8 percent "male" and 5.6 percent "female".

Whereas, during the children activities, 100 percent of the educators have stated that they mix the children. Asked "How are the sleeping quarters divided", the directors/educators stated that 96.4 percent have "common quarters", while 5.6 percent allow "spontaneous division, according to the preferences of the children".

A common participation was also declared, by all 100 percent of interviewed directors and educators, in the eating facilities.

Children's games

In most of the cases, the toys are divided per gender. The dolls, for instance, is better known as a little girls' toy, while trucks and guns are more masculine toys.

Table 1 Toy preferences of children

		Girls	Boys	Both genders	None
1.	Cars	5.6 %	77.8 %	16.7%	
2.	Feminine dolls	77.8 %		22.2%	
3.	Masculine figures	22.2 %	27.8 %	33.3 %	16.7 %
4.	Trucks		77.8 %	22.2%	
5.	Guns	5.6 %	66.7 %		27.8 %
6.	Swords	5.6 %	61.1 %	11.1 %	22.2 %
7.	Animal figures	22.2 %	27.8 %	33.3 %	16.7 %
8.	Houses		5.6%	88.9 %	5.6%
9.	Ball		16.6 %	83.3%	
10.	Rope	27.8 %	5.6 %	61.1 %	5.6 %

As the table shows, the girls mainly prefer to play with dolls 77.8 percent, while this preference was 22.2 percent for both gender. The opposite is witnessed with 'cars' which is used mainly by boys 77.8 percent, while the girls prefer it much less with 5.6 percent, while both boys and girls that play with them is 16.7 percent. "Trucks", are also used by 77.8 percent of boys and

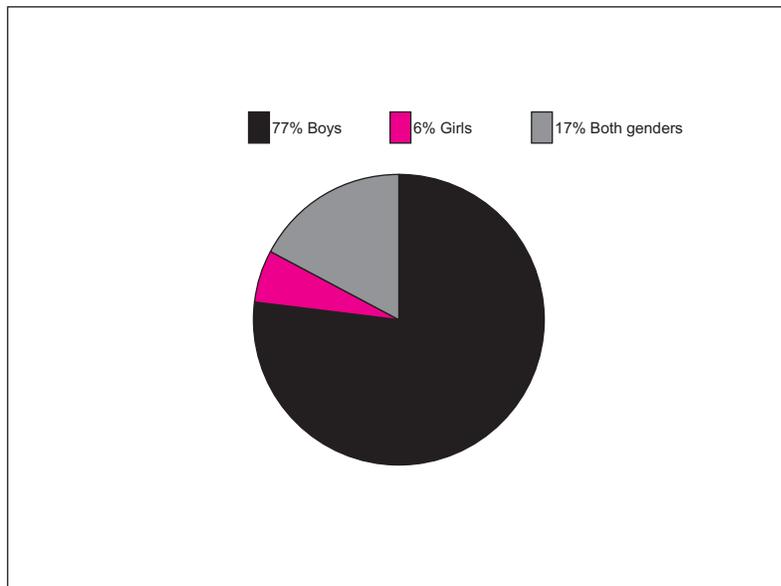
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22.2 percent of both genders. "Guns", are the favorite toys of boys, 66.7 percent, while girls use it much less about 5.6 percent, while the percentage of those who don't use "guns", is 27.8. A similar situation is also present regarding swords 61.1 percent boys and 5.6 percent girls, while 11.1 percent of both gender play together. The percentage of those who do not play with swords is 22.2.

The study shows that the girls can easily play with toys known as 'boy toys', while this is not the case with the boys and their use of the 'girl toys'

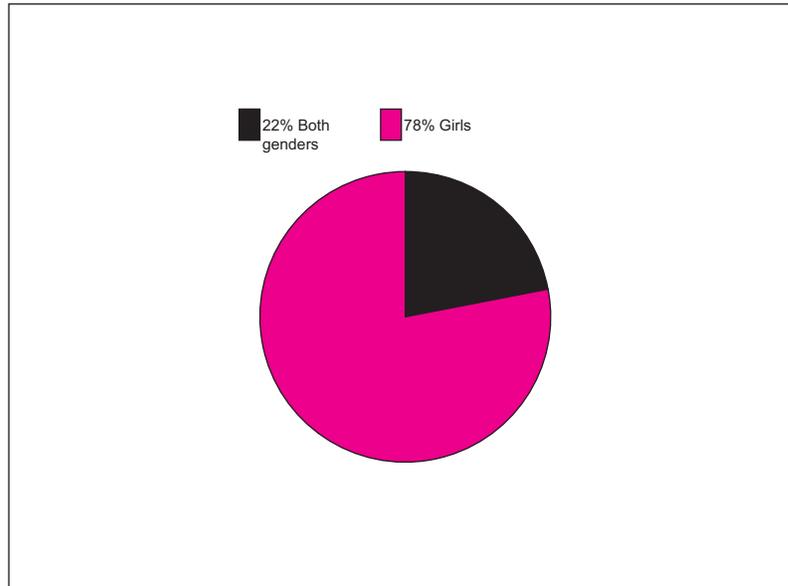
However, there are also common toys which eliminate the gender preferences on toys, as is the case of the 'houses', which is preferred by 88.9 percent of the children of both sexes, 5.6 percent of boys prefer this game, while the percentage of those who do not play with this game is 5.6 percent. While 'the ball' is preferred by 83.3 percent of the children of both sexes, while 16.7 percent is the boys who prefers this game.

Graph 2 Percentage of children that play with "cars"



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Graph 3 Percentage of children that play with feminine dolls



Opinions of the respondents regarding gender equality in the institution they work

Although, according to the statistics, this level of education employs almost only women, the respondents do not hesitate to state that they pay full consideration to gender equality 82.6 percent, and in general, 17.4 percent. They have made it clear that a great importance is paid to the that gender equality.

Asked to evaluate with a grade between 1 and 10 (1 being the lowest grade and 10 the highest one) the level of consideration paid to gender equality at the institution that employs them, the directors/educators have responded as follows: 4.3 percent have chosen grade 8, 17.4 percent grade 9 and 78.3 percent the grade 10.

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According to the statistics, pre-school education¹⁴⁹ is dominated by female employees, although the respondents do not hesitate to declare that great attention is given to gender equality (78.3 percent).

This means that the gender reality in these kindergartens is completely different from the one stated.

The educators and directors of these kindergartens do not have a clear idea regarding gender equality in education and this was understood differently by different respondents. While, to some of the respondents, gender equality has been achieved in the places they live, to the others this is still far away. Although there were opinions that the "situation of women in the education system is disadvantaging due to the short maternity leave", their positive answers, derive as a consequence of being ill-informed on the situation of different genders in the current education system. Asked on the level of education in which the number of gender faces misbalance, the most of respondents state that they do not have information as far as inclusion in the education system is concerned. However, among the answers one may find the kind that claim the dominance of the female personnel in the pre-school education, similar to the masculine domination in the higher education level.

Gender equality is determined differently by most of the respondents, mainly in three different ways. The first interpretation is "Equal rights for both genders", the second "Integrate women in leading positions, as they may conduct any type of work", while the third interpretation states that women have a low participation rate in decision-making, therefore need to be given advantage.

Asked "In which aspect do you pay attention to gender equality in your kindergarten", the respondents stated that they do not want to give their children different gender roles. Overall, 73.9 percent have responded negatively when offered the option "We try to give them different gender roles (policeman/woman, tailor), while only 26.1 percent gave a positive answer regarding this.

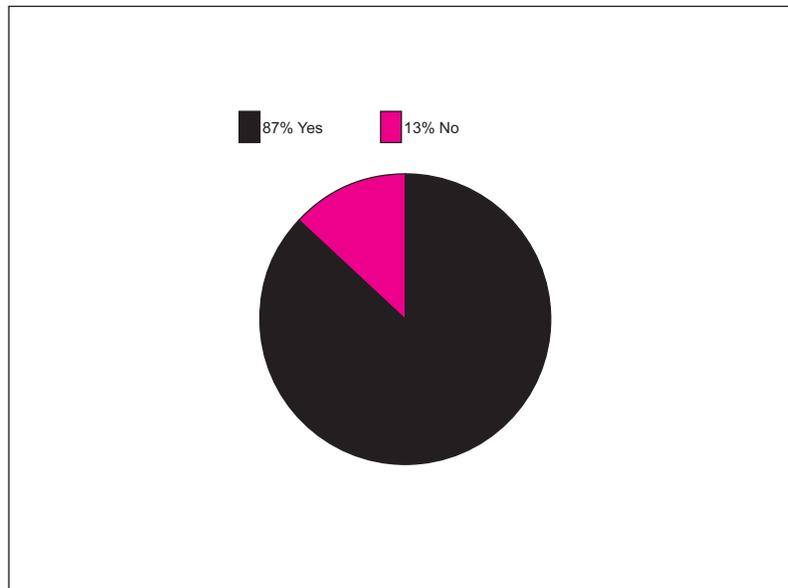
As far as equal treatment of children is concerned, **65.2** percent of directors/educators gave positive statements, while **34.8** offer negative responses.

¹⁴⁹ See chapter "Current situation of genders in the education system"

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In general, our research has shown that the most supported stereotype of all the education actors and roles is the one of the woman-teacher, therefore the statement "We try to employ a balanced number of male and female teachers" received a positive in only 4.3 percent of the responses of directors/educators, while 95.7 percent answered negatively.

Graph 4 Percentage of the respondents that try to give girls the same gender roles as to the boys



The statement "We try to give the girls same gender roles too" was supported by 13 percent of the educators/directors, while 87.0 percent rejectit. A rather high percentage f the respondents rejected the principle of gender equality at this level of education.

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Educators and Directors Attitudes on Gender Equality in the Families

The opinions on this issue are that the women need to be better represented at the level of primary education, justifying this with the fact that at this level the working hours are shorter and that allows for them more time to dedicate to their families. Similar to the responses of educators and directors, this category of respondents does not have a clear idea of the levels in which men and women are better represented. But, they express their views from a moral aspect, according to which... "Both sexes need to be equal". When asked on what they understand with gender equality, they respond that gender equality foresees equality between husband and wife, as well as equality in all other spheres of life. However, a dominating opinion is that gender equality represents more the equality between the husband and wife in the family, in comparison to other spheres.

Training

Asked "Did you attend any training/lecture/seminar organized by MEST or NGOs, on gender equality", while 95.7 percent stated that they did not, 4.3 percent of the directors/educators answered positively. Through recommendations from this target group, the respondents have brought to attention the increase in number of trainings related to gender issues, stimulation of girls to proceed with education (in rural areas), further prolongation of the maternity leave for women.

Reforms

The observed classes correspond also with the answers received by the teachers. The responders are aware that work in groups has helped them to make the students more active in class, during lecturing. Therefore, according to the respondents, when asked if there is a difference as to the treatment of gender issues in the curricula, in comparison to 1999, the largest scale of difference is seen in the sphere of cooperation between the teachers and students, along with the improvement in group works. "Work in groups and freedom of opinion and expression is more emphasized by both sexes",

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while as far as other changes as concerned, the respondents have stated that they did not notice any instruction regarding gender perspective in the curricula.

According to the directors and educators, the only achievement of the reform is the better cooperation between students and between students and teachers.

When asked "Which are the problems in your kindergarten related to gender relations?" the respondents oppose the subjective stands of some of the educators in classes. According to them the patriarchal mentality of many educators is expressed in the kindergartens.

Cooperation in reform implementation

When asked "How do you evaluate the cooperation scale between your school and MEST, in the realization of reforms from a gender aspect?" the directors/educators were to evaluate with marks from 1 to 5, 1 being the lowest and 5 the highest mark, and 0 when no evaluation could be done - 17.4 percent have marked this cooperation with 0, 26.1 percent as 1, 8.7 percent as 2, 17.4 percent as 3, 13.0 percent as 4, and 17.4 percent as 5. The directors/educators were similarly to evaluate the question "How do you evaluate the cooperation between your kindergarten and Municipal Education Directorate, in the realization of reforms from a gender aspect?", again with marks from 1 to 5, 1 being the lowest and 5 the highest mark, and 0 when no evaluation could be done. 17.4 percent have evaluated with 0, 17.4 percent as 1, 8.7 percent as 2, 21.7 percent as 3, 17.4 percent as 4, and 17.4 percent as 5.

Again asked "How do you evaluate the cooperation between your kindergarten and the parents, in the realization of reforms from a gender aspect?", the directors/educators were to evaluate with marks from 1 to 5, 1 being the lowest and 5 the highest mark, and 0 when no evaluation could be done. 8.7 percent have evaluated with 1, 8.7 percent as 2, 21.7 percent as 4, and 60.9 percent as 5.

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PARTICIPANT SYSTEMATIC OBSERVATION IN KINDERGARTENS AND UPPER PRIMARY, LOWER SECONDARY AND UPPER SECONDARY SCHOOLS

Context¹⁵⁰

The method "participant systematic observation" is one of the methods that is the hardest to be realized, as people, which are in focus of the observation, change their behaviors and manners, if they realize that they are under the scope of the researcher's "eye".

In our study, the method of observation, in some kindergartens, classes of lower and upper levels of the primary education and higher secondary education, was applied with severe difficulties, initially due to hesitation presented by school directors to be a part of the study, as well as because of the fact that the teachers and students have been informed in advance of the study which will try to research the gender relations between them. Even though the teachers were in advance informed on the purpose of the presence of the researchers, they could not change some of their typical behavior patterns that clearly present gender related divisions and stereotyping. Therefore, the results deriving from this method present that there are many issues that are connected and inseparable parts of the organization of the society in general.

The Analysis of the Participant Systematic Observation in the Preschool, lower Primary and lower and upper Secondary Education

In a patriarchal society, the gender of children affects the affinity of parents and teachers towards different treatment, which brings a social separation of children in two worlds, the 'masculine' and 'feminine' worlds.

From the conditions offered by the socialization agencies, the children develop different gender habits, which can cause limitations in their lives. According to a study undertaken by Shawn Meghan Burn, named "The Social Psychology of Gender", "The teachers need to be encouraged to attend seminars that describe the tendency of gender divisions in teaching as

¹⁵⁰ Regarding the methodology used to collect the information for the "Participant Systematic Observation", see the annex describing the methodology of the investigation in general, as well as annex 1 which contains a publication of the manner of collecting the data from the participant systematic observation.

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well as the manners of combating them." Since, according to Burn, "it shows that the education environment are affected clearly by gender divisions", adding "They learn songs, in which the fingers are the ladies while the big fingers are the gentlemen."¹⁵¹

"Gender difference impacts the process of socialization and relations between children, suggesting that boys and girls are and should remain separate, therefore parents and teachers need to create environments and opportunities, with the purpose of having children of both sexes play with each other, interact while having an equal status and participate in games that belong to both sexes."¹⁵²

"In general, it is accepted that the socialization of gender roles begins in the family and that the kindergarten and primary school continues this process, playing an important role in the construction of the gender backgrounds, through manners of organization and their practice"¹⁵³, which means that "The child uses the education to fulfill his/her needs for interaction and understanding its living environment"¹⁵⁴, adding that. "The fulfillment of these needs is conditioned by the formulation, exercise and development of adequate abilities and the formulation, exercise and development of physical, acquainting, affective and social abilities."¹⁵⁵

"She lives among the matrons as in the age of genses, we choose her books and toys that teach her about her fate, we put in her ears the earrings of feminine calmness, we present the feminine virtues, we teach her to cook, sew, take care of the house, as well as how to do her toilet, as well as her shame and stand; we dress her with unsuitable wear, we cone her hair confused; stand right, do not walk like a duck; to be beautiful we ask her to suffocate the spontaneous movements, we request from her to not absorb the behavior of a failed boy, we forbid her to undertake heavy exercise, we forbid her to enter a brawl, in a word, we engage into making her a servant, an idol."¹⁵⁶

¹⁵¹ Gender alliance for development "A collection of essays on gender belonging", Tirana, December 2005

¹⁵² Ibid

¹⁵³ "Gender integration in education", Tirana, September 2004.

¹⁵⁴ Veseli, Abdylaziz "Pre-school pedagogy", Gjiilan, 2005.

¹⁵⁵ Ibid

¹⁵⁶ Beauvoir de Simone "Second sex II". Lived experience. Book and communication house "Çabej".

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I. Analysis of Participation Observation in Kindergartens (ages 3-5)¹⁵⁷

In stead of an Introduction

Known socializing agents, such as the family, school and social groups have a special importance in creating the personalities of every person. The analysis tends to identify the methods used by the educators with children, always observing from a gender perspective, the manner of how they behave with children, whom and how they approach among children, the games they teach to children and the toys the children play with, etc.

Activities Organized by the Educators

The activities organized in the kindergartens are of a special importance, having in mind that all the children present there, face a different environment from their families for the first time, therefore, the manner in which the educators approach them and the manner in which they activate the children represent the initial part of their development in the future phases. E.g. if a child created a base for gender tolerance, through the activities undertaken at the kindergarten, this fundament has a high sustainability, which will continue to be applied in the future as well. Therefore the activities they undertake at the kindergarten are of great importance.

Based on the observations done, the activities have resulted to be in compatibility with the role of kindergartens and include: drawing, singing, various games, etc. However, the division and determination of various tasks for children varies and depends often on the mood of the educators as well as the freewill of the children. Occasions were noted in which the educators appoint the groups in which the children are to play.

The children are always curious about which toys are they to play with (in occasions when the children are imposed on the toys they are to play with), therefore many of them are not satisfied with the manner of selection. This form of discontent is expressed especially among the male children, since most of the toys at the kindergarten are of feminine characteristics. Even though the children are free to make their own selection of the toys and the group of children they are to play with, gender differences are observed,

¹⁵⁷ The observation with participation was conducted at the schools in which the canvass was undertaken. In kindergartens, the teachers and children were observed from a gender perspective. In all of the given kindergartens, three rooms (classrooms) were observed and the investigation team consisted of 4 persons with a balanced gender structure.

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since male children usually have the affinity to develop their games with groups of children of the same sex, similar to the girls.

At the kindergarten level, the girls play with toys that traditionally are considered to be determined for this sex, such as dolls.



The activities and games are of different kinds. But, when interpreting tales to the children, different texts are read to them, in which often the male character is presented as the 'hero', while the female character is often presented as a victim. E.g. the tale in which the prince saves the beautiful girl, which bows to him for the heroism shown. This is one of the occurrences, while there are many more of the kinds. A large number of tales read to children include animals as central figures. In the observations conducted, we came across only one case in which the educator was telling the children a story with animal characters, such as: the bear which saves the hare and the

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female hare, by sheltering them and feeding them for a period of time. Practically, based on this, one may note that the male bear is presented in the role of the savior. Therefore, even in the occasions of tale interpretation, we have a division between the 'soft' and 'sweet' attributes, which are associated with female children and the 'strong' and 'swift' attributions which are associated with the male children.

No significant difference is noticed with the poems and songs learned at the kindergarten. While, as far as the toys are concerned, it has been noted that the neutral ones are the most attractive for both sexes. Educators always tend to not make gender differentiations, but at certain objective cases, such as written tales, curricula, presents brought to the kindergarten, etc. limit the role of girls in comparison to the boys, and such approach is imposed upon the educators.

Which Examples Dominate, in a Gender Aspect, when the Educator Illustrates the Subject matter

The presentation of examples from the educators' side varies and is quite complex, since they differ from the examples offered to the higher primary school and secondary school examples. The kindergarten working activities vary, therefore the examples need to be in compliance with the activity undertaken. We can use the example of two activities, which differ drastically. The first activity is drawing, which mostly includes the educators requesting the drawing of parents/family, flowers, etc. Whereas, the second activity deals with tale narrating, during which the educators often take gender differences as a base.

It is clearly visible that the educators have a tendency to take examples from life in general, in which the female character is often presented in the role of a victim.

The Students which are favored by Teachers

"Working with children is a noble privilege", says an educator, which leads to the conclusion that there is no significant favoring as to the gender difference.

Based on the observations undertaken, some minor favoring was noticed for

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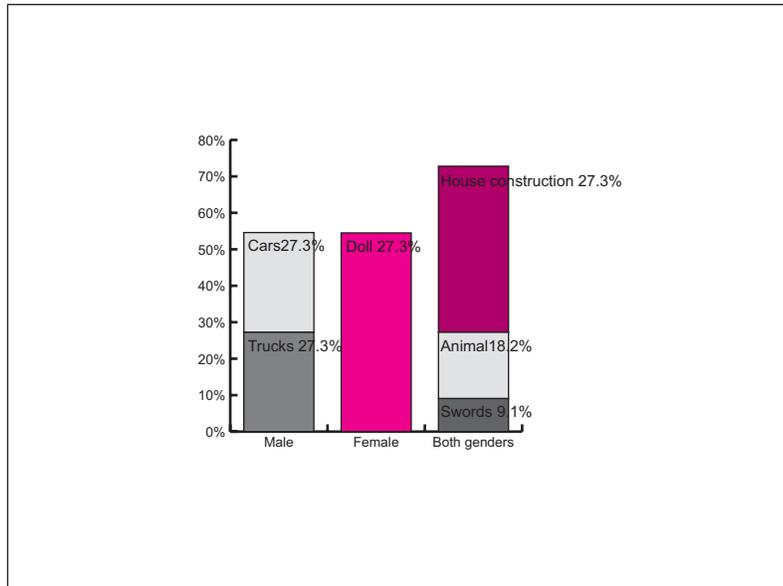
some children groups, which are younger of age and are considered as spoiled. This represents an objective point of view, which is not always sustainable; since there were occasions when more active children were favored, with no gender differentiation. Thus, the educators make no gender differentiation as far as child favoring is concerned.

How are the Children divided during play?

The division of children is done while having in mind the diversity of the games. No gender differentiation is noticed during the division of children by the educator, although, one may notice the discontent of children with such a division. This derives from forcing the children in the group to play with 'feminine character' toys, and vice versa. In one of the observed classes, the male children were dominant in number. Example 1: the children were divided in three groups, the first group consisted of 9 boys and 1 girl. The second group had 7 boys and 3 girls, while the third group had 9 boys. This example shows that it is almost impossible to make an equal division. As far as the individual choice of the children is concerned, one may clearly note that we have two different groupings, in which participants of a certain gender only play with other members of their gender, which at the same time, determines the gender of the toys they are going to play with.

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Graph 1 What toys do the children use



As the graph shows, the most favorite toys for the girls in the kindergartens are dolls with 54.5 percent, while the percentage of boys that play with cars reaches 27.3 percent. Whereas, some of the toys used by children of both sexes are the sword 9.1 percent, animal figures 18.2 percent and house construction 45.5 percent. According to the observation, the possibility of the girls playing with toys, which are considered as "masculine", is much higher than the boys to play with dolls, which are considered as "girls' toys".

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At the kindergarten level, the boys play with toys that traditionally are considered to be determined for this sex, such as cars.



Whom do the Educators address more

The children are usually separated in groups, while the classes contain a small number of children. In this context, the educators try to call the children by their names and group them according to their plan. But in occasions when the educators use endearing names for some of them, then some of the others express their discontent, depending on the sex of the elided child.

How does the Educator evaluate the Children

The evaluations of the children made by the educators often cause a rivalry among them. Although the educators have not shown biased behavior towards any of the children, slight changes have been noticed with the man-

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ner of expression or usage of words. In most of the cases the words used by the educators were various, among which the most common were: very good, very beautiful, just keep on sweetheart, etc. another important segment with this issue is the evaluation of children's work with different grades, which are usually placed in the palms of the children. This manner of evaluation is especially used with the children of advanced ages, of both sexes, but in this context, no gender based differentiation was noticed.

The Physical Environment of the Kindergartens

The researchers observed 15 classrooms of different kindergartens, and have thus concluded that the physical environment of the kindergartens plays an important role in the treatment and accommodation of children.

In general, the kindergartens possess an infrastructure which is attractive for children, in order for them to have sufficient space for undertaking the activities foreseen by their program. Almost all of the kindergartens observed have different drawings and toys. Some of the drawings are placed in the walls, while there are toys in every corner of the classrooms and, in most of the cases, the children are spontaneously divided from the group and create female and male portions of the group. Even, in some of the observations, it was noted that the girls improvise the kitchen.

No drawings, that might cause gender divisions, in a visual aspect, were noticed in the kindergartens. In general, these images presented clowns, flowers, domestic animals, etc.

The spaces of the classrooms vary in size. Some of the kindergartens had sufficient spaced and in proportion with the number of the children, but in some others, the space foreseen for the development of daily activities did not fulfill the elementary standards.

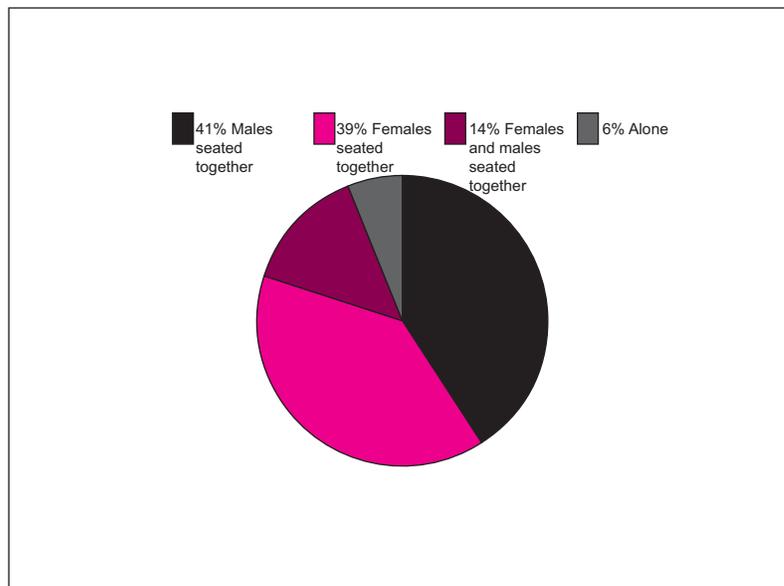
The classroom walls contain written messages as well, which in general do not make any gender based differentiation..

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How are the Students of the lower and upper Primary and upper Secondary Education cycles seated

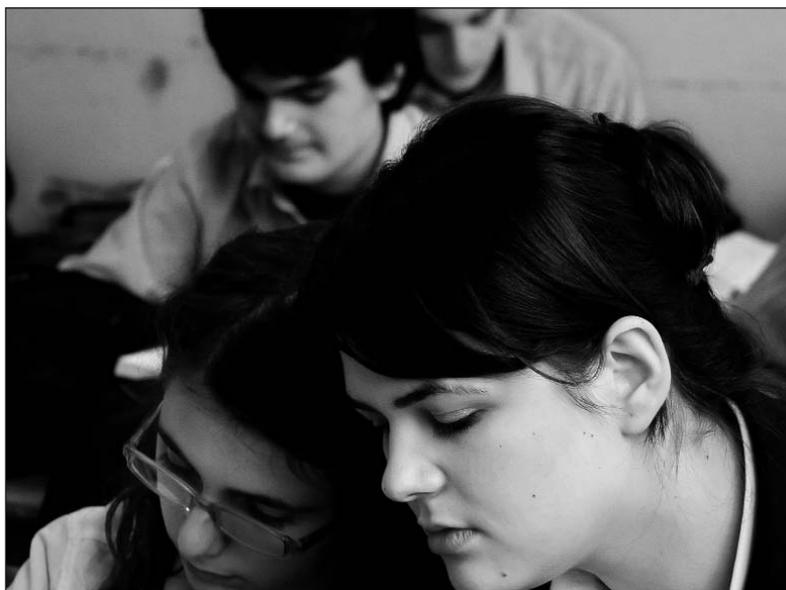
The structure of the students' seatings in the lower and upper primary cycle and the upper secondary cycle, by gender, is as follows: 41 percent of the male students sit together and are separate from the female students, while 39 percent of female students sit together, separate from the male ones. Thus, 14 percent of the students of different genders sit together, while 6 percent of the students sit alone in a bench. For more detailed information, please refer to the Graph 2.

Graph 2 Percentage of students seating in the observed classes of the lower and upper primary and upper secondary education



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The schools of Kosovo continue to apply the old seating model of students in benches, through which the girls and boys tend to sit separated



II. The Analysis of the Participant Systematic Observation in Preschool Education: lower and upper Secondary cycles

The analysis of the primary schools of the lower and the secondary lower cycle is of the utmost importance, particularly when taking into account the long period of time that the students spend there, and since the creation of their personality begins in this phase. Primary schools have a certain specific which we can consider as a division in two different learning phases: the primary school, of the lower cycle and of the higher cycle, which are different also in the aspect of teaching.

Up to the fourth grade, students that are part of the lower cycle have one teacher and they learn the basic classes, and from the fifth grade and above a more complex teaching phase begins for every student. The classes that

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are lectured in the lower cycle and the upper cycle of the primary school, as well as the methods of the teachers' behaviors towards the students are the focus of this analysis and are always observed from the gender perspective. The students of the primary cycle and the higher cycle are mainly seated in this manner: boys are seated together in the level of 41 percent, whereas the same is done by 38 percent of girls. 14 percent of students are seated with the opposite gender and only 7 percent of students sit alone.

During illustrations of the subject matter by the teacher, what examples dominate in the gender aspect?

The illustration of the subjects during learning hours is of special importance in the gender aspect. Within the direct observation, the subjects that are observed are different, although the observation is mainly focused in Albanian, Math and History. In the class of History, there is a domination of mainly male characters. In this context, the path of education of the student is also important, and the difference between those who went in preschool education and those who didn't is obvious. In most cases where the teacher gives different roles during activities, the students refuse to play since many of them consider that some of the roles are for women and not for men. This involves the lower cycle of the primary school, and the examples taken during our observation are different. For instance, in the Reading class, students learn about musical instruments, and the teacher uses the term "shepherd", for the child who plays the pipe and the term "lady dancer" for the dancing girls. According to this model, the gender lecturing difference is obvious, although both roles do positive actions.

The upper cycle of the primary school is very different, both in the aspect of classes and the number teachers. The classes observed in the upper cycle schools are different, but the most important ones are: Civic education, Albanian Language and History.

In the class of Civic Education the teacher asks a gender based question and wishes to know if the students know what gender basis is. Should the woman be only a housewife? "Should women take part of the highest state bodies?"

One (male) student thinks that a woman should not be President of the country, because she would sell the country. This is a typical prejudice of gender discrimination type, whereas his female colleagues object this view.

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Similar views expressed in this manner carry the mentality in which they are grown.

Often there were tendencies among teachers for such prejudices by taking many examples separated on gender grounds. In the class of history there is an obvious domination of the male gender, always being the one who sacrifice everything, whereas women are bypassed although they have been an inseparable part of the Albanian peoples' journey through time. Because of these reasons, this approach is considered as tendentious teaching toward the female gender, because only the students create the opinion that the male gender is the one who usually has to face with the more important issues. Examples taken during classes observed clearly show the male domination over females. This way, male gender names were used 40 times and 34 times female names.

Which Students are usually more engaged by the Teacher?

The engaging of students by the teachers is important when taking into account the methods of selection and the manner of voluntary activeness or in the form of imposing by the teachers.

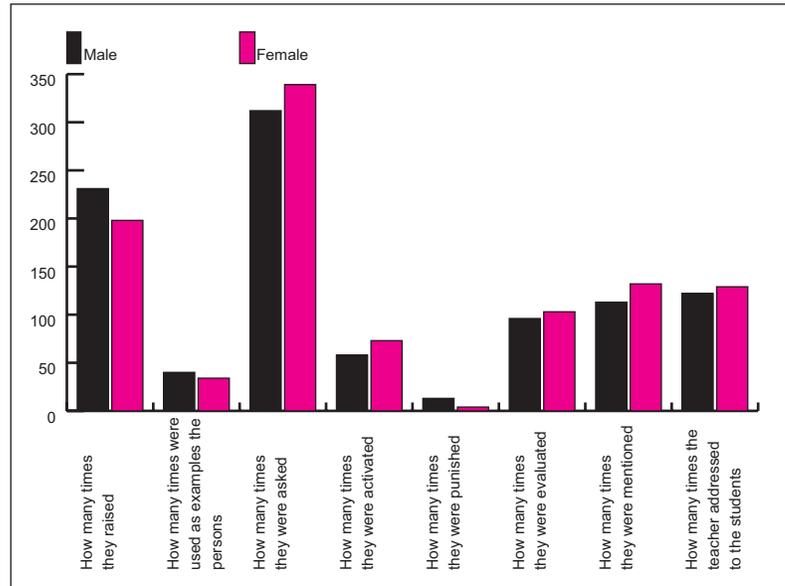
There are cases where some of the teachers are drawn more to one gender by engaging them more often, usually in classes where one gender dominates and as a consequence creating the impression that the teacher is favoring one gender. The reforms have played a very positive role in the way of establishing discussion where a big difference is immediately noticed compared to the previous generations. The students have more freedom now in discussions and in expressing themselves voluntarily.

We can also notice the number students engaged according to genders. Females engaged within our observation reach number 73 compared to the male gender of 58. However, numbers are not always this important compared to the way that their selection is made.

The male students are considered by teachers as less active and more problematic compared to females, therefore their selection is made often without their will, while the female students are considered as more active.

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Number of students



To whom do the teachers address more?

The ways which teachers use to address the students are different and we can also notice gender differences. In this context, the teachers address the female gender 129 times and the male one 122. Among some teachers we also noticed an adverse approach and in some cases ignorance towards the female gender. For example, a teacher addresses a female student: “you girl, come on and clean the blackboard because this your job and you should get used to it!” This is a typical prejudice behavior of the teachers, who forget the fact that in the class the students should be treated equally without gender based or other distinction. Such behaviors, but in a softer scale, are also seen at the female teachers.

“If we enable too much freedom, then they cause trouble. I use this stick to scare them rather than use it”. This is one of the forms of “education” used by some teachers in their work.

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When Students wish to answer, to whom is the floor granted by the Teacher?

Taking into consideration that in most cases volunteers are sought for answering questions, no essential difference is noticed, therefore all volunteers have equal possibilities for presenting their thoughts on certain issues. However, the first one who is allowed to speak is always a girl, something that largely depends on the teacher. For answering a question girls have raised their hands 231 times, while the boys did this 198 times. On the other hand, when talking about the communication between teachers, in most cases the girls are called more often in names, while the boys are addressed with "you". The best students are usually left last in answering.

How many times and how where girls and boys appraised?

The appraisal of students by teachers differs mainly as a result of the students' works. However, there are often cases when the appraisal comes as a result of a favoring towards a student or a group.

The most often appraisals are the ones expressed orally by using words like: "good job, bravo, there you go...all you others should learn like that, great sweetheart, etc."

Negative appraisals are also more often in an oral manner by using the words of the likes; "shut up, you have no clue, disastrous, where do you live, etc." On the other hand, negative appraisals, besides orally, also are expressed in grades. However, in this aspect there is no gender differentiation. It is important to stress that many times the negative appraisal comes as a result of problems created by students themselves such as noise or the usage of forbidden expressions, which lead to negative grading, particularly among the male gender.

The participant systematic observation analysis on the issue "how many times where boys-girls appraised", shows that the girls have been appraised 103 times compared to 86 times of boys. Girls were asked a question 339 times, compared to the boys questioned 312 times, whereas boys were 133 times and girls 132 times.

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How many times do Teachers control the works of the Boys/Girls?

The inspection of the students' work by teachers shows the readiness for a closer cooperation with them. The teachers generally try to be closer with students, but this also depends on the readiness of the students for cooperation. There is no gender difference noticed on how many times does the teacher inspects the students' works. This is best shown by the number of controls that the teacher makes to the boys and girls. The control of the students' work in classes and the way that the teachers make this control differs. There are cases where, in order to prove his work, the students have to stand up in front of the class. This method often causes stress among the students and they also consider this method as ineffective.

How many times were the boys/girls punished?

Punishment types seen for students: sitting apart from friends in a special bench, class dismissal, being absolutely quiet, grabbing the hair, surprising questionings, etc. The application of these methods of punishments varies exclusively on the nature of the teacher. Usually, the male students are the ones that more punished, while the girls are more "privileged" and even when punished, their punishments are indulgent.

The female teachers have a higher tendency for applying harsher punishments, while their male colleagues, in most cases, use oral punishments and make gender discriminations.

According to the analysis of the participant systematic observation, we see that in this education level, the boys are punished 13 times on average compared to 4 times of girls.

III. Analysis of Participant Observation in the upper Secondary Education¹⁵⁸

Teachers are an important part of the education system, because they are the ones who make gender separations up to the point where boys and girls look at each other as if coming from different planets.

¹⁵⁸ In this level of education we have included gymnasiums because they offer a diversity of classes. The selection of classes is done based on the mission determined by the schoolbooks. In the upper secondary level of education we have observed the relations between teachers and pupils in the class of Albanian language, physical education, math, biology, Sociology, Psychology and history. The observation includes the quality and quantity approach. For more information see the chapter describing the methodology.

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The gender structure of students in the upper secondary education seated according to gender is as follows: 42 percent of boys are seated with other boys, and the same applies for 41 percent of girls. 4 percent of students are seated together with the opposite sex and only 3 percent sit alone.

What examples dominate in the Gender aspect, where the Teacher illustrates the subject matter?

The third category in the participant observation comprises of school of the upper secondary cycle. For this level we have selected gymnasiums. This selection was made purposefully because the classes are diverse and general, thus the examples taken by teachers have different specifics. Since the observation was divided in two classrooms, the classes themselves are different. In the observation of the 10th class, special importance is placed to the Albanian Language and to the Physical Education. The first one is often characterized with a diversity of examples with a gender character. In the class of world literature, the students and the teacher discuss about Russian writers, including male and female writers. The situation is different with the Physical Education class, where the teacher expresses open preferences for male students, keeping an ignorant attitude towards girls or treating them as inferior in sports. This difference is very much expressed in the school duties. For example, the male students are usually praised by the teacher for their work, while the girls are mocked with the excuse that sports are not for them. In the 12th grade the classes observed are more interesting, starting with Sociology and history. Since the class of history is in most cases dominated by the male gender, we would like to focus more in the subjects of Sociology and Psychology.

The class of Sociology itself studies the society and the different social problems and it is more diverse with examples. We have noticed that in this class there is a regular open discussion, while the teacher tries to bring to the students' attention more objective illustrations. In the discussion on different social categories, examples are taken in the likes of emphasized differences of the various layers of the Kosovar society. Whereas in the class of Psychology, the attention is more focused in the subject rather than discussing

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about it. In this context, the examples taken by the teacher bring into perspective many male psychologists.

Which Students are engaged more in class by the Teacher?

The discussion on several subjects is considered by teachers as the developing component of work, therefore the engagement of students by teachers can not be noticed much. However, we noticed the manner of the students' approach, when someone from the students takes the floor and the answer they expect by the teachers.

Based on the discussion in the class of Sociology, we noticed that the discussions are sensitive for the topics elaborated and give the impression that always and for everything, male politicians are to blame, since they are the ones who develop general policies, while the female gender does not have an emphasized role.

According to the Psychology teacher, the male students are considered as less active in the class but also more problematic.

Teachers have engaged girls 73 times and boys 58 times.

To whom do Teachers address mostly?

The teachers, probably aiming the gender based division, have their preferences on the gender when addressing to students during the class. Girls were called 61 times for answering the teacher's question, while the boys only 56 times.

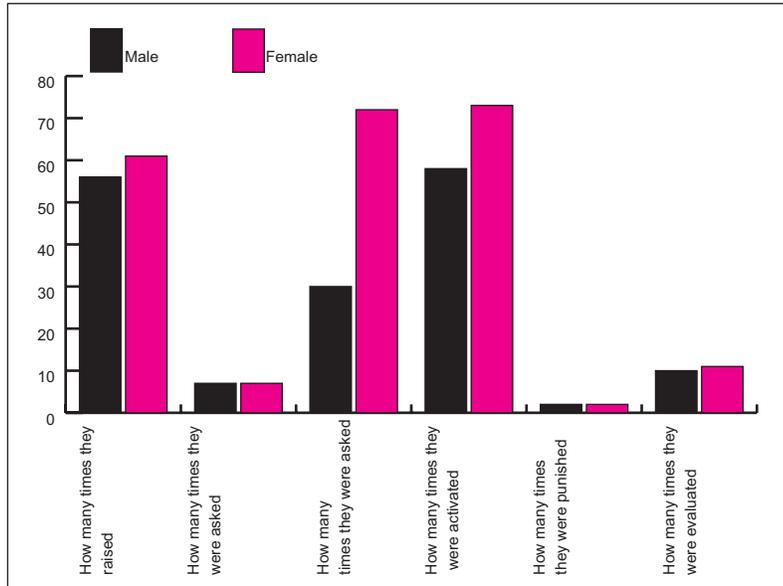
The Physical Education teachers, in almost all cases, considers the girl students as physically and mentally weak for developing sports activities, therefore the general impression of the students is that he has a discriminatory approach to the female gender as far as the inclusion of women is concerned for this class.

When the Students raise hands for answering, to whom does the Teacher give the word?

When there is a dilemma during a class in the school process about a certain issue, there is no great difference between the two genders of the students who try to give their thoughts.

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Number of students



But there is difference in the advantage that the teachers of certain classes may give to the students and depending on their personal preferences. For example the teacher of Sociology has a tendency to develop discussions with all students, compared to her colleague of Psychology who prefers to communicate more with girls rather than boys. Another distinction is noticed when the students answer the teachers questions. According to the participant systematic observation with, the teachers ask girls 72 times on average, compared to boys with 30 times.

On the other hand, we see that in most cases, girls are also called by names, compared to the males, to whom the teachers address with "you".

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How many times and how were girls and boys appraised?

Secondary schools are based in two types of appraisal, one being the grade received and the other the participations in discussions. Grade appraisals were not the focus of our observation because in the time when this observation was conducted, it was not the period of grade appraisals. As far as appraisals according to the participation in the discussions is concerned, there were different types, but the more often ones were expressed in "very good", "how do you know all this" etc. It is very important to mention that there were not major differences noticed on how and how many times girls and boys were appraised. According to our calculations, the number of appraisals is almost equal: 10 for the female and 11 for the male gender.

How many times were girls/boys punished?

In our observation, we did not notice punishments. However, there were two remarks made to the students, for two girls in the class of Sociology, for chitchatting and one remarks for two girls and a boy in the class of Psychology.

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THE REPORT ON THE ACTIVITIES OF THE DEPARTMENTS FOR EDUCATION AND OFFICES FOR GENDER EQUALITY REGARDING GENDER AND EDUCATIONAL ISSUES

Introduction¹⁵⁹

The Departments of Education in the municipalities are mandated to follow up on activities and develop education in respective municipalities.

With this report we shall take into perspective the cooperation between the Departments of Education and the Office for Gender Equality, because there is an opinion that the Offices for Gender Equality in municipalities are not taken into consideration, and are usually ignored in the process of establishing education policies at the local level. In this report we will also include interviews with municipal gender equality officers, who will provide better insight on their role regarding education, as the level of cooperation with other stakeholders, such as the Municipal Directorate of Education (ED) and Nongovernmental Organizations (NGO).

The aim of this report, *inter alia*, is to obtain first hand information from officers of education as well as gender equality officers, regarding the problems they face, their role in finding solutions to these problems, and to what extent they can influence these two institutions to improve the situation of education in the municipalities in which they operate. This report also aims to look at the progress of educational reforms in municipalities and how well informed they are regarding the positive and negative effects the reforms have had in terms of gender.

I. Department of Education and Gender Issues

Ferizaj

The Directors of the Departments of Education in municipalities claim that they give special importance to gender issues. The same is claimed by Ahmet Gajtani, who runs the Directorate of Education in (ED) in Ferizaj. He thinks that an undisputable advantage is given to gender as well as health.

¹⁵⁹ Interviews with the directors of the Departments of Educations and Offices for Gender Equality were conducted by survey sampling. In the municipalities where the surveys are made, these offices were also interviewed, including the municipality of Ferizaj, Kamenica, Prizren, Skenderaj and Deçan

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According to him, the inclusion of females in the education system has been taken into consideration. "Without female inclusion we cannot have positive advances in the education and schooling of the young generations. In this regard we can say that we are very engaged and the percentage is far away, as the participation of women is not equal to men's,"¹⁶⁰ said director Gajtani. He also states that the municipality's educational system is comprised of 42-43 percent women. "But I am still not satisfied, because, according to the statistics, in 1971 the education system in Ferizaj had a higher number of men for 2 percent, and that percentage of the difference among pupils is reflected also in the number of the employed."¹⁶¹ Gajtani says that the first level (preschool) is dominated by women (all teachers at this level are female), but that the situation differs completely in other levels.

Prizren

Hasan Hoti, the director of DE in Prizren is convinced that the directorate has paid special attention to gender issues. He says that in all levels of education, involving approximately 40,000 pupils, special care was dedicated to gender equality. In this context, Hoti said that efforts are being made to have a different approach toward other problems. "During the granting of scholarships of this directorate, special priority is given to the female gender. Female candidates receive 5 points more. Also, advantages are given to female teachers, during registrations for trainings," Hoti said. He states gender plays a role in all facets. "All tasks, analysis operations and other activities developed by this directorate, have gender as an objective. As far as the achievement of success and the provision of other services to pupils are concerned we are convinced that both genders are equal. Therefore, we share the opinion that there is no need for special treatment regarding gender equality, whether at school, with youth, or toward the employed."¹⁶²

Deçan

The Director of the Directorate of education in Deçan, Ali Haxhosaj says that in his municipality special attention is given to the issue of gender insofar as circumstances and conditions allow. According to him, in his municipality

¹⁶⁰ Interview with the Director of the Department of Education, Ahmet Gajtani in Ferizaj on 09/26/2006

¹⁶¹ Ibid.

¹⁶² Interview with Hasan Hoti, Director of the Department of Education in Prizren. 10/11/2006

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women and men are employed as to their qualifications. "There are cases when a man can have superior qualification and therefore he is more advanced. We have supported them as much as we could. A total of 177 women are employed in the educational system in secondary and primary schools. They are all involved in high schools and elementary schools, although the degree of involvement depends upon location,"¹⁶³ says the senior officer of education in this municipality.

"The municipality of Deçan has a large rural area and when females are employed, they cannot take care of their children because there are no kindergartens. This is one reason for their low employment."¹⁶⁴

He says that as a result of the destruction of war a large part of the population has migrated out of the country or toward the urban areas of Kosovo. As far as gender inequalities in this municipality are concerned, he places the blame on the high level of unemployment and also on the closure of many enterprises that were operational previously.

Skënderaj

In Skënderaj, the director of the Department of Education, Muhamet Bajraktari claims that the authorities here have been involved immensely in order for women to have more support and better attention. For the inclusion of boys and girls in schools he states that "before the war there was a high number of female pupils. In elementary schools, this number is equal, while strangely enough, in high schools and the gymnasium, there are more females (65 percent female). The number of male teachers, on the other hand, is higher than female teachers. He explains that, "we require a university degree and quality. Our women have had few possibilities to attend colleges and universities. Life conditions were difficult. This situation, to some extent, has changed now."

We have many women who have graduated from colleges and universities, and who are awaiting employment. There are few job opportunities. Only people in education are working, no one else is."¹⁶⁵

¹⁶³ Interview with Ali Haxhosaj, Director of the Department of Education in Deçan. 09/19/2006

¹⁶⁴ Ibid.

¹⁶⁵ Ibid.

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Kamenica

Sabri Morina, Director of Education in the municipality of Kamenica, says that when talking about gender equality, we initially have to respect the law. Nevertheless, he says that in equal competitive conditions, an advantage is given to women. "We have managed to employ a significant number of women and we have increased the number of women in leadership positions with the new vacancy announcement for schools and education institutions; we have a female director in the educational institution "Filizat", and there is a female director in the elementary school in Rogoqicë "Metush Krasniqi", the director of the school "Hasan Thaqi" in "Karaqevë e Poshtme," and MEST has recently, with our recommendation, appointed as director of the elementary school "Asllan Thaqi" in Koretin, Minevere Makaj. This is a fact. Before we did not have any female directors, whereas during the last years we have continuously increased the number of females in leading positions,"¹⁶⁶ said the director of the Department of education in Kamenica.

"Women dominate preschool education, and as far as pupils are concerned, there is an approximately equal mix."¹⁶⁷

II. Illiteracy

"We do not have accurate data for the level of illiteracy, because a census has not been conducted. There are even cases where children attend primary schools, although they are not registered in the municipality at all."¹⁶⁸

Ferizaj

The municipal Directorate of education in Ferizaj claims that efforts have been made to prevent illiteracy, although there are no accurate figures on the number of illiterate people. "In 2001-2002 we undertook a project for accelerated learning. A specific characteristic of Ferizaj is that, apart from the high natality rate, we also have a high influx of people, which presents an additional problem. We work four shifts in schools. This element alone puts

¹⁶⁶ Interview with Sabri Morina, Director of the Department of Education in Kamenica 04.10.2006.

¹⁶⁷ Ibid.

¹⁶⁸ Interview with Ahmet Gajtani

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into perspective the difficulties in the creation and regulation of conditions. We also have representatives of other non-Albanian communities, including Egyptian, Ashkali, Roma and Goran”, said the director Ahmet Gajtani. According to him, since 2001-2002, projects for the inclusion of the children of these communities were put into place. “We have had cases where we involved over 200 pupils in accelerated learning programs. Although they were dedicated more to the minority communities, the majority community also had the possibility to participate. The inclusion of the female gender was a requirement. Each community worked with people appointed as their representatives, on four levels. The project was completed in 2002, and IRC provided assistance for the first level. There were 197 pupils of different categories, from 10-28 years old, of both genders. We have therefore categorized them in two groups, from 10-18 and from 19-30,”¹⁶⁹ explained Gajtani.

Deçan

In the municipality of Deçan, according to the Director of Education Ali Haxhosaj, there are no specific statistics for the level of illiteracy, but he says that all females that completed elementary school have had opportunities to register for secondary education. In this context, Haxhosaj emphasized that women living in rural areas usually abort schooling because of a poor financial situation or problems with commuting.

“The level of illiteracy is not very high in our municipality. Several vocational courses from different sectors were taught previously, but due to the high rate of poverty, employment opportunities are low, and it is difficult for women to advance.”¹⁷⁰

He says that there is some cooperation with the NGOs that operate in the municipality. He stressed the NGO “Besa”, which deals with different issues and craftsmanship. However, this is not the only organization that is involved in gender issues. According to Haxhosaj, there were other organizations that had arranged temporary employment for women.

¹⁶⁹ Ibid.

¹⁷⁰ Interview with Ali Haxhosaj

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"We, as a directorate of education, did not have possibilities to organize different courses."¹⁷¹

Prizren

The director of education in Prizren, Hasan Hoti, says that there are efforts made that no student is left out of school. According to him, in the case of a student dropping out of school, measures are immediately undertaken to return the person in question to school.

"We have not performed an analysis and do not have statistics on the exact number of students who have dropped out of school in the municipality of Prizren."¹⁷²

However, he says that the biggest problem in this regard is with the members of the Roma, Ashkali and Egyptian (RAE). "In the beginning of the school year we develop within these communities in order to aggressively advertise for children to register for their first years of education. For cases of a student dropping out, specially established teams from this office, with the help of other associations, visit the houses of those children and we talk to their parents and try to convince them to return to school," says Hoti.

"The highest rates of dropping out are in the Roma, Ashkali and Egyptian communities. We even had cases when children were not registered in school at all, or had passed the age of registration."¹⁷³

According to Hoti, maximum efforts have been made to help members of these communities return to school. On the other hand, he says that the number of girls who drop out of school is low and the efforts to stop these dropouts are increasing. In this regard, Hoti says that there is cooperation with NGOs. "By all means, the municipal directorate cooperates with all NGOs. One form of cooperation is the one right here, with you, and with other associations that provide and create programs for the total inclusion of children in education, and for promoting gender equality", he says. This cooperation, also involves OSCE, "Save the children", and other Roma and

171 Ibid.

172 Interview with Hasan Hoti.

173 Ibid.

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Ashkali NGOs.

Hoti also says that ED is working toward intensive and informal learning in order to include those who have dropped out of school.

Kamenica

In the municipality of Kamenica, Sabri Morina, the Director of Education, refers to statistical data of NGO's which reports that the level illiteracy among the youth is around 1%. At older age groups, this level is much higher. He said that there has been no cooperation with any NGO that has led a clearer picture on this level, or for undertaking preventive measures.

Skënderaj

In Skënderaj, according to the municipal director for education, Muhamet Bajraktari, 5% of children are illiterate.

"5 percent of children cannot continue education due to hard financial situations. This mainly involves high schools since those students have to travel up to 25 km one way. These are problems."¹⁷⁴

He says that the main cause of this figure is the difficult economic situation including the impossibility of traveling and the hard financial situation, which makes it impossible for children to purchase the schoolbooks necessary for studying. To alleviate this situation, Bajraktari says that they helped elementary schools in the villages of Açarevë, Rezallë, Makermal, Obri and Qubrel, with projects through the World Bank and the Ministry of Education.

III. Cooperation between Directorates for Education and Offices for Gender Equality

"There is no concrete cooperation with the office for gender issues, this official hasn't yet settled family issues because she is an elderly and not a stable woman."¹⁷⁵

Directorates for Education and Offices for Gender Equality should cooperate

¹⁷⁴ Interview with Muhamet Bajraktari.

¹⁷⁵ Says a DE officer of one municipality

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more closely because a just education for the people is the responsibility of these two offices, and they are obliged to provide a quality and anti-discriminatory education. But what is the actual cooperation of these offices?

"We meet with the Offices for Gender Equality weekly and we cooperate to create manifestations such as "7 of March" and "8 of March" ¹⁷⁶

According to the Director of Education in Prizren, Hasan Hoti, the extent of cooperation with the office for gender equality depends according to the need.

IV. Problems of the Department of educations and gender issues**Ferizaj**

According to Ahmet Gajtani, one of the problems that the ED in Ferizaj faces is a student overload in schools. He mentions the case of the school "Gjon Serreçi", which operates in four shifts from 7:30–19:45. "Imagine if a fourth or fifth grade pupil goes to school at 16:00 or 17:00 and the ability to achieve something is limited. Such difficulties are also present in the school Tefik Çanga, which has been in operation for 65 years and there are four shifts in the only facility."¹⁷⁷

The directorate led by Gajtani has limited possibilities for playing a significant role in improving the conditions in schools, since a big part of competencies lie with the Ministry of Education and the Regional Office for Education. On the other hand, Gajtani emphasized the budget limitations, which limit the possibility for intervention in certain cases. According to him, the number of pupils is always increasing. In 2005, Ferizaj had an increase of 600 pupils, while this year it increased by 1600.

Deçan

The director of education in Deçan, Ali Haxhosaj says that the problems in this municipality are similar to the ones in all of Kosovo, mainly caused by the limited budget. "With the project of the Ministry of Economy and Finance and the World Bank, by end of 2006, we have to expel 33 teachers and

¹⁷⁶ Interview with Ahmet Gajtani

¹⁷⁷ Interview with Ahmet Gajtani

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technical staff from the system. We have a total of 657 employees, which means that we are not moving toward progress, but rather regressing¹⁷⁸, says Haxhosaj. For this reason, Haxhosaj says that these issues can not be solved in the local level because there is no budget.

Prizren

In the municipality of Prizren, the most frequent problems in the sector of education are of financial nature. Hasan Hoti, director of education says that problems are numerous, while the reforms in the education system have been initiated. "Problems are of different nature, starting from the lack sufficient space and to the provision of schoolbooks, timely curricula. Another great problem is also the provision of equipment of schools with cabinets, computers, information technology labs, etc"¹⁷⁹ claimed Hoti, while denying the existence of gender problems.

Kamenica

In Kamenica the problems are the same as in the other municipalities, with the main problem being the low budget. Furthermore, according to the director for education, Sabri Morina, if concrete steps are not undertaken by the Government of Kosovo, the situation of education will continue to worsen. If this continues in this way, he emphasizes that the budget forecast for 2006 for the sector of education shall be lower by 400 euros. "It is illogical because formulas always have to be combined. The population of around 55,000 was accounted for, which is scary because if something doesn't change, 75 percent of the territory will migrate, said Morina.

"It is a problem to transport a 9 or 6 year old child every day to school, for miles. Neither the parent nor the child would have the energy for it. This, without even considering the problem of the budget, would be the main problem."¹⁸⁰

178 Interview with Ali Haxhosaj

179 Interview with Hasan Hoti

180 Interview with Sabri Morina

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"From 2001-2005, 365 girls have left their education, after having graduated from the elementary school. Mainly because of the traveling problems, e.g. a pupil finishes school at 18:00, his bus that takes him to his village leaves at 18:00, he has to travel 5 kilometers more, and so he gets home by 20:00 or 21:00. It is very difficult to travel today, under such conditions."¹⁸¹

"Almost every day parents come to see me in the municipal offices and they complain that they are forced to stop their children from going to school because they do not have enough money to pay for travel."¹⁸²

V. How well are the teachers trained in gender issues?

"These trainings usually involve teachers at the level of primary and secondary education. In the future we plan to hold these trainings for preschool teachers (educators)."¹⁸³

"I do not know for sure, and I can recheck it but I know that while some topics of that nature were addressed, whether there was special training only for gender issues I do not know. It would be good because it is important to pass gender equality to the students, because they have to be educated in the spirit in which everybody's rights are respected regardless of gender."¹⁸⁴

No training about gender equality or any other gender issue was organized in the schools of Ferizaj, says the director of education for this municipality, whereas Deçan did organize trainings for teachers. According to Ali Haxhosaj, in the past these trainings were organized in the didactic center. "Approximately 75 percent of staff went through different trainings. Trainings were held in Peja, Prizren, Gjakova and Prishtina", says the director, without giving details on the topics of the trainings.

¹⁸¹ Ibid

¹⁸² Interview with Muhamet Bajraktari

¹⁸³ Interview with Lulavera Kadriu, human rights officer in MEST, made on 27.10.2006, Prishtina

¹⁸⁴ Interview with Ahmet Gajtani

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"I do not know if gender issues trainings were organized for teachers in Prizren."¹⁸⁵

In Skënderaj, approximately 250 teachers underwent training about gender issues. According to the director of the Department of education, Muhamet Bajraktari, these trainings were organized by the Ministry and nongovernmental organizations (NGO's). The beneficiaries of these trainings are the teachers who teach at the lower level, such preschool and first grade teachers. Trainings were organized in Skënderaj, Mitrovica and Prishtina. "Of the attendees of the gender issue trainings, 80 percent were women and 20 percent men", said Bajraktari. The selection was done by the ED in cooperation with the school principals.

"We couldn't manage to organize any training or contract any institution that deals with this issue. Sabri Morina says that there are several trainings organized, but none for gender equality."¹⁸⁶

VI. Reforms

Ferizaj

As far as the reforms and their implementation are concerned, Ahmet Gajtani, director of the Municipal Department of Education of Ferizaj says that the reforms continue to be implemented to change and adopt the curricula, particularly in the 9th grade. However, he says that to implement the curricula that was envisioned, better budget planning is required. He links the lack of budget directly with the impossibility to create a sufficient space for all pupils of the municipality of Ferizaj to attend school. He also says that the difficult situation for creating conditions in accordance with the needs and requests of the reforms' plan will have a negative influence in the success of both the implementation and in the overall success of the pupils.

¹⁸⁵ Interview with Hasan Hoti

¹⁸⁶ Interview with Sabri Morina

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"Gender equality should and must be regulated by law and nobody should be privileged in education, not even females. They must alone show a commitment and prove that they deserve certain positions. Values and quality should come first, not gender belonging."¹⁸⁷

"Education does not play an important role in improving gender equality. There are other external factors including the media, which have to affect gender equality, and raise it to a more satisfactory level."¹⁸⁸

Deçan

The director of the Municipal Department for Education in Deçan says that the reforms are being implemented well. He thinks that education does not play an important role in gender equality, but that there are other external factors, including the media, which affect gender equality, and must raise it to a more satisfactory level. He says that the reforms cannot have an immediate positive effect in improving gender equality. In this context, Haxhosaj thinks that the lack of professional staffing for certain subjects has an impact in the non-application and non-implementation of reforms, as has been foreseen. We need to improve the financial, economic and social situation, if we want to have successful reforms. In this context, Haxhosaj thinks that the budget is also very important for education, and it must necessarily be higher. For this reason, Haxhosaj is convinced that the teachers' salaries, which are currently at a minimal level, must be raised.¹⁸⁹

Prizren

Hasan Hoti, director of the municipal department of education in Prizren says that the reforms are being applied and implemented in accordance with the law. Apart from the change of the commencement with the 9th and 10th grades, there were also changes in the curricula, whereas MEST had to organize additional trainings. Hoti believes that the application of the reforms has brought a new spirit with regard to gender equality. He also mentions that it is a tendency for the teacher of lower grades to be female, since, according to him, their approach towards education in this age is bet-

¹⁸⁷ Ibid.

¹⁸⁸ Interview with Ali Haxhosaj

¹⁸⁹ Ibid

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ter and closer to pupils than the male gender.¹⁹⁰

The aim of the directorate as far as lower grades are concerned, is to have female teachers since their approach with pupils is better and closer than the males.¹⁹¹

Skënderaj

Muhamet Bajraktari, director of the municipal directorate of education in Skënderaj has presented remarks for the non-application of the reforms, mainly due to the insufficient budget.

VII. Recommendations of the directors of the Department of educations

Prizren

Hasan Hoti, Director of the Directorate of Education of the Municipality of Prizren, recommends that all schools should be equipped with the necessary tools and instruments, therefore enabling the application of reforms. As far as gender equality is concerned, he recommends that we give an advantage to females in the provision registration, scholarships and/or dormitories.

However, Hoti stresses that the main factor affecting the proper application and implementation of reforms, is the engagement of the Ministry of Economy and Finance, in that this ministry provides the necessary means and funds for increasing the level of the quality of education.¹⁹²

Kamenica

In the municipality Kamenica, the Director of Education, Sabri Morina shares the opinion that the lack of school space is a factor that greatly influences the process of implementing reforms. He also mentions the low wages of teachers, which do not help in motivating them to give their full commitment to the realization of the curriculum according to the reforms. For the reforms to have a positive effect in addressing gender, he suggests that MEST should organ-

¹⁹⁰ Interview with Hasan Hoti

¹⁹¹ Ibid.

¹⁹² Ibid.

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ize much training with as many teachers as possible attending.¹⁹³

Skënderaj

The Director of the Directorate of Education in the municipality of Skënderaj, Muhamet Bajraktari, says that one of the main reasons it is impossible for pupils to attend school is the high costs of transportation, especially for children who live in mountainous areas and up to 25 kilometers from school. This particularly has negative effects on females when one takes into account the mentality of the people in these rural areas, and the advantage of schooling is given to boys. For this reason, one of the main recommendations of Bajraktari is that MEST, depending on the requests of the municipal departments, must provide transportation for pupils in certain areas.¹⁹⁴

I. Municipal Offices for Gender Equality**Of what Importance are Gender Roles in Education?**

The words of the gender officers in the Municipal Assemblies bear witness that great importance has been given to these issues. They declare that they are very motivated to improve gender equality in the municipalities in which they act.

Kamenica

Zejnije Lenjani, a gender equality officer in the Kamenica Municipality, states that great attention is paid to gender issues. "A lot of consideration is paid to these issues, since they represent the basis of our appointment and activity, and for the purposes of which we act, communicate and often work in the field. One of the main issues in the municipality of Kamenica, in my opinion, is the balance between men and women, regardless of their sphere of work or inhabitation,"¹⁹⁵ explains Lenjani.

¹⁹³ Interview with Sabri Morina

¹⁹⁴ Interview with Muhamet Bajraktari

¹⁹⁵ Interview with Zejnije Lenjani, Gender equality officer in Kamenica Municipality. 13.09.2006.

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Skënderaj

Hyke Ymeri, a gender equality officer at the Skenderaj Municipal Assembly, supports the fact that the engagement for achieving gender equality, especially in the sphere of education, represents the baseline for the creation of equal opportunities for both genders.¹⁹⁶

Ferizaj

The gender equality officer in the Ferizaj Municipality, Vjollca Krasniqi, says that in order to achieve gender equality in all spheres of life, even a lifetime engagement would not be sufficient.¹⁹⁷

Prizren

The gender equality officer in Prizren, Adelina Sopi, says that in the educational sector in her municipality, the gender equality situation is at a satisfactory level. "The level of compliance is worthy of respect. There is no discrimination such as regarding secondary education registration, based on gender. The number of teachers is at an approximately equal level, in terms of gender, and there are even occasions of having more female than male teachers, educators or lecturers," states officer Sopi. However, she explains that she is not satisfied with the level of gender equality compliance as far as leading posts are concerned. "Female directors are scarce. Women are always barely present in the decision-making positions, the number of whom we can count on the fingers of our hands."¹⁹⁸

II. Gender related training at schools

In the municipalities of Ferizaj, Kamenica and Skenderaj, there were no trainings related to gender issues at the primary and secondary school levels. Contrary to the initiatives and efforts of the gender equality officers in these municipalities, in this regard, these efforts remain unrealized, largely due to the restricted municipal budget.

Zejniye Lenjani, the gender equality officer in Kamenica Municipality, says

¹⁹⁶ Interview with Hyke Ymeri, Gender equality officer in Skenderaj Municipality 19. 09. 2006

¹⁹⁷ Interview with Vjollca Krasniqi, Gender equality officer in Ferizaj Municipality

¹⁹⁸ Interview with Adelina Sopin, Gender equality officer in Prizren Municipality. 09/19/2006.

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that due to lack of funding, they did not manage to ever hold a gender related training. "We did not hold any training, considering that the training sphere belongs more to NGOs"¹⁹⁹ says Lenjani. A similar situation is also presented in the municipality of Skenderaj. The officer responsible for these issues, Hyke Ymeri, even though she expresses her will to undertake such training, stresses the issue of a lacking budget.²⁰⁰ But the situation is none the better in the Ferizaj Municipality, even though this municipality has a substantially larger budget. The respective gender equality officer of this municipality declares that there were no trainings, but that the "Committee for Gender Issues" is established, and she has proposed to this committee to organize gender equality training at schools.²⁰¹

The two municipalities of Prizren and Deçan did not organize trainings for students and teachers at schools either. In Deçan, according to the gender equality officer, there were only some trainings and lectures by local NGOs regarding premarital violence. Her counterpart from Prizren, states that the Gender Equality Committee had organized some round tables, but no school trainings. However, in cooperation with the Canadian Program for Education Development, they have educated 20 trainers on gender equality. These trainers have followed the program for a whole year, have gained the required credits and were finally certified from MEST. Later, these trainers went on to train approximately 250 new trainers. It is calculated that approximately 200-300 new trainers are being educated every year. These trainings make the teachers aware of how to integrate gender issues in teaching, how to avoid gender related discrimination, and so forth.²⁰²

III. Gender Equality Offices and the Eradication of Illiteracy

Illiteracy is still considered a concerning phenomenon in Kosovo, especially in rural area, where, for various reasons, illiteracy still remains present. The women living in these zones remain the ones affected the most by this phenomenon. Even though international organizations, such as the ESI have recommended concrete steps to be undertaken to improve life in rural areas, the institutions of Kosovo, on local or central levels, and including the municipal

¹⁹⁹ Interview with Zejnije Lenjani, Gender equality officer in Kamenica Municipality. 09/13/2006.

²⁰⁰ Interview with Hyke Ymeri, Gender equality officer in Skenderaj Municipality 09/19/2006

²⁰¹ Interview with Vjollca Krasniqi, Gender equality officer in Ferizaj Municipality

²⁰² Interview with Lulavera Kadriu, Human rights officer in MEST, realized on 10/27/2006 in Prishtina

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organs, have done very little to improve life and education in these zones. Zenije Lenjani, the gender equality officer in Kamenica, does not deny that illiteracy is present in her municipality, but claims that there was a lack of cooperation between NGOs that deal with these issues and the organs of local governance. She says that they have done everything in their power, but it was the budget that disabled the undertaken initiatives. According to her, the women in the mountainous zones are the ones most affected by this phenomenon. "I was witness to a large effort undertaken by the women in a village close to the border with Serbia. A large number of women remain uneducated if the Municipal Assembly does not provide for transport or if they are not placed in dormitories. In cooperation with the leaders of this municipality and in coordination with the Department of Education, great interest has been expressed to provide these girls with the proper conditions to enable education, i.e. to finish the 10th grade,"²⁰³ states Lenjani.

One of the areas that is supposed to have the highest rate of illiteracy is the region of Drenica. The Gender Equality Office for Skenderaj Municipality, lead by Hyke Ymeri, has not realized any projects regarding the eradication of illiteracy. Ymeri says that she had an idea to undertake an investigation, in order to obtain a more precise overview on the scale of illiteracy, but that due to the lack of material means, she was unable to realize it.

On the other hand in Ferizaj, there was a project for accelerated learning, which included people who did not have the chance to receive a prior education, or that due to various reasons, have quit their education. According to Vjollca Krasniqi, the municipal Gender Equality Officer, this project was undertaken before she assumed the post. No such projects have been realized since she has taken office.

In Prizren, before the Office of Gender Equality was created, an NGO, Motrat Qiriazhi performed the tasks of this office. One of their engagements was the eradication of illiteracy in the municipality of Prizren. Adelina Sopi, the officer responsible for gender issues in this municipality, mentions the large role played by Motrat Qiriazhi and states that this NGO has done a great job in fighting this phenomenon. The office led by Sopi is more active in organizing informal education.

Zoje Sejfiu, the head of the municipal gender equality officer admits the fact that in Deçan, nothing has been done with regard to eradicating illiteracy.

203 Interview with Zejnije Lenjani, Gender equality officer in Kamenica Municipality. 09/13/2006.

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She mentions that on the occasions when an organization for women and children undertook training to eradicate illiteracy in this municipality, it neglected to have had any official character initiatives involved.

IV. The Impact of Gender Equality Offices on Issues of Education and Gender²⁰⁴

The Offices of Gender Equality represent new organs placed within the bodies of local governance. But what impact can the officers who represent gender issues in decision-making organs have in local education and gender policies?

Zejnije Lenjani from the municipality of Kamenica thinks that the office she leads has had an impact when the allocation of scholarships was undertaken. "It is known that a committee was appointed from the leading and competent organs. There were four male members in this committee, and I was the only female representative. My work there was more in an observing and monitoring capacity. The reason for this committee to meet was to allocate scholarships for both female and male students, for certain respective profiles advertised. The profiles advertised therein were various. I have noticed that this committee had allocated the scholarships based on the criteria determined by the regulation and that advantage was appointed to women applicants", explains Lenjani. She stated that she had received some complaints by representatives of her own gender, but none of them were related to gender discrimination.

Even though the gender equality officers mainly monitor the work of the municipal assemblies and the other local institutions, their very title and establishment, underlie the fact that they can help in the aspect of achieving gender balance in the local institutions.

Hyke Ymeri, from the Skenderaj Municipality, says that since her appointment at this position, she has raised her voice on all issues related to gender. "We have always treated the problems related to the students in schools within our municipality through the Committee for Gender Equality."²⁰⁵, stated officer Ymeri.

Vjollca Krasniqi, Gender Equality Officer in Ferizaj, stated that she has monitored the work in her municipality, although she had no voting power. However, she stressed that in any occurrence of gender issue breaches, she

²⁰⁴ The Offices on Gender Equality are established after the Law on Gender Equality was promulgated on June 7, 2004

²⁰⁵ Interview with Hyke Ymeri

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would not hesitate to present the case to the Board of Directors. In this context, however, she declared that she did not receive any complaints that dealt with breaches of gender related rights in the schools.

Adelina Sopi from Prizren is convinced that the office she leads is disregarded by her colleagues and by local institutions. "The office on gender equality functions as a mechanism. But its voice is little heard, not because we do not want to raise it, but because of the scarce support that we receive, be it official support, be it support from the environment or support from the institution itself."²⁰⁶ She states the fact that her office is ignored, despite the fact that these institutions need to respect gender equality. "We insisted on having a girl registered at a secondary school, since due to some specific circumstances, she had remained unregistered. The requests were sent in an official manner, through myself and the committee to the Department of Education, on this girl's registration, which was left aside, so she was not registered. Due to the effect of the parents who came from the region of Prizren, and after the many efforts undertaken by the local authorities to receive permission from the parents to register their daughter, we managed to register her in the school, albeit with a delay,"²⁰⁷ explains officer Sopi, showing in her remarks that she department treats her as an individual rather than treated in the manner of an institutional officer.

The Gender Equality Office in Deçan has also faced similar difficulties as have their counterparts in other municipalities. Zoje Sejfiu, the head of the Office of Gender Equality in Deçan, states that in order for a gender equality related request to be realized, the senior municipal officers told her that she might need to send 5 to 50 requests. According to her, the Gender Issue Office in UNMIK had told her that they need to impose themselves in the requests that they send.

V. Education and gender

Gender roles are closely linked with the way the people are educated in school. Hyke Ymeri, the gender equality officer in Skenderaj, says that it is widely known that the girls of today are the women of tomorrow, and a great importance should be placed on not abolishing education. "This was the reason that I was interested in undertaking an investigation regarding the reasons and justifications for quitting school, and for which I have prepared

²⁰⁶ Interview with Adelina Sopi

²⁰⁷ Ibid.

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some questionnaires,²⁰⁸ explains Ymeri. This investigation was carried out in 2004 and according to her, aimed to clarify the number of children remaining out of school, as well as the reasons for abandoning one's education. "The results of these questionnaires indicated that the main reasons to quit school were of an economic nature,"²⁰⁹ describes Ymeri.

In her opinion, the greatest concern is the non-satisfactory participation of girls in obligatory education, secondary education and higher education, as well as girls abandoning their studies.²¹⁰ She states that trainings on the importance of their education were held for women and girls in order to make an effort to try to return them to schools. Hyke Ymerit's counterpart from Kamenica, Zejnije Lenjani, says that even though Kamenica has no higher education facilities, she has been very active in the secondary and primary schools. She keeps in regular contact with teachers and directors of primary and secondary schools in Kamenica. Sometimes, even unofficially she visits the schools and has noticed that one of the main problems girls abandoning their studies as a result of the pressure from their families and teachers after they fall in love with boys. In this regard, officer Lenjani emphasizes that her engagement in such occasions is to take them under her wing by requesting not to deny these girls the right to an education only because they are involved in love affairs.

Another problem for village girls, according to her, is the inability to travel to the school, which often causes them to abandon their studies. "If a girl from one of the villages does not have means to travel, if she cannot afford the monthly ticket, and if she can not be accommodated in the dormitories, she is forced to abandon a further education."²¹¹

She has remarked on how her office is often left aside and how she faces great difficulties with budgeting. "The budget is very low²¹². I wanted to prepare a project proposal to prepare some brochures that would be used to notify the leaders and citizens on the level of gender equality, starting with the Municipal Assembly. I have even considered conducting field visits to private businesses to see what the ratio between male and female workers is,

²⁰⁸ Interview with Hyke Ymeri.

²⁰⁹ Ibid.

²¹⁰ Ibid.

²¹¹ Interview with Zejnije Lenjani.

²¹² The Officers on Gender Equality function within the Office of the Municipal Chief Executive Officer, and as such they do not possess any allocated budget. Other than the Gender Equality Officer in Prizren, that states to have had a budget of 7,500 Euro for 2006, the other officers have not administered any budget, since no budgetary lines have been allocated to them by the MEF.

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since there are unimaginable mistreatments and misuses happening in that sector,"²¹³ she says.

In the municipality of Ferizaj, it seems that gender issues have no connection with education, since the respective officer states that nothing concrete was undertaken regarding gender related issues in education. According to her, in the deep rural zones, the main problems related to girls abandoning their education are the difficulties with transportation and/or gender stereotyping. The municipality of Prizren also faces a similar situation. The Gender Equality Office, namely its leader, states that nothing concrete worth mentioning was done in relation to gender and education. The situation is even less promising in Deçan. The Gender Equality Office is not supported by anyone, and no gender related activities have ever been undertaken, other than gathering of some statistical data for the needs of MEST.

VI. With whom do the Gender Equality Officers Cooperate?

Zenije Lenjani from Kamenica says that there are only two organizations dealing with education and gender issues in this municipality, "Kosovska devojka" and "Fortesa". "It is understood that "Kosovska Devojka" develops activities for the Serbian community, while "Fortesa" deals with the Albanian community. However, a positive fact is that these two non-governmental organizations realize the projects commonly, as they do with the dissemination of donations received. "They have realized a number of projects, for which they received funding from international organizations."²¹⁴ Lenjani seems to be impressed with the work undertaken by these two organizations. According to her, they have organized lectures for secondary school students on preventing violence, be it in premarital or post marital situations. She says that they have the understanding and cooperation necessary from the DE, especially in relation to new employees and the issue of the gender they represent. Hyke Ymeri, a gender equality officer in Skenderaj, says that regardless of a large number of NGOs in her municipality, none of them deals with the issue of education.

In Ferizaj, the cooperation between the gender equality office and the NGOs exists only when dealing with statistical data. "Our work as gender equality officers is related to the NGO's, since we receive information from them because they are always in the field. However, I do not have precise infor-

213 Ibid

214 Interview with Zejnie Lenjani

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mation on the situation of education in our municipality,"²¹⁵ says Officer Vjollca Krasniqi.

According to the Gender Equality Officer in the municipality of Prizren, there is good cooperation between the Office of Education and the non-governmental organizations. According to Sopi, her office decided to draft common projects in cooperation with NGOs, which are dedicated to fighting human trafficking. "We prepared the project, and found the means from the municipality budget. The purpose was to approach secondary schools, especially the first and second grade of secondary education, and undertake an awareness of students on this phenomenon, in order to prepare the grounds to fight it. We made contact with the regional education office in Prizren, and submitted the written request to gain access to secondary schools. We never received an answer, verbal or written,"²¹⁶ this officer complains. According to her, their office is ignored by the other local institutions and has suffered an institutional degradation, so to speak."

This office has established cooperation with the NGO, Motrat Qiriaz, which, since its inception, deals with the education of women in the Has region, as well with combating of illiteracy. She says that the cooperation is focused more in terms of data collection, since the DE did not manage to provide for them.

In Deçan, Officer Hyke Ymeri emphasizes that there is no particular cooperation between the Director for Education and the office she represents. She admits to having received criticism from the OSCE²¹⁷

VII. How is Reform Evaluated from the Gender Perspective?

The gender equality officer in Ferizaj, Vjollca Krasniqi states that there shouldn't be any division between boys and girls with regard to the school curricula. In this context, she claims to be unsatisfied with the reforms that are being applied, and is engaged in reformulating the textbooks and teachers. Meanwhile, Zejnije Lenjani from the Office of Gender Equality in Kamenica thinks that it is the budget that is obstructing the realization of reforms. She thinks that gender issues are supported in the institutions of local governance. "I would like to have the leaders of the local administration trained in order for them to change their opinions on the issue as there are still some conser-

²¹⁵ Interview with Vjollca Krasniqi

²¹⁶ Interview with Adelina Sopi

²¹⁷ Interview with Hyke Ymeri

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vative people who think that women are of able to lead,"²¹⁸ says Lenjani, who is requesting reform of mentality as well.

However, her colleague from Prizren, Adelina Sopi, thinks that Kosovo's society is tolerant and non-discriminatory. She thinks that many of the reform-related issues are closely connected to budgeting, and are not about gender. "The teachers might not have the necessary spiritual peace. Let's take as an example a female teacher that has a child at home, and is unable to send him/her to daycare due to lack of financial means, while she tries to educate other children,"²¹⁹ stresses officer Sopi. She says that she has often participated in interviewing panels, in which her male colleagues spoke to her in a pejorative tone, saying, "where are your women now?!"

218 Interview with Zejnie Lenjani

219 Interview with Adelina Sopi.

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Conclusion

As it may be noted in this report, gender issues are of great importance for the directors of the Departments of Education and the Officers on Gender Equality in the municipalities. The DE seems to have undertaken the necessary efforts in relation to gender issue mainstreaming. The importance of gender is more theoretical than substantial, as proven by their words in which have not been backed by practice.

The Municipal Gender Equality Officers, especially in the municipalities of Prizren and Deçan are disappointed with the way they are treated by their colleagues in education and other sectors. They state that they have not been treated institutionally. Such is the case of the Prizren gender equality officer that faced bureaucratic red tape when undertaking efforts to register a girl into secondary school when she had difficulties in continuing her education because of pressure from parents and the environment.

As it may be noted from the results of this report, the quality of cooperation between the DE and the GEO is not at an appropriate level. In some municipalities it is even non-existent, as is the case with Deçan. In a way, this shows deep disbelief in the work of these offices and their mission, or perhaps it is a matter of personal prejudice on the part of the directors of the Directorate of Education. This was evident in Ferizaj, when a senior education officer states that there was cooperation with the gender issue sector, regarding the events of March 8th. This 'cooperation', reduced to "Women's Day" proves that the Municipal Education Directors have not managed to step out of the framework of traditional thinking, as far as gender is concerned.

The Gender Equality Officers may affect the work of the local government only when scholarships are allocated, by monitoring the process, and by trying to help the girls in real and serious need for a scholarship. In other issues, however, the impact of gender equality officers seems to be of lower intensity, sometimes even derisive. These officers feel lonely, since along with the lack of cooperation, they also deal with difficulties regarding the budget, which is never sufficient to realize the objectives these offices have projected.

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AN ANALYSIS OF GENDER ISSUES IN THE EDUCATION OF TURKISH, BOSNIAK, SERB, ROMA, ASHKALI AND EGYPTIAN COMMUNITIES

Similar to the majority population, the minority populations also carry a general impression that the education system suffers from stereotypes and gender inequalities. However, the problems seem to be different for different ethnic communities in Kosovo. In this sense, the purpose of this research is to observe the current situation of gender representation in the education system, namely in the schools which are attended by Bosniak, Serbian, Turkish and RAE children. The research on the issues includes an amount of field-work undertaken in different parts of Kosovo, which consisted of interviewing the main education stakeholders, from both genders and of different age groups. Also, this research includes the analysis of schoolbooks used by the students of the Bosniak and Turkish communities.

This research will show the way people, who are involved in different aspects of education process, think. Another issue, noticed during the analysis, is the different approach to the education organization for the Bosniak and Turkish education, in comparison to the Serbian and Roma community. This difference is noted in the very structure of primary education process, as the Bosniak children, on contraire to the Serbian and Roma children, attend primary education cycle for nine years, whereas the Serbian and Roma children attend an eight-year long cycle. In the meantime, there is another great difference, as the Bosniak and Turkish children study according to the curricula approved by the Ministry of Education, Science and Technology of Kosovo, while the Serbian children study according to the curricula endorsed by the Ministry of Education and Sports of the Republic of Serbia.

As to the human resources and the potential of the teaching staff and the principles of gender equality, there are substantial differences between different communities. While the Bosniak and Turkish Language schools maintain a traditional attitude towards education, Roma children hold their classes in Serbian Language schools, due to the lack of opportunity to receive education in their own language. There are substantial differences between the Bosniak community in one side and the Serb and RAE community in the other, as far as the process of school governance is concerned. In fact, there are

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more female Directors in the Serb schools than in the Bosniak ones, while there is no Roma female Director in any school in Kosovo. In this context, another issue worth mentioning is the schoolbook problem. It was noticed that no books have been published in the past period for the ninth grade of the primary school as well as for some other grades. On the other hand, we were notified that for the next school-year the schoolbooks for the first, second, sixth and seventh grade are being prepared, in Bosniak, for the children that attend their classes according to the Kosovar curricula. As far as the schoolbooks and literature in general is concerned, the students of third, fourth, fifth and eighth grades still continue to study from the books imported from Bosnia and Herzegovina. The same situation is for the secondary and higher education students.

The lack of necessary literature in Bosnian has made the studying process further difficult for the Bosniak community. Also, it needs to be noted and clarified that books coming from Sarajevo are not harmonized with the curricula in Kosovo.

As far as the Serbian and Roma children are concerned, they still use, same as the previous years, the books coming from Belgrade, which are harmonized with the curricula of Serbia.

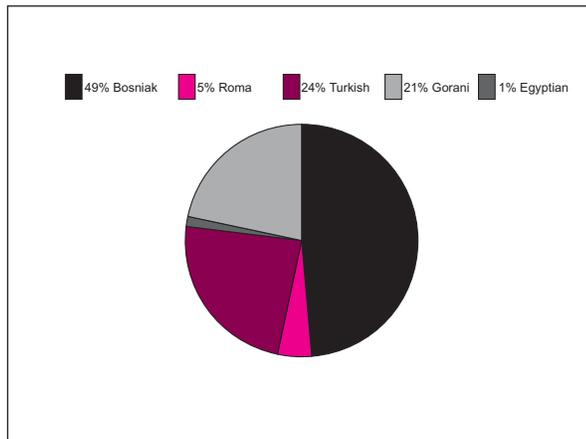
The books in Bosniak Language and the ones in Serbian Language, which are published in Bosnia and Herzegovina and Serbia, can not be purchased anywhere in Kosovo

In comparison to these communities, the Roma community faces an even more unfavorable situation. They do not have schools, teachers or schoolbooks in their native Language, thus are obligated to attend their studies in Albanian or Serbian Language schools. The research shows that there has been no visible positive difference in this regard since 1999. Therefore, taking into account this poor condition, it is hard to speak on equality between genders among this community.

The lack of statistical data regarding gender representation in the education system of the Bosniak, Serbian and RAE communities, has posed a challenge for our analysis, from a gender perspective. However, according to the data obtained from the Ministry of Education, Science and Technology, the number of staff based on their ethnicity, excluding Serbian, is presented in the following Graph.

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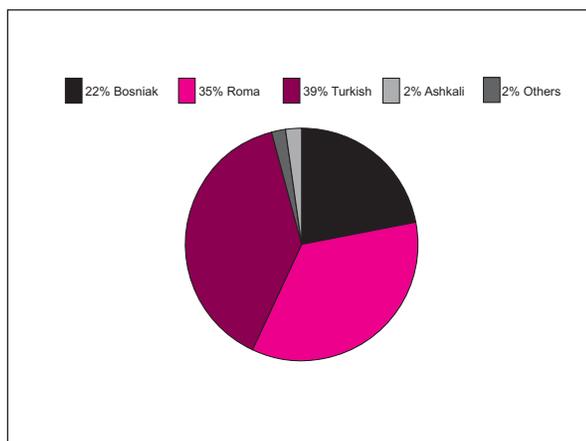
Graph 1 Teaching personnel by ethnicity



Source: Ministry of Education, Science and Technology / SMIA Unit

The inclusion of teaching personnel according to their ethnic background in Kosovo schools is as follows: 49 percent of the teaching staff is Bosniak, 24 percent Turkish, 21 percent Gorani, 5 percent Roma and 1 percent Egyptian.

Graph 2 Students by ethnicity



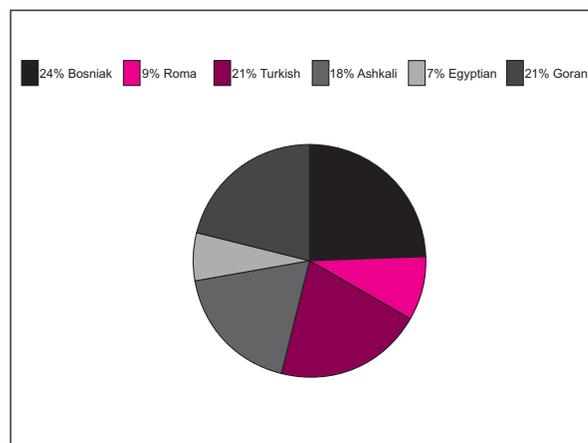
Source: Ministry of Education, Science and Technology / SMIA Unit

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The inclusion of students according to their ethnic backgrounds in the pre-school system and schools of Kosovo is as follows: 39 percent of the students are Turkish, 35 percent Roma, 22 percent Bosniak, 2 percent Ashkali and 2 percent other ethnic communities

Graph 3 The inclusion of students in preschool level, by ethnicity

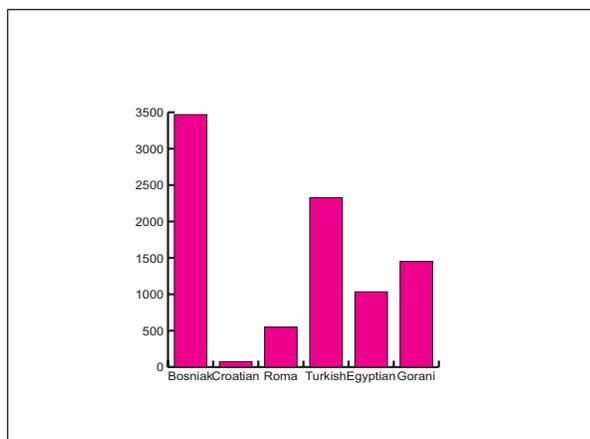


Source: Ministry of Education, Science and Technology / SMIA Unit

The inclusion of students in pre-primary level according to their ethnic backgrounds in Kosovo, is presented as follows: 24 percent of the students are members of the Bosniak community, 21 percent Gorani, 21 percent Turkish, 18 percent Ashkali, 9 percent Roma and 7 percent Egyptian.

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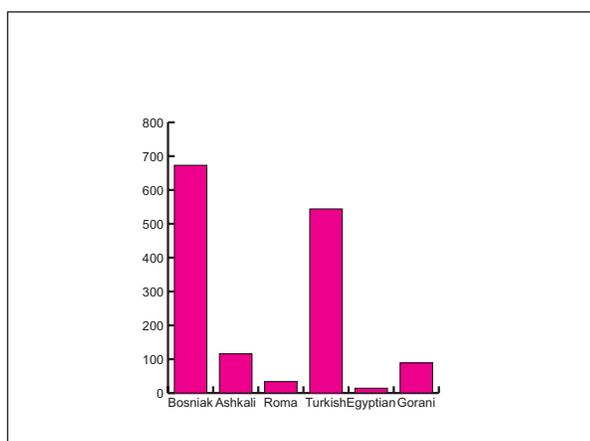
Graph 4 Students in the primary level by ethnicity



Source: Ministry of Education, Science and Technology / SMIA Unit

The inclusion of students according to their ethnic background in the primary level of education in Kosovo is: 3.460 students are from the Bosniak community, 2.320 students Turkish community, 1.450 students Gorani community, 1.003 Egyptian community, 543 Roma community and 75 students Croatian community.

Graph 5 Students at the secondary and higher levels of education, by ethnicity



Source: Ministry of Education, Science and Technology / SMIA Unit

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The overall number of students by ethnicity in the secondary schools of Kosovo is: 673 students are from Bosniak community, 544 students Turkish community, 116 students of the Ashkali community, 89 students of the Gorani community, 34 students of the Roma community and 14 students of the Egyptian community.

I. Gender representation and inclusion in the education system of the Turkish community

The Turkish community is integrated in Kosovo's education system. Members of this community, in all three levels of education, work according to the curricula drafted by the Ministry of Education, Science and Technology.

Due to the lack of a census since 1981, the exact number of Kosovo's population is not known, and in this context, the number of the Turkish minority remains unknown. According to the unofficial statistics, in the Prizren municipality alone, there are over 17.000 inhabitants²²⁰ of Turkish descent. Also, according to these unofficial statistics, the town of Prizren remains the town most populated by the Turkish community, while 90 percent of the Mamusha inhabitants are also Turkish. Second to Prizren, as far as the number of Turkish community population is concerned are: Prishtina, Gjilani, the village Dobërçan, Mitrovica etc.

In these settlements inhabited by Turkish minority members, in addition to the primary and secondary schools, the preprimary education is also functional. On the other hand, in Peja and Vushtrri, unlike the abovementioned municipalities, regardless of the fact that Turkish is spoken in the daily lives, schools are not taught in this language. From the other side, the Turkish minority still remains not included in the children kindergartens, regardless of the efforts that are being undertaken in this regard.

Curricula and gender issues of the Turkish community

"Women need to take part in the curricula drafting process too, e.g. during the drafting of the Turkish curricula I have not seen any woman teacher present"²²¹

After 2002, the curricula for the most of the subjects were drafted in Kosovo. Other than history, music and arts, which are drafted specially for Turkish

²²⁰ Personal Interview (Arif Butyc, Mamusha Municipality President)

²²¹ Personal Interview (Muharrem Sylejmanin, Gymnasium "Sami Frashër", 01.06.2006)

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Language studies, the other schoolbooks are translated from Albanian to Turkish. This means that the curricula, other than for the abovementioned subjects, are similar to the ones in Albanian. During the analysis of the subject curricula of the Turkish Language courses for grades I, II, history for grades VI and VII, art and science for grades I and VI noted a severe discrimination from the aspect of gender issues, with the law obligating the drafters to include the gender equality issues of social nature during the preparation of the schoolbooks.

An Analysis of Schoolbooks

Taking into consideration the lack of schoolbooks and teaching personnel in the education system, one may note that the lack therefore causes problems to the development of the teaching process and the education of the children in general. MEST has so far published six schoolbooks in Turkish.²²² These are the books in Turkish for grades I and II, art and science books for grades I and VI, history books for grades VI and VII. Therefore, the analysis of schoolbooks includes the books published up to date.

Due to the lack of schoolbooks in Turkish, the analysis of schoolbooks from a gender perspective, regarding the illustrations and contents of the books, was done only on six books.

Based on this analysis of the schoolbooks, we may have a better overview of the gender roles, as presented in the schoolbook illustration. This analysis includes the authors of these schoolbooks, the statistical data of the students and teachers.

This analysis is important "especially in the schools where the prejudices are related to gender roles and are directly or indirectly transmitted to the children. These marks orientate the children to behave in conformity with the traditional gender roles, and create landmarks and criteria of success for women and men."²²³ Also, the social prejudice towards women is transmitted to future generations through the schoolbooks.²²⁴

The role of the schoolbooks in the education of the children in preprimary

²²² Due to the lack of schoolbooks drafted by MEST, we have analyzed all of the schoolbooks, which made it impossible for us to the sampling method.

²²³ Dökmen, 1995, Helvacioğlu, 1996 ve Esen ve Bağlı, 2003

²²⁴ Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, yıl: 2004, cilt: 37, mi: 1, 14-27 Ankara University, Journal of Faculty of Educational Sciences, mir: 2004, vol: 37, no: 1, 14-27 Kadınların Çalışmasına Karşı Tutum ve Dini Yönelim Arasındaki İlişki Yıldız KUZGUN* Seher A.SEVİM**

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ages and the primary education is extremely important. The children start to understand the gender identity and social roles at this age, and this effects the choice of professions in the different spheres of life.

The traditional gender roles are taught by the family, school and society. Almost every culture holds the phenomenon of different behavior among girls and boys at their early ages. In the previous social system, the girls were educated to be calm, soft and sacrificing, whereas the boys were taught to be competitive.

This differentiating education affects selection of activities and naturally the spheres in which their hidden abilities may develop, and later the selection of the occupation and professional life.²²⁵

In the book Turkish I, page 65, there is an illustration that shows two boys, one of which wants to take the small duck, while the girl is cradling the animals. This occasion shows the active boy and the passive girl; the boy being aggressive and fighting to realize an objective, while the girl is soft and does not reflect any emphasized efforts to reach a desired objective.

In this context, the difference between the men and women exist also when dealing with the toys they use to play.

Therefore, the girls are illustrated playing with dolls, boys with cars; the girls performing rope-jumping, while the boys play football, etc. Similar difference is also noted with the clothing, usually identifying the girls with red clothes, and the boys with blue.

The division of children by gender role is initiated in the families. This division is also shown during the selection of gifts. In these cases, the girls are bought dolls, hair knots, or toy make-ups, while the boys are usually bough cars, footballs or sports jerseys.

The schoolbook Turkish II, pages 6 and 30, illustrates a girl playing with a rope, while the same books, on page 139, holds an illustration of girls doing gymnastics, while the boys are shown playing football or other games known as 'masculine'.

The schoolbook Turkish II, page 31, shows a girl playing with dolls, which means that since the early age, she is prepared to become a mother.

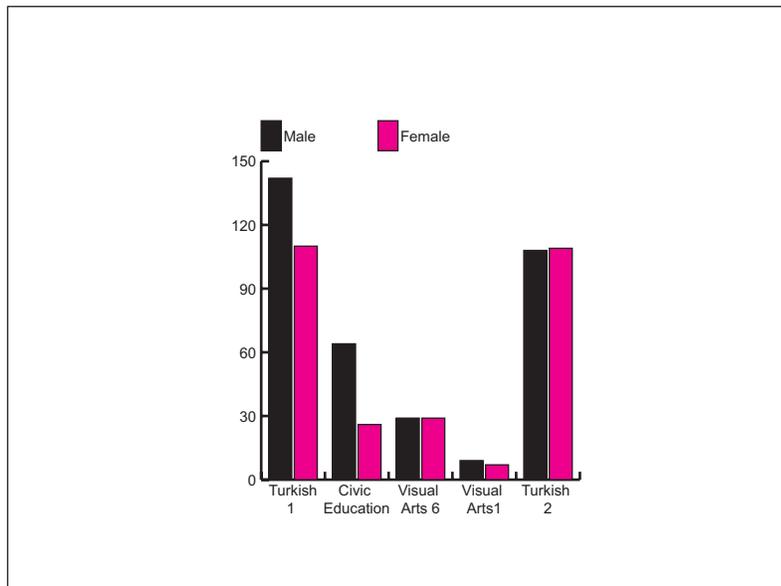
While, in the schoolbooks containing tales, usually the main characters are males, distinguished by their wisdom, such as Nasradin Hoxha, Keloglan,

²²⁵ Same source

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Haxhivat Karagoz; pages 70, 74 of Turkish I, page 16 of Turkish II.
In the schoolbook Art Science I, page 20, the mother is reprehending the children for the mess they made at home.

Based on the illustration done by Balkir'in (1989), regarding the roles of women, one may conclude that the term "successful woman" includes being a good spouse and a mother. This way, the women are socialized with the roles that are expected from her to fulfill, such as a good housewife or spouse.²²⁶



Overall, 56 percent of the characters presented in the schoolbooks drafted according to the curricula of the Ministry of Education, Science and Technology, and analyzed during this research, are male, whereas the

²²⁶ Balkir. A (1989) Kadınları kendini algaması Yayınlanmıþ yüksek lisans tezi. A.U Sosyal Bilimler Enstitüsü

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remaining 44 percent are female. The feminine sex is mostly not equal to the masculine one in schoolbook Turkish I, with the number of male characters being 142 opposed to only ten female ones. A similar situation is also with "Civic education 7", which presents 64 male and 26 female characters. We have an equal number of male and female characters in the schoolbook "Visual Arts", where 29 male and 29 female characters are presented. While "Turkish Language 2" presents 109 feminine and 108 masculine characters, the "Visual Arts 1" presents 9 male and 7 female characters. The percentage of the presentation of certain events through genders in these texts does not vary much. However, these schoolbooks do not manage to escape from the gender stereotypes that express the social roles of different genders. This conclusion does also apply to the schoolbooks in Turkish. The schoolbooks Turkish Language II, page III, illustrates a boy saying to his mother: "Mother, you do not need to escort me to school this year."

Same as in the book "Turkish Language II", in page 174, we can notice in the text an illustration, where on one hand we can see a mother escorting her child to school. Thus, it turns out that it is a woman's task to pick up and take children to school. In the book "Turkish Language I", on page 56, there is a quote: "She walks with us and waits for us impatiently in the front of the house". In the following pages 50, 52, 53, 56, 130, 137, text illustrations mainly speak about the mother whereas in the text of the schoolbook "Turkish Language I", on page 28 we can see a woman in the kitchen making breakfast.

The texts of Turkish Language books continuously speak about virtues of a listening, respectful, valuable mother, who takes her children to school and waits for them.

In the book "Turkish Language II", on page 53, the woman is presented in the kitchen preparing breakfast, while in the book "Turkish Language II", on pages 11, 13, 14, 31, 36, 49, 56, 84, 120, 123, 134, 155, 174, women are shown in the roles of mother. However, women are very rarely shown dealing with other activities. Such occurrences we see in other researches that were conducted earlier, for instance, Weitzman, Wifler, Hokada ve Ross (1972) and Hillman wrote that the main task of women is to provide care for their children.²²⁷

²²⁷ Tan, M. (2000) Egtimde kadın-erkek eptiligi ve Türkiye gerceđi. Ankara Tüsiad Yayınlayrı.

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The situation is the same in primary schoolbooks, where women are shown more as working in the kitchen or at home, with children or as teachers. In the book "Turkish Language I", on pages 5, 7, 8, 10, 18, 25, 36, 40, a teacher is illustrated, smiling and wearing red clothes while explaining to her students the subject matter.

In the book "Turkish Language II", 15, 20, 38, 61, 65, women are again shown as teachers.

In the book "Turkish Language I", on page 28, 34 and in the book "Turkish Language II", on page 134, a woman is presented in the role of the cook. Whereas on page 80, the role of women is best characterized through a poem:

Father is the foundation of the house, and mother is the angel of home.

In the book "Turkish Language II", on page 20 and in the book "Turkish Language I", on page 60, we see a man working as the principal, and women working as teachers. On page 140, a male doctor is seen while checking up a boy, and a nurse is giving a little girl an injection.

Mother could not read or write, but she is a very sensitive person... All mothers are the best women in the world.

On page 58, there is a text that determines the roles of works in family and in the society from the gender point of view. In a four member family, the father is head of the family, mother takes care of the house and cleans, and the daughter attends school, while the son is involved in different activities and takes a computer course.

The father is the head of the family, and mother takes care of the house and cleans.

"In the end we can say that presumptions on the role of the woman, being in the house, have a negative effect in the carrier development for women."²²⁸

Women are also shown in the kitchen at home, school or with children in schoolbooks.

228 Same source

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We can see women only in a few limited professions, such as: mother, housewife, teacher or nurse.

According to the research, in the primary schoolbook "ABC I", and in the books of Turkish Language, the figure of woman is focused more around the house and in its surrounding, and the figure of man in outdoor environment. On the other hand, the wife is children oriented, while the husband leads a public life.

Illustration 1: Some of the illustrations shown in the Turkish schoolbooks



Şekil 10: Araç-Gereçler temiz kullanılmalıdır



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In the schoolbook Turkish Language 1, on page 46, the grandmother is sitting and knitting a sweater for her nephew. This traditional approach shows the grandmother as the custodian for nephews and nieces but never the grandfather.

In the book Turkish Language 2, on page 141, a sentence goes: "My sister has knitted a pair of socks for me", which means that she is preparing for becoming a potential mother.

How conveyed are the Gender Stereotypes in the Preschool Education of the Turkish Community?

Some examples of the gender stereotypes can be also found in the preschool system, where during the process of socialization children begin to learn about the gender roles or simply some signs of the gender stereotypes.

This influences the future of children, in preparing to participate in the society, and for the selection of the profession.

There are some illustrations hanged in the preschool walls, which in a very expressive manner show a gender division. E.g.: grandmother is sitting in the sofa knitting socks, father is sitting in a chair reading the newspaper, mother is in the kitchen making dinner, two boys are watching TV and the girls are playing with dolls.

On the other hand, gender stereotypes have a more expressed presence in the known stories, such as: "Little Red Ridinghood" and "Cinderella". Little Red Ridinghood, bringing food to her grandmother, characterizes the care for the parents or for the elderly in her family. Cinderella, on the other hand, is shown as a maid and cleans all the places. The fairytales and the anecdotes that have male leading characters, such as Nasradin Hoxha, show the men as the smart ones.

From the songs that are learned in the preschool level, it also comes into perspective that the majority of them are dedicated to mothers or teachers.

"All female directors in kindergartens exercise this position very successfully, because they are more sensitive and are able to better understand the child. They were created to be mothers and can deal with the problems of the child."²²⁹

229 Personal Interview (Ikkbal Shehu, Dobërçan. 04. 05. 2006)

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The inclusion of genders in the education system of the Turkish community in the years 2004-2005

The inclusion of genders in the education system of the Turkish Community

"In the primary school all teaching staff (women) is from Prizren. In the primary school of Mamusha "Haxhi Omer Lutfi", there are no teachers from Mamusha, thus all teachers have to travel from Prizren.²³⁰

In Kosovo, the number of teachers from the Turkish community employed during the academic year 2004-2005 is 165, out of which 76 of them are females and 89 males. According to the statistics, women in Prizren are more engaged in the lower school cycle. The number of women employed in primary schools is 58 and 35 men. A different situation is with high schools, with 11 women and 19 men employed.

Table 1 Statistics of students and teachers for the academic year 2004-2005

N. of presch. institutions.	Preschool			Nr. of students	Nr. of schools	Primary			teachers	Nr. of schools	Secondary			teachers
	Nr. of students					Nr. of students					Nr. of students			
	M	F	Total			M	F	Total			M	F	Total	
3	51	41	92	3	7	998	987	1985	116	2	268	276	544	38
1	10	7	17	1	1	113	103	216	12	1	45	38	83	
			0		2	48	42	90		2			84	
			0		1			1	2				0	
4	61	48	109	4	11	1159	1132	2292	130	5	313	314	711	38

Source: Turkish Teachers Association

II. Bosniak, Serbian and RAE community

Although all correspondents (employees of the Ministry, who directly or indirectly were included in the drafting of the curricula), stated that there is no gender inequity, the analysis of the curricula gave a completely different sit-

²³⁰ Personal Interview (Erol Morina, Mamushë 06. 05. 2006)

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uation. From the conversation with the coordinator for schools in the Bosniak Language of the Ministry of Education, Science and Technology (MEST), Enesa Kadiq, we understood that the curricula and the schoolbooks are on announcements. This already complicated process, involves the necessity for their continuous control.

Schoolbook Analysis

Qualitative and Quantitative Analysis of Schoolbooks

When speaking about these, and other similar schoolbooks in detail, we see that it is difficult to speak about gender equality in the content of the study texts that are printed for the Bosniak Language.

Gender perspective within Schoolbook Texts

The coordinator for the studying in the Bosniak Language of the Ministry of Education, Science and Technology²³¹ informed us that in the academic year 2005/06 only books for the IX grade were printed, but not all of them, therefore students and teachers had many difficulties.

MEST official responsible for the execution of the decisions for the curricula and schoolbook texts drafting,²³² said that this institution intensified its work for publishing new school texts, but works are going very slow, because the texts have to undergo through several commissions prior to publishing. Therefore the analysis includes the texts that are currently published.

School Texts for the First Elementary Grade

According to the data obtained in many school-texts, we concluded that in songs the usual description of the role of women is done (mothers), as: housewives, giving birth to children and taking care of her children, and always tired from the same everyday works around the house.

231 Personal Interview (Enesa Kadiq, coordinator for the Bosniak community education in MEST)

232 Personal Interview (Radica Berisha, officer in the Ministry of Education, Science and Technology)

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Same as in all schoolbooks of all Languages, we noticed that the situation regarding Bosniak schoolbooks is almost identical, when speaking about the female and the male portrait description. Women are shown as mothers, her place is in the family, her space is the kitchen, and she does the laundry, usually wearing an old dress, with a tiring look, wearing a scarf in the head.

In the story "Father" written by Fahreta Bajshini, the man is described as the leader of the family. He looks tired and doesn't communicate with wife, only looks at her. If he has had a good day at work that is reflected in his behavior towards his wife and children.

In the storybook²³³ of Jacob and Willhelm Grim, The Story of the Goldilocks, she is described with beautiful, long, gold hair, and it is told that she got her names from a witch who raised her. In this context, two characters of the same gender were used, which in this case appear as antipodes: Goldilocks (a pretty girl) and the Witch (a bad woman).

The lectures "The Queen from the yard"²³⁴ of the author Bisera Alikadriq., are short and interesting stories and are interlinked and similar to short contemporary stories that use a pretty girl as the main character. She is a queen; she is the prettiest one, known for her decisiveness and readiness when needed to protect her little friends. In this story the author shows a pretty girl, which is ready to protect when necessary the those that are weak and victimized.

Texts for the Orienting Grade IX

Figurative Art for the Orienting Grade IX²³⁵

In this schoolbook the woman is the subject of interest and the motive of the picture. Overall, in this text she is shown ten times, compared to the male shown 35 times. In those ten pictures, the woman is presented once as a divine being in the times of ancient Egypt. She is shown twice holding children by the hand, once in the story "the Blessed Lady", and another time in the story "Christ in our laps".

²³³ Stories, Jakob and Vilhelm Grim, Svetlost, Sarajevo, 1996

²³⁴ The queen from the yard, Bisera Alikadriq (no data on the publisher and the year of publishing)

²³⁵ School texts for grade IX some of the rare books printed in compliance with the curricula of the Ministry of Education, Science and Technology

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Men appear as angels, constructors, saints and gods, cavaliers, fishermen, musicians, and also shown in many portraits. It is interesting that this book does show a single portrait of women.

In the part of the book "Figurative Art"²³⁶ woman's figure is shown only once in the role of a painter. A picture of two men is shown in the main page of the book "Figurative art IX."²³⁷ There are 178 illustrations. The number of illustration showing humans is 72. 9 illustrations show women, and 39 men. The number of illustration showing men and women together is 48.

Informatics for Grade IX

Informatics²³⁸ for grade IX of the orienting school is a book of little illustrations and human figures. The whole book, drafted in accordance with the curricula of Kosovo and published in 2005 in Prishtina, has only two pictures showing women in front of the computer, and two illustrations in the end of the book showing men. The content of the texts mainly deals with the technical achievements on the field of computers.

Civic Education for the orienting IX grade

The schoolbook Civic Education²³⁹ for the IX grade, of the upper secondary school, published in Prishtina in compliance with the curricula of the Ministry of Education, Science and Technology deals with the equality of genders. This book clearly defines the position of women in the modern society. Based on many international documents and after the recommendations of different institutions, dealing with the women role in the society, the book offers equal opportunities for both genders.

During the research we came upon obstacles, justifiable with the fact that some education employees (teachers, instructors, professors) did not wish to speak about the problem of enough schoolbooks, and particularly on gender issues, emphasizing that the traditional values of patriarchal education are the main barriers for embracing the idea of gender equality.²⁴⁰

236 Same source

237 Same source

238 Informatics for the orienting IX grade, Agni Dika-Seb Rodiqi, Publishing house "Libri shkollor" Prishtina, 2005

239 Civic education, Muhamet D.Mazreku, Publishing house "Libri shkollor", Prishtina, 2005

240 Same source

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Reading book²⁴¹ for grade I of the Primary School

There are a total of 98 illustrations in the Reading book of the 1st primary school grade (Sarajevo 2001). There are human beings shown in 9 illustrations, while others show animals and buildings.

From 49 illustrations showing humans, 26 are with boys and girls, 23 with adults, men and women. Boys appear in 12 illustrations, girls in 7, and 7 other show both genders. From the illustrations with adult figures, 10 are men and 5 women, whereas 8 pictures show both genders.

Reading book for grade II of the Primary School

The ratio of illustrations showing women and men in the "Reading book"²⁴² for the 2nd primary school grade is similar as in the first grade book.²⁴³

The total number of pictures is 117, 64 of which are human. Men and women are presented in 27 illustrations, and children, boys and girls in 37. Women are shown in 8 pictures, men in 11, and both genders in 8 other cases. Females are presented as housewives and mothers six times and as employees three times. In one picture the women appears as a doctor and in another one as an education employee. There are several more occupations of the "masculine" nature foreseen for male gender. Therefore, males are seen as hunters twice, and three times in the role of the traditional father. Girls alone appear in 14 pictures, boys in 12, and both genders in 11 pictures. As far as playing is concerned girls generally appear playing with dolls and boys with balls. Boys appear 4 times as athletes, girls only once. At home girls usually help their mothers in the kitchen or in the garden, while boys assist their fathers in repairing their cars or other house appliances. The girl holding a broom is shown twice, and the boy is shown working in the field or in the house yard.

In the book "Art Culture"²⁴⁴ for the grade II (Sarajevo 2000) we can find 60 illustrations. Overall, 19 illustrations show figures of men and women, out of which 7 are women illustrations and 12 illustrations of men. They are an object of artistic interests, most often goddesses, mythological figures or portraits.

²⁴¹ Reading book for grade I of primary school, Bosniak language and literature, Group of authors, Institute for texts and education means, Sarajevo, 2001

²⁴² Same source

²⁴³ Reading book for grade I of the primary school, Bosniak language and literature, Group of authors, Institute for texts and education means, Sarajevo, 2001

²⁴⁴ Same source

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Reading book²⁴⁵ for grade VI of the lower Secondary School

Numbering showed that “the Reading book”²⁴⁶, there 76 illustrations shown, where humans appear in 35 (wives and husbands, girls and boys). Depending on the content of the text, illustrations present people of both genders while performing certain tasks or talk about their professional orientations and interests. While observing the illustrations carefully, we noted that women are presented in 8 illustrations, while men appear in 12 of them. Both genders together are presented only in 3 illustrations. Girls appear in 4 picture, while boys in 7. They appear together only in one photo. Same as in the previous texts, women are shown more often than men working something. Girls appear in front of a mirror or knitting, whereas boys usually appear playing chess or watching TV. Boys play basketball, football, volleyball, reading books, taking walks...

Texts for lower Secondary School

According to the curricula, there are no reading books for lower secondary schools. Therefore, this research included only books taken from Bosnia and Herzegovina who are in compliance with their curricula of this country. This includes: Reading Book, Figurative Art and Musical Art.

Curricula for studying in the Bosniak Language

While analyzing the curricula for grades I, II, VI, IX, X and XII, it was noted that there were seven men and one woman involved in the drafting of the curricula for the first grade of the lower education, published on September 2003 in Prishtina. (Lecture and proofread by Suada Xhogoviq).

Curricula for Grade I of the Primary School

In the text “Bosniak Language and Literature”, on page 28, in the part “**Planned Literature of Literature**”, from the 35 authors selected for draft-

²⁴⁵ Reading book for grade VI of the lower secondary schools

²⁴⁶ Same source

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ing, only 7 are women. In the part "**Lecture**", we saw that the curriculum foresees 7 literature works, 2 of which are from female authors and 5 male ones. In the class of "Music Education", from 28 songs, which are taught during an academic year, 2 are about the mother and 12 others are sung for male main characters.

Curricula for Grade II of the Primary School

In the book **Learning Curricula 2**, edited and presented in June 2004 in Prishtina, we see that the situation does not differ from the curricula of the 1st grade. In fact, the cover of the book shows only one female name (Suada Xhogovic-proofreader), and other 5 are men. This shows that there is emphatic gender inequity.

The analysis of the planned content on the subject "**Bosniak Language and Literature**", on page 25 there is a section "**Planned content from literature**" in addition to several general issues and recommendations for working with children. Authors of the curricula have foreseen the processing of 60 schoolbooks for one academic year. Among the authors of the 60 books, the processing of 14 texts has been recommended, the authors of which are female, 38 texts of male authors and 8 deriving from the folk literature. If we look the content of those texts and try to observe their gender structure, we can notice that apart from the general content and the subjects of nature and everyday life, titles of 3 texts mention female (sister, grandmother, mother) and 9 titles mention male names (boy, brave man, Nasradin-Hoxha, judge, hunter, etc.)

In the section "**Home Lectures**", 8 books need to be processed during one academic year, out of which 4 books have female authors and in this research it is a precedent in its kind, because it is the first such occurrence.

Subject "Bosniak Language and Literature"

Subject "Bosniak Language and Literature" in particular is interesting to our researches, because it creates certain possibilities for overcoming the current

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practices of the violation gender equality, where the role of the male gender is more expressed than the female one. On page 23 the chapter II Literature (65 hours), the article 2.1 says: "Students develop reading, understanding and appraising skills of artistic texts."²⁴⁷ It is followed by "The proposal of the texts for the accomplishment of these goals"²⁴⁸ with the titles of 29 works, only one of which is female. Authors of 25 texts are men, and three are old folk stories. The titles of three texts mention three persons belonging to the female gender, while eight mention males. Article 2.3 Lecture,²⁴⁹ recommends the elaboration of 13 books for students. The gender balance is respected again, thus there are only two books of female authors, and 11 male ones.

Subject "Civic Education"

The curricula of the subject "Civic Education" for the 4th grade, never mentions the word gender equality, although it is preferred to have several (4) classes on human rights.

Curricula for Grade X of the upper Secondary School

Editing college, same as in the previous curriculums, is mainly comprised of males. There are 4 men and only 1 woman, working in this book (Suada Xhogoviq) as proofreader.

Subject "Bosniak Language and Literature"

The subject "Bosniak Language and Literature", in the part of the literature,²⁵⁰ proposes the elaboration of some certain parts of literature that foresees a certain number of books that must be read as homework. There are no female authors among the proposed books. All 44 are male. It is the same situations with Lectures.²⁵¹ Authors propose the elaboration of 10 literary works, while all authors are male.

²⁴⁷ Learning curricula VI, chapter 2 – Literature, article 2.1. page 23, Prishtina 2003

²⁴⁸ Same source

²⁴⁹ Same source

²⁵⁰ Same source, article 3,(3.2.2,3.2.3,3.2.9,3.2.10,3.2.11,3.2.12,3.2.13,3.2.14.)

²⁵¹ Same source

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Subject "Bosniak Language and Literature"

The subject "Bosniak Language and Literature" comprises of literature and Language. On page 30 of part II: **Literature and Lecture**,²⁵² authors of all texts (60) are men. The home **Lecture** must be processed for 10 hours. Thus, nine books are recommended, all of male authors. This inequality is also noted in the titles of texts. Of 70 titles recommended, women are mentioned only six times, with names (Emina, Grozdana, Koshtana etc.) or through changes in professions, family relations (dancer, mother, sister). As far as the book titles are concerned, of ten titles, two mentioned female names and two male ones. Subjects of other works are linked to nature, habits and customs.

General Remarks in the Curricula

According to the analyzed curricula of the Bosniak Language, we can conclude that proper care to gender equality was not places during their drafting, however women took a place as well, but not in all instances. The MEST coordinator for the Bosniak Language education²⁵³ thinks that the most common reason for this is the insufficient number of female authors in certain fields. However, there is a slight representation of female authors in these curricula, approaching reality and possibility. Now, it appears that the female author obviously has a bigger presence. It the same situation with the English Language subject and it is less stressed at the chemistry and he biology one. The highest numbers of women authors are from the field of Language and art.

Authors of Texts in Bosniak Language

Because of the overcoming of female children's education in the past, there are only a few female authors today in the Bosniak Language. Therefore their representation in the curricula is minimal. It is a known fact that there are less women authors of school texts, whereas such a phenomenon is said to be present in other communities of the neighboring countries."²⁵⁴

²⁵² Same source

²⁵³ Personal Interview (Enesa Kadiq, MEST coordinator for the Bosniak Language education)

²⁵⁴ Same source

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Theoretically, the reprocessing of the text, after having found gender inequality, is possible, but it is difficult to know the necessary procedure for such a process and how long would it last.

“What we can conclude is that fortunately there are no such texts in the existing schoolbooks of the ninth grade or there might be similar weaknesses that slipped by accident, but even if there are, they are not important”, said Reshadije Rexhepagiqi, official for the sector of education of minority communities in the Directorate for minority communities in the Government of Kosovo.²⁵⁵

III. Serbian Community

Serbs, since 1999, have continuously worked with the curricula of the Ministry of Education and Sports of the Republic of Serbia. Lower primary education lasts 4 years, same as the upper primary one. Students are afterward registered in one of the high schools, which, regardless of the profile, lasts 3 or 4 years. After the completion of the secondary school, the students are given the possibility to continue studies in one of the universities of Serbia or the University of Mitrovica north (UM).

Serbs in the Education System of Kosovo

Schools in Serbian Language

We have interviewed 4 education employees²⁵⁶ in the Serbian schools and 2 directors.²⁵⁷ We have been lead to believe that in the primary school of village Llapnasellë, from 546 students, 284 are girls and 262 boys. Classes are organized in one school located in Llapnasellë and in two separated classes in Preoce and Çagllavicë.

²⁵⁵ Personal Interview (Reshadije Rexhepagiqin, officer of the sector for minority communities in the Directorate for minority communities in the Government of Kosovo)

²⁵⁶ Personal Interviews (Zorica Veliq, History and Latin teacher, primary school “Miladin Mitiq”-Llapnasellë, Nevena Topaloviq, English language teacher, gymnasium in Llapnasellë; Svetomir Filiq, Biology teacher, construction and traffic communication school - Graçanicë; Mirijana Stoliq, teacher of Serbian language and literature, primary school “Dositej Obradoviq”, Crkvena Vodica)

²⁵⁷ Personal Interviews (Blagica Adanq, medical school -Graçanicë; Bosko Vaniq, Machinery school -Preoce)

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Children attend the preschool level up to the 8th grade of primary education in the main school, while in Preoce and Çagllavica, from the preschool level up to the 4th grade. The primary school that has 15 rooms, apart from the inclusive (comprehensive) learning, also organizes learning for children with limited capabilities.

Curricula for the Schools in Serbian Language

In Kosovo, all levels of education in the Serbian Language are done according to the Serbian curricula. At the same time the Serbian students use learning books that are brought from Serbia.

Gender Issues among the Serbian Community

Gender issue opinions vary among this community. While some teachers consider that great deal of importance is dedicated to this issue, another part of them do not believe that. According to the education employees, gender equality is a subject matter of free conversations with students, rather than in other forms. When speaking about trainings in this field, only 2 of 6 interviewed teachers stated that they attended such trainings.

One Serbian Language and Literature teacher has participated in the seminar "Women in Economy" and "Women in Politics" and one History teacher has participated in a lecture on gender equality, organized by OSCE. She said that the participants of these seminars were mainly successful women of different professions. She also considers that these lectures were fruitful and she requested similar trainings for men. As far as gender stereotypes are concerned, 3 interviewees said that their presence is felt, 3 said that there are not any gender stereotypes. Two teachers of Serbian Language and Literature and an Art History teacher said that the stereotypes in their books and their subject do not exist, while 3 have accepted the presence of stereotypes in the book of mathematics, physical education, chemistry but also in the curricula.

Relations between genders in the school they operate are appraised as satisfactory by 3 interviewees, 2 of them consider them as good and 1 as average.

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The director of the gymnasium of Llapnasellë shares the opinion that gender equality can be applied only in some classes and in only some levels of education. He thinks that the emancipation of teachers through seminars is necessary, which, he says, are difficult to organize due to budget limitations.

Schools in Serbian Language

Preschool Education

Preschool education in the environment where Serbian children live is organized in primary schools. All children from ages 5-6 are oblig to attend the preschool education. In the following table we have presented the structure of the educators and teachers, as well as the structure of students in the schools visited.

Gender Structure Situation of Teachers and Students in some Serbian Kindergartens and Schools

Name of the School	Male Educator	Female Educator	Male Teacher	Female Teacher	Female Student	Male Student
Pr. School. Kral Milutin ²⁵⁸	1	3	2	4	53	46
Pr. School. Miladin Mitiq ²⁵⁹	1	2	4	3	42	49
Pr. School. Uglarë ²⁶⁰	0	2	1	3	24	27
Kindergar.Gjurgjevak ²⁶¹	2	4	2	4	51	43

Structure of students in the primary education and of the teachers and professors is as follows:

258 Pri. School "Kral Milutin" -Graçanicë

259 Pri. School "Miladin Mitiq" -Lapnasellë, Çagllavicë-Preoce

260 Pri. School Uglarë

261 Kindergarten "Gjurgjevak" - Graçanicë

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Presentation of the Gender Structure of Teachers and Students in several Serbian Primary Schools

Name of the School	Male Educator	Female Educator	Male Teacher	Female Teacher	Female Student	Male Student
Pr. School. Kralj Milutin ²⁶²	7	7	14	12	328	372
Pr. School. Miladin Mitiq ²⁶³	6	8	10	18	291	275
Pr. School. Uglar ²⁶⁴	3	5	13	11	132	114
Pr. School. Sveti Sava ²⁶⁵	6	10	15	19	364	321

Gender structure of education employees and students, is provided in the following table. This includes three different secondary schools:

Name of the School ²⁶⁶	Male teachers	Female teachers	Male instructors	Female instructors	Male Students	Female Students
Medical school ²⁶⁷	23	36	5	12	226	399
Construction and traffic commun. sch. ²⁶⁸	10	7	6	3	104	52
Gymnasium ²⁶⁸	12	13	0	0	47	68

Roma, Ashkali and Egyptian Communities (RAE)

"RAE community comprises of Roma, Ashkali and Egyptian communities. According to the registration before the war conducted by UNHCR in 1998, there are 54.066 Roma inhabitants in Kosovo, and others, Ashkali, Egyptians and Turks reach the amount of 25.218. A general census has not been organized in Kosovo after the war, therefore we have an instable number of inhabitants, mainly due to the children who leave or come into Kosovo."²⁶⁹

²⁶² Pri. School "Kralj Milutin"- Graçanicë

²⁶³ Pri. School "Miladin Mitiq", Llapnasellë- Çaglavicë-Preoce

²⁶⁴ Pri. School Uglarë

²⁶⁵ Pri. School "Sveti Sava" - Mitrovicë

²⁶⁶ Medical school in Graçanicë and the separated class Gushtericë, Lepinë and Lower Bërnice

²⁶⁷ Construction and traffic communication school in Graçanicë

²⁶⁸ Gymnasium, Llapnasellë

²⁶⁹ Kosovar Foundations for Civic Society and European Agency for Reconstruction; Program for RAE community education 2003-2004

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According to Shpresa Agushit "RAE Community faces with numerous problems with education."²⁷⁰ She mentioned problems of different socio-economic and security nature."²⁷¹

While describing the current situation of the genders of this community in the education system, she mentions several problems related to the lack of statistics on the gender grounds division of the personnel and of the students of the RAE community. "The lack of these statistics makes it impossible to know the situation of women in education,"²⁷² said official Agushi.

She says that 880 students applied for scholarships in the program of education organized by the Kosovar Foundation for Civic Initiative (KCSF) out of which 360 were Roma, 405 Ashkali and 115 Egyptian. Their gender structure was: 545 males and 335 females.

"The education of RAE continues to be in a low level. The lack of interest by the parents for the education of their children, the low level of awareness, school abandonment due to different circumstances, such as the recent war in Kosovo, their safety and poor socio-economic conditions"²⁷³ said Shpresa Agushi. In this context, she said that the situation of women in the RAE community is more difficult due to the apparent gender discrimination. According to her, men are always favored in their education, because of the prejudice that men are heads of families, while education for women is not looked as necessary, because they are educated in the spirit of marriage preparations. Romas do not have schools in their native language; therefore they attend classes in the language depending on the place where they reside, in Albanian, Serbian, Turkish and Bosniak. This community has emphatic problems in education, because there are not study texts in their native language. The situation is further burdened by the school abandonment by the young people of this community, who do this because of poor economic situation and due to early marriages.

However, there is one class where they learn in their mother language.

Below we have shown a table of the structure of this class, but prior to that we showed the structure of the preschool education and their employees in Graçanicë under the organizing of "Balkansunflowers".

270 Interview with Shpresa Agushin, Roma women NGO activist 22.11.2006

271 Same source

272 Same source

273 Same source

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Gender Structure of the Preschool Education of the Roma Community

Name of the Institution	Male Educators	Female Educators	Male Teachers	Female Teachers	Male Students	Female Students
Balkansunflowers ²⁷⁴	2	4	1	3	54	59

Secondary Education

Data on the only class, which operates as a pilot project in Uglarë

Name of the School	Male Teachers	Female Teachers	Male Students	Female Students
Sec. School Uglarë ²⁷⁵	1	0	13	5

From the above Table we can clearly see that very small number of females are included in this pilot project, compared to male students.

Education of Romas

Roma Children attend school in the Serbian Language in the last two years in the primary school of the village Uglarë. Roma children do not attend school in separate classes, but they are integrated in the same classes with Serbs. NGO "Balkansunflowers", with the aim to assist Roma children in the absorption of the learning in the Serbian Language, has organized additional learning classes in the Plemetin and Gračanica camps.

In the conversation we had with three teachers of the Roma community we came to a conclusion that the biggest problem of this community is the gender inequality. In this context, they stated that males attend school in larger numbers, whereas females continue to have serious problems in education. There are only rare cases when girls of the Roma community register in secondary schools, not to mention universities. The only serious attempt in this direction is done by MEST, which initiated the drafting of the strategy for the education of Romas. However, this draft is not ready and the date of its completion is unknown. According to this study, the issue of the education of RAE community in Kosovo is one of the most emergent priorities. The director of

²⁷⁴ Balkansunflowers, NGO, Prishtina, separated class in Graçanicë

²⁷⁵ Secondary school in Uglarë

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education in Prishtina said that the limited budget does not leave room for organization of seminars on gender equality in the education system of these communities. This directorate largely supports the contribution of local and international women NGOs that deal with the gender issue of these communities.

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THE LEGAL FRAMEWORK ON GENDER EQUALITY IN THE SPHERE OF EDUCATION

Introduction

Post-war Kosovo is developing a new legal infrastructure with the intent to conform to European and international standards of the promotion and protection of human rights. The legislative activities of Kosovo, such as the establishment of the Provisional Institutions of Self-Government (PISG), have resulted in issuing a large number of laws and secondary legislation, the purpose of which is to regulate a wide spectrum of social relationships, including a range of laws and secondary legislation acts in the sphere of education.²⁷⁶

The need for a more developed and effective educational system is crucial

²⁷⁶ UNMIK Regulation nr. 2000/59 on the change of the Regulation nr. 1999/24 on the Applicable Law in Kosovo in the article 1 defines:

- 1.1 The law applicable in Kosovo shall be:
 - (a) The regulations promulgated by the Special Representative of the Secretary-General and subsidiary instruments issued there under; and
 - (b) The law in force in Kosovo on March 22, 1989.

In case of a conflict, the regulations and subsidiary instruments issued there under shall take precedence.

- 1.2 If a court of competent jurisdiction or a body or person required to implement a provision of the law, determines that a subject matter or situation is not covered by the laws set out in section 1.1 of the present regulation but is covered by another law in force in Kosovo after March 22, 1989 which is not discriminatory and which complies with section 1.3 of the present regulation, the court, body or person shall, as an exception, apply that law.
- 1.3 In exercising their functions, all persons undertaking public duties or holding public office in Kosovo shall observe internationally recognized human rights standards, as reflected in particular in:
 - The Universal Declaration on Human Rights of December 10, 1948;
 - The European Convention for the Protection of Human Rights and Fundamental Freedoms of November 4, 1950 and the Protocols thereto;
 - The International Covenant on Civil and Political Rights of December 16, 1966 and the Protocols thereof;
 - The International Covenant on Economic, Social and Cultural Rights of December 16, 1966;
 - The Convention on the Elimination of All Forms of Racial Discrimination of December 21, 1965;
 - The Convention on Elimination of All Forms of Discrimination Against Women of December 17, 1979;
 - The Convention Against Torture and Other Cruel, Inhumane or Degrading Treatment or Punishment of December 17, 1984; and
 - The International Convention on the Rights of the Child of December 20, 1989.

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for the present and future development of Kosovo, especially with reference to the young population of Kosovo, as well as the high scale of unemployment. The Provisional Institutions of Self-government have shown a commitment towards reconstructing the education system, with the aim of attaining the European standard of education.

In this context, gender equality and equal opportunities represent fundamental and irrevocable principles, which constitute the basis for the values and standards recognized by the advanced European states. These principles not only represent a basic requirement in order to achieve social justice and genuine democracy, but also a condition for the realization of human rights for everybody, regardless of sex, ethnicity, religion, race, language, or other factors. The realization and implementation of the principles regarding gender equality needs to be initiated at the pre-school level and must continue throughout further education. The following chapter will evaluate and analyze the extent gender equality is included in the applicable legislation, in the sphere of education and the related strategic documents, as well as the extent of the guarantees that this legislation provides.

The general legal framework on gender equality, with effect to the sphere of education

The Constitutional Framework

On May 15th 2001, the UNMIK Regulation 2001/9 on the Constitutional Framework of the Provisional Self-governance in Kosovo²⁷⁷, (herein forth: the Constitutional Framework) was approved, thereby establishing the Provisional Institutions of Self-Government (PISG), which include, but are not limited to bodies and institutions such as the Assembly of Kosovo, the President of Kosovo, the Government of Kosovo, and the courts.

The Constitutional Framework additionally determines the responsibilities of the provisional institutions of self-government in education, science and technology.²⁷⁸

Chapter 3.1 of the Constitutional Framework states: "All persons in Kosovo shall enjoy, without discrimination on any grounds, and in full equality, human rights and fundamental freedoms."²⁷⁹

²⁷⁷ Regulation No. 2001/9, on the Constitutional Framework for Provisional Self-Governance in Kosovo

²⁷⁸ Ibid. see paragraph 5, point 5.1 (e)

²⁷⁹ Ibid. see paragraph 3.1

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Meanwhile, Chapter 5.7 of the Constitutional Framework declares that, “the Provisional institutions of Self-Government(PISG) shall be responsible for aligning their legislation and practices in all areas of responsibility with relevant European and international standards and norms, with a particular view to facilitating closer economic, social and other ties between the people of Kosovo and other Europeans, and in awareness that respect for such standards and norms will be central for the development of relations with the Euro-Atlantic community.”²⁸⁰

Convention on the Elimination of All Forms of Discrimination against Women

In chapter 3, paragraph 2 it is determined that, “The Provisional Institutions of Self-Government shall observe and ensure internationally recognized human rights and fundamental freedoms, including those rights and freedoms set forth in the Universal Declaration on Human Rights, the European Convention for the Protection of Human Rights and Fundamental Freedoms and its protocols, the International Covenant on Civil and Political Rights and the protocols therein, the Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Elimination of All Forms of Discrimination Against Women, the Convention on the Rights of the Child, the European Charter for Regional or Minority Languages, the Council of Europe’s Framework Convention for the Protection of National Minorities. The provisions on the rights and freedoms set forth in these instruments shall be directly applicable in Kosovo as part of this Constitutional Framework.”²⁸¹ Making these international instruments, including the Convention on the Elimination of All Forms of Discrimination against Women, directly a part of the internal applicable legislation in Kosovo, is an important undertaking, as it facilitates the integration of Kosovo’s legislation into a universal one. The direct application of the Convention on the Elimination of All Forms of Discrimination Against Women, represents an important step in the sphere of education as well due to the fact that article 10 of this Convention states that states that:

²⁸⁰ Ibid. see paragraph 5.7

²⁸¹ Ibid. see paragraph 13

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Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

- a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in all levels of education including pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;
- b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;
- c) Eliminating of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;
- d) The same opportunities to benefit from scholarships and other study grants;
- e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;
- f) Reducing female student drop-out rates and the organization of programmes for girls and women who have left school prematurely;
- g) The same opportunities to participate actively in sports and physical education;
- h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning²⁸²

The constitutional framework confirms the rights of all women in Kosovo and protects the implementation of the Convention on the Elimination of All Forms of Discrimination against Women in Kosovo. Therefore, the provisions of this convention (including article 10) are directly applicable in Kosovo, and binding for the educational institutions at all levels.

²⁸² Article 10- Convention on the Elimination of All Forms of Discrimination Against Women – approved and opened for signature, ratification and adherence by the General Assembly, through resolution 34/180 of Dec 18, 1979.

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It is vital for the PISG to revisit their engagements, undertake positive action in order to protect and promote gender equality. The aforementioned must be supported by strong implementing and monitoring mechanisms.

Regulation on the executive branch of the Provisional Institutions of Self-Government in Kosovo

In chapter 1.7 of regulation no. 2005/15 the amendment of UNMIK regulation 2001/19 on the executive branch of the Provisional Institutions of Self-Government (PISG) in Kosovo, appoints that: "during the performance of their responsibilities and functions, the ministers must ensure that their ministries provide for confident, transparent and responsible service, with no discrimination based on ethnicity, social origin, gender, physical disability, religion, politic opinion or other opinion."²⁸³

In this regard, the Minister of Education, Science and Technology (MEST) needs to make sure that MEST, in its scope of action, which is determined in Annex IV of UNMIK Regulation no. 2005/15, namely in the sphere of education, provides for confident, transparent and responsible service, with no discrimination based on ethnicity, social origin, gender, physical disability, religion, politic opinion or other opinion.

Annex IV of Regulation no. 2005/15 of March 16, 2005, in the amendment of the UNMIK Regulation 2001/19 on the executive branch of the Provisional Institutions of Self-Government in Kosovo, sets out the scope of the Ministry of Education, Science and Technology (MEST). In accordance with this Regulation, MEST shall:

- (I) Develop policies and implement legislation for the development of education, including higher education, and science in Kosovo;
- (II) Promote a non-discriminatory educational system in which each person's right to education is respected and quality learning opportunities are available to all;
- (III) Extend non-formal education and adult education on all levels, including to remote areas, and promote life-long learning opportunities for all;
- (IV) Design, implement and supervise equitable and effective forms of educational administration and school management;
- (V) Improve the quality, relevance and efficiency of education at all levels;

²⁸³ Regulation no. 2005/15, of the Mar 16, 2005, on the amendment of the UNMIK Regulation 2001/19 on the Executive Branch of the Provisional Institutions of Self-Government in Kosovo, chapter 1.7 (c)

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- (VI) Facilitate the development and qualitative improvement of the education system and the efficient delivery of educational services;
- (VII) Promote research related to the social, economic, scientific, technological and cultural development of Kosovo;
- (VIII) Develop a comprehensive library system, which will include general, specialized and school libraries;
- (IX) Promote an inclusive policy for the integration of impaired and disabled persons into the educational system; and
- (X) Promote parental and community participation in educational activities as well as appropriate forms of school-community partnership at the local level.

The Regulation of the Work of the Government

Article 25 of the Work of the Government, which determines the organization and the manner in which the Kosovo government performs its obligations, among other duties, states that all persons who are included in the drafting or reviewing processes of a proposed normative act, or an amendment of a normative act, are obliged to, during the drafting stage, act with the highest professional competencies, to ensure that the normative act is in compliance with all standards, agreements, conventions and international obligations, and that it is approximated with the obligatory provisions of the EU *acquis communautaire* to a reasonable extent, keeping in mind Kosovo's level of economic and administrative development, and ensuring that they do not contain discriminatory elements.²⁸⁴

Regulation on the Civil Service of Kosovo

As per UNMIK Regulation no. 2001/36 on the Civil Service of Kosovo, the term 'civil servant'²⁸⁵ refers to every person employed by an employing authority, and whose salary is paid by the consolidated budget of Kosovo, except for the members of the Independent Oversight Board of Kosovo, exempt appointees, and the members of the Kosovo Protection Corps. In accordance with this regulation, all of the employees in the field of education are civil servants. Therefore, the legislation on civil service is applicable to every person employed within the education sphere in Kosovo.

²⁸⁴ Paragraph 25, Regulation Nr. 1/2005 on the Work of the Government of Kosovo Nr. 1/2005

²⁸⁵ Paragraph (a) of the UNMIK Regulation Nr. 2001/36 on the Civil Service of Kosovo

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One of the principles of the Civil Service is the Principle of Non-Discrimination, which sets that no discrimination, direct or indirect, based on sex, race, color, language, religion, political opinion, national, ethnic or social origin, association with a national community, property, birth, disability, family status, pregnancy, sexual orientation, or age shall be undertaken. Civil servants shall act in accordance with these principles in their dealings with government officials, fellow civil servants, and members of the public. Government officials shall act in accordance with these principles in their dealings with civil servants.²⁸⁶

**The Regulation on the Self-Government of Kosovo
Municipalities**

In conformity with the applicable legislation, one aspect of the responsibilities in the sphere of education is also carried by the municipalities. Chapter 2.3 of the regulation 2000/45 on the Self-Government of Kosovo's municipalities, which represents the base for the functions of the municipalities, states that "all organs and bodies of a municipality shall ensure that inhabitants of the municipality enjoy all rights and freedoms without distinction of any kind, such as race, ethnicity, color, gender language, religion, political or other opinion, national or social origin, property, birth or other status, and that they have fair and equal employment opportunities in municipality service at all levels."²⁸⁷

The Law on Gender Equality in Kosovo

On June 7, 2004, the Law on Gender Equality (GEL) in Kosovo was enacted.²⁸⁸ Chapter 1.1 declares that the present law shall preserve, treat and establish gender equality as a fundamental value for the democratic development of Kosovo society, providing equal opportunities for both female and male participation in the political, economic, social, cultural and other facets of a social life.

²⁸⁶ibid see paragraph 2.2 and 2.3

²⁸⁷Article 2.3 of UNMIK Regulation no. 2000/45 on the Self-Government of the Kosovo Municipalities.

²⁸⁸ UNMIK Regulation no. 2004/18 on the promulgation of the Law on Gender Equality in Kosovo. The Law on Gender Equality of the Assembly of Kosovo no. 2004/2. (GEL)

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In addition, chapter 2.1 of the GEL states that gender equality shall mean equal participation for females and males in all relevant fields of social life as well as equal status and equal opportunities to be entitled to their rights and to make use of their individual skills for the development of society as well as equal benefit from the results of such development.

Chapter 4, point 4.7, of the Gender Equality Law regulates that the government and the ministries shall promote and provide for equal gender rights. Point 4.10 it regulates that the ministries shall comply with the provisions of this law when drafting regulations or programs.

Furthermore, chapter 13.1, in reference to the sphere of education, sets out that equal right to education must be provided for females and males in all levels of education in order to ensure their equal active participation in the society, family and the labor market.

Paragraph 2 of article 13 states that the competent bodies and institutions in the field of education at all levels shall establish, implement and supervise policies with the purpose of ensuring gender equality, especially concerning the following:

- a) Access to education;
- b) Gender Equality Education;
- c) The preparation, approval and implementation of the of the curriculum
- d) The preparation of school materials and texts as well as the review of existing school materials;
- e) Research on the status of genders in Kosovo, as a specific method in education.
- f) The inclusion of females and males in professional and advisory training, for those professions which have been traditionally considered only for males or females;
- g) Equal participation of females and males in all sports and leisure activities during the educational hours.

All forms of discrimination are forbidden in schools and other educational and pedagogic institutions in accordance with chapter 13.3 of the GEL.²⁸⁹

²⁸⁹ GEL, paragraph 13.3

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The Anti-Discrimination Law

In September 2004, the Anti-Discrimination Law (ADL) was also put into effect.²⁹⁰ The law was created in order to prevent and fight discrimination, to raise the level of effective equality and to realize the principle of equal treatment for all citizens of Kosovo in of the eyes of the law.

This law is applicable in all actions or inactions of physical and legal persona, in both the public and private sector, including public organs, which violate personal rights, or the rights of physical and legal persona, with in the sphere of education.²⁹¹

The Criminal Code of Kosovo

Article 158(1) of the Provisional Criminal Code of Kosovo, is applicable to every person who has committed a criminal act within the territory of Kosovo regulates that "whoever unlawfully denies or limits the freedoms or rights of a resident of Kosovo, as set forth in the Constitutional Framework and in the applicable law, on the basis of a difference of race, colour, gender, language, religious belief or non-belief, political or other opinion, national or social origin, property, birth, education, social status or other personal characteristics or affiliation to an ethnic, religious or linguistic community in Kosovo or whoever unlawfully grants a resident of Kosovo any privilege or advantage on the basis of such a difference or affiliation shall be punished by imprisonment of six months to five years." Paragraph 4 of article 158 determines that if such an act is committed against an official person in connection with his or her work or position or against several persons, or when the offence causes a major disturbance to persons, or when the threatened person is thus placed in a difficult position for an extended period of time, or when the offence is committed by a perpetrator acting as a member of a group, the perpetrator shall be punished by imprisonment from three months to three years.²⁹²

The criminal sanctions foreseen for cases of deprivation of rights from the sphere of labor relations, and including the cases of discrimination are deter-

²⁹⁰ Regulation no. 2004/32 on the promulgation of the Anti-Discrimination Law, approved by the Assembly of Kosovo. (ADL)

²⁹¹ See ADL, paragraph 14.

²⁹² UNMIK Regulation no. 2003/25, on the Provisional Criminal Code of Kosovo, paragraph 158(1)

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mined by the Provisional Criminal Code of Kosovo, article 182 which states that "whoever knowingly fails to comply with the law or a collective contract relating to employment or termination of labour relations, salaries or other income, the length of working hours, vacation or absence from work, protection of women, children or disabled persons, or overtime work or night shifts and in this way denies or restricts the rights to which an employee is entitled shall be punished by a fine or by imprisonment of up to one year."²⁹³ Article 183 (1) of the Provisional Criminal Code sets out that "whoever denies or restricts the right of persons to free employment under equal conditions which have been determined by law shall be punished by a fine or by imprisonment of up to one year." Article 184 of the criminal codes states that "whoever, in violation of the law, obstructs or renders it impossible for a worker to exercise his or her right to participate in management, or abuses those rights shall be punished by a fine or by imprisonment of up to one year."

Basic legislation in the sphere of education

The basic legislation that regulates the sphere of education in Kosovo includes the following laws: the Law on Pre-school Education, the Law on Primary and Secondary Education in Kosovo, the Law on Higher Education in Kosovo, the Law on the Education and Enablement of Adults, the Law on Education and Vocational Education, and the Law on Education Inspection in Kosovo.

The Law on Pre-School Education²⁹⁴

The law on pre-school education is promulgated with the purpose of establishing a legal base for the regulation, advancement, and improvement of pre-school education. According to this law, pre-school education is an invaluable ring of the unique educational system in Kosovo and includes children up to the moment of enrolment in the primary schools.²⁹⁵

²⁹³ Ibid. paragraph 182.

²⁹⁴ Regulation nr. 2006/11, March 6, 2006, on the promulgation of the Law on pre-school education, as approved by the Assembly of Kosovo. The Law of the Kosovo Assembly 02/1-52

²⁹⁵ See Paragraph 2 of Regulation no. 2006/11

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The Law on Pre-school education determines the principle of inclusion, which encompasses that the signatory states are engaged to respect the rights mentioned in the Convention on Child Rights, and to guarantee them to each child that is involved in their jurisdiction, without any distinction, regardless of gender.²⁹⁶

Inclusion and equality are two of the principles²⁹⁷ of education implemented in pre-school institutions which guarantee the gender equality within these institutions. This should be reflected in the educational programs for pre-school children, which are compiled by public pre-school institutions, other institutions, as well as other experts, and which need to be in agreement with the general standards of pre-school education. MEST will supervise the viability of this law and the provisions issued from this law. Meanwhile, the inspection supervision will be conducted by education inspection in agreement with the law on educational inspection.²⁹⁸

The Law on Primary and Secondary Education in Kosovo²⁹⁹

The law on primary and secondary education in Kosovo concerns all public and private primary, lower secondary and upper secondary education in schools and training establishments in Kosovo unless otherwise specifically stated, and contains supporting provisions in pre-school education.³⁰⁰

The purpose of the curricula of primary and secondary education is (as appointed in the Law on Primary and Secondary Education in Kosovo), among other things, to prepare the pupil to lead a responsible life in a free society, in the spirit of understanding, peace, tolerance, equality between the sexes, and friendship among all peoples, ethnic, national

²⁹⁶ See Paragraph 1 of Regulation no. 2006/11 (Inclusive (See the Convention of Children Rights, Paragraph 2) signatory states are engaged to respect the rights mention in this Convention and guarantee them to each child that are involved in their jurisdiction, without any distinction, regardless race, color, gender, language, religion, political opinion or any other opinion, from the national origin, ethnical or social, wealth, disability, family descent or any other child or their parents state or their legal representatives.)

²⁹⁷ See Paragraph 4 -Regulation no. 2006/11 (Principles of education in pre-school institutions)

²⁹⁸ See paragraph 38.1 and 38.2 of Regulation no. 2006/11

²⁹⁹ Regulation no. 2002/19, October 31, 2002, on the Promulgation of a Law adopted by the Assembly of Kosovo on Primary and Secondary Education in Kosovo.

³⁰⁰ Ibid. see paragraph 2.1

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and religious groups and persons of indigenous origin.³⁰¹
In accordance with article 5.1 of the Law of Primary and Secondary Education in Kosovo, gender-related non-discrimination is determined as, "access to and progression through all levels of primary and secondary education in Kosovo shall be without direct or indirect discrimination on any real or presumed ground such as sex..."³⁰²

MEST plays a central role in the realization of non-discrimination, which is to attract the possibility to attend primary and secondary education. This ministry, in consultation with the municipalities, is responsible for the development and training of staff in all other aspects of education,³⁰³ as well as plan and coordinate developing pre-school, primary and secondary education in Kosovo.

Gender related non-discrimination is also prohibited with regard to the appointment of personnel in primary and secondary schools. All appointments shall be made on personal merit, following public advertisement of the position, and without direct or indirect discrimination on the basis any real or presumed ground such as sex.³⁰⁴

In order to ensure gender equality, article 32.3 the law sets out the obligation of MEST to issue instructions regarding appointment, tenure, promotion, discipline, dismissal and retirement of teachers, the prevention of corruption and to ensure fairness including equal pay between men and women for work of equal value. Such instructions shall be in accordance with this law and the applicable law on state administration.³⁰⁵

Another obligation determined by this law (article 33) is presented for MEST and the municipalities, and involves undertaking measures to ensure that staff are protected against direct or indirect discrimination based on any real or presumed ground such as sex.

301 Ibid. see paragraph 4.1 (d)

302 Ibid .see paragraph 5.1

303 Ibid .see paragraph 10.1

304 Ibid .see paragraph 27

305 Ibid .see paragraph 32.3

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Law on Higher Education in Kosovo³⁰⁶

The objectives of higher education are to create, develop, protect and transmit knowledge through teaching, research and scientific activities, as well as to provide a possibility for all citizens of Kosovo to be eligible to benefit from this education throughout the duration of their life.³⁰⁷

This law states that "higher" education, provided by licensed stakeholders of education, will be achievable by all people in the territory of Kosovo, through remote teaching inside both within or outside the territory of Kosovo, without any direct or indirect discrimination for any real or assumed reason with regards to gender.³⁰⁸ In compliance with the provisions of this law and the complementary documentation issued in accordance, MEST is responsible for the planning and development of higher education in Kosovo in consultation with the accredited stakeholders of higher education. MEST is further responsible for stimulating equality in the opportunities for higher education, for registration in higher education institutions, as well as for promoting equal opportunities in developing qualified personnel, in occasions for lifetime learning capabilities, and all other aspects of higher education.³⁰⁹

This law also states the Steering Committee's appointments will be made according to the candidate's personal capabilities, after a public announcement, and without any direct or indirect discrimination for real or assumed reasons regarding gender.³¹⁰

In accordance with the statute, MEST shall not impose any condition that may affect the limitation of the stakeholders' performance for withdrawing funds from other sources, including the assignation of additional places for studies within the license limits, provided that, in the opinion of the Ministry, this does not present any prejudice to the stakeholders' task in exercising their activities without any kind of discrimination related to gender.³¹¹

The law on higher education in Kosovo states that the statute and structure of every private and public stakeholder of higher education, as a condition for

³⁰⁶ Regulation no. 2003/14 - May 12, 2003 for the promulgation of the approved law by the Assembly of Kosovo on higher education in Kosovo

³⁰⁷ Ibid. see paragraph 2.1

³⁰⁸ Ibid. see paragraph 3.1

³⁰⁹ Ibid. see paragraph 4.1 (point a and h)

³¹⁰ Ibid. see paragraph 14.4

³¹¹ Ibid. see paragraph 18.3 (b)

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accreditation, must include provisions that protect the personnel from all forms of discrimination.³¹²

The status of a public institution of higher education must also ensure equality, including equal wages and equal tasks for men and women.³¹³

The statute of every institution of higher education, or the equivalent thereof, contains provisions that protect students from any type of discrimination for reasons related to gender...or other characteristic.³¹⁴

The Statute of the University of Prishtina³¹⁵ (approved by the Senate of the University of Prishtina in the meeting of July 5, 2004) in Chapters 6 and 7, contains the request derived from the Law on higher education in Kosovo.

In chapter 6 of the Statute of the University of Prishtina, this institution of higher education is obliged to provide equal opportunities for all, without any discrimination on the basis of gender, race, sexual orientation, marital status, color, language, religion, political orientation, national, ethnic or social belonging, wealth, status of origin or any other status, including age, and physical or mental disabilities.

Chapter 7 states that the university proclaims support for gender equality. This means that in cases in the event that a male and a female candidate have equal qualifications, advantage is to be given to the female candidate.

The Law on Education and Training of Adults³¹⁶

The aim of this law is to promote education and training throughout the duration of any interested persons. The law presents a framework for the educational system as well as training for adults, including compensatory learning and other forms of education and adult training not regulated in the Law on Primary and Secondary Education or for Vocational Education and Training.³¹⁷

³¹² Ibid. see paragraph 25.4

³¹³ Ibid. see paragraph 26.1

³¹⁴ Ibid .see paragraph 29.4

³¹⁵ <http://www.uni-pr.edu/>

³¹⁶ Regulation no 2005/43, September 2005, on the no. 2005/43, On the Promulgation of the Law on Adult Education and Training adopted by the Assembly of Kosovo

³¹⁷ Ibid .see paragraph 1

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“Adults’ education and training”, consists of the public and private education involved in the education and training provided for adults or youth over 15 years of age, who have the right to attend learning programs created for adults.³¹⁸

“Nondiscrimination”³¹⁹ is set out in Article 13 of this law, which states that adult attendees have the right to be treated equally, without discrimination based on gender.

Nondiscrimination must be further reflected in the programs for public education and in training for adults which are drafted and approved by the Ministry of Education, Science and Technology in cooperation with other ministries.³²⁰

MEST, in cooperation with other ministries, the Regional Educational Offices (REO), and Municipal Directorates for Education (MDE), coordinates planning, development and the implementation of adults’ education and training.³²¹

Law on Vocational Education and Training³²²

“Vocational education and training”, refers to the education and training which aims to equip people of all ages with employable skills. The vocational education and training system is the complete system through which such education and training is provided.

The aim of this law is to regulate the system of formal vocational education and training in compliance with the needs of the economic and social development of Kosovo, including but not limited to economic and technological change, labor market demands, the needs of individuals, as well as optimizing the use of financial, human and infrastructure resources.³²³

Article 2.3 of the law on Vocational Education and Training states that this law regulates the provision of formal vocational education and training of public and private institutions amongst the youth and adults, without discrim-

³¹⁸ Ibid .see paragraph 2

³¹⁹ Ibid .see paragraph 13

³²⁰ Ibid .see paragraph 9.1.

³²¹ Ibid .see paragraph 3

³²² Regulation nr 2006/24 April 25, 2006. On the Promulgation of the Law on Vocational Education and Training adopted by the Assembly of Kosovo. The Law of the Assembly of Kosovo nr 02/1-42 on vocational education and training.

³²³ Ibid .see paragraph 2.1

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ination on the grounds of gender, ethnicity, and limited capabilities. Nondiscrimination on the grounds of gender as determined in this law shall be reflected in the works of the Council for Vocational Education and Training (CVET). MEST shall establish this Council in cooperation with other Provisional Institutions of Self Government and social partners. In accordance with this law, the Council for Vocational Education and Training steers the course of development, and advises MEST on matters concerning the quality and promotion of vocational education and training in Kosovo.³²⁴ This Council is mandated to advise MEST and the Government of Kosovo in the general orientation of the vocational education and training policies in Kosovo.

Law on Inspection of Education in Kosovo³²⁵

This Law has to do with the supervision of implementing the laws and sub-law acts of the inspection of public and private education in the areas of pre-school education, elementary education, lower and upper secondary education, higher education, special education, non-formal education, vocational education, organized settlements for children, pupils and students (kindergartens, pupil and student dormitories), education abroad, correctional houses and prisons.³²⁶

The Office of Inspection of Education is an executive body framed within the constructs of the Ministry of Education, Science and Technology.

The Office of Inspection of Education is composed of:

- a. Chief Inspector of Education
- b. Inspectors of education,
- c. Inspectors in regional office of education.

The duties of the inspectors of education, among others, are to inspect the accomplishments of the rights and duties of pupils, students and other employees in conjunction with the law, and the achievement of gender equality in all levels of education in Kosovo.³²⁷

³²⁴ Ibid .see paragraph 13.1

³²⁵ Regulation nr 2004//55 – December 17, 2004. On the Promulgation of the Law on inspection of education in Kosovo adopted by the Assembly of Kosovo. The Law of the Assembly of Kosovo nr 2004/37 on the inspection of education in Kosovo.

³²⁶ Ibid .see paragraph 2

³²⁷ Ibid .see paragraph 4.3 (s)

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Article 5.4 (f) of the Law of Inspection of Education in Kosovo clearly reflects the gender aspect, stating that the position of Educational Inspector be discontinued if the educational inspector ascertains, that the authorized person of the educational institution, or any other worker, has committed an offence including but not limited to physical, moral, or economic corruption, offence on a national basis, religious or any other penal act, present the request to competent body for starting procedure.

Strategic documents in the function of achieving gender equality in the field of education**National Action Plan for Achieving Gender Equality**

In 2004, the Prime Minister of Kosovo approved the Action Plan for Achieving Gender Equality. This plan presents the recommendations for addressing specific problems of women in Kosovo, and is a framework for implementing a strategy for gender equality from 2003-2007.

The National Action Plan for Achieving Gender Equality was developed to generate and propose concrete steps to lead Kosovo towards equality and development.

Education was one of the critical fields of special care presented in the National Action Plan.

This plan envisions the strategic objectives as well as the activities to be undertaken in order to address the general context in Kosovo, including education, as seen in these objectives.³²⁸

- Strategic Objective 10: Equal education for women and men.
- Strategic Objective 10.1: To create an educational and social environment with no stereotypes and without discrimination on the basis of gender and which promotes equal access to education.
- Strategic Objective 10.2: Creation of innovative programs and services in education, and monitoring education reforms.

328 See, Government of Kosovo: National Action Plan for Achievement of Gender Equality, Prishtina 2004, page 43-49

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Office for Gender Equality – Strategy for Increasing the Number and the Position of Women in PISG (2006-2015)

The aim of the strategy for increasing the number and the position of women in PISG (2006-2015) is to serve as guide and a mechanism for the professional advancement of women with the specific purpose of increasing their participation in leading positions.

MEST – Strategy - Inclusion of the Gender Perspective in Education (2005-2010) (DRAFT)

The inclusion of gender perspective in education presents the potential struggles in improving and increasing the awareness of educational structures, of society in general, and in involving the gender perspective in education. This document is one of the mechanisms for achieving gender equality. It has been drafted in accordance with the necessity that education should be the promoter of positive changes within the plan of inclusion of gender perspective in education. The strategy is linked closely with document upon which the Beijing Declaration and Platform for Action (1995), the Law on Education (2002) were based, and upon which this document was drafted.

This document includes activities to be undertaken by MEST in cooperation with other institutions, as well as local and international NGOs in order to accomplish this mission within a period of five years, and to determine concrete tasks for bearers of responsibilities within the action plan.

The strategy for including gender perspective in education stresses the identified needs and the actions to be undertaken in order to improve and ensure equal participation of women and men in education. As such, this strategy also serves as an instruction to achieve gender equality in Kosovo.

The strategy includes a series of activities compiled in order to accomplish the strategic vision. This mid-term development strategy is to be implemented during a time period of five years (2005-2010). Six objectives are indicated in order to address these problems and reach the vision

- Objective 1: Providing opportunities for full participation in mandatory education as well as improving participation in upper secondary and higher education.

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- Objective 2: Including gender perspective in school curricula and school-books.
- Objective 3: Fostering awareness in the teaching and administrative staff regarding the importance of integrating gender issues in their work.
- Objective 4: Establishing a physical and social environment in school-which is suitable for both genders.
- Objective 5: Developing and Implementing programs and projects to promote gender perspective.
- Objective 6: Establishing of mechanisms to ensure sources and financial means to achieve a functioning model of a sustainable gender perspective in education.

MEST – Development Strategy of Higher Education in Kosovo (2005-2015) (Final version)

The 10-year strategy regarding the development of higher education in articulates a vision about the type of higher education we wish for and envisions the direction of fulfilling our strategic objectives.

MEST's vision for the development of higher education development during the forthcoming ten year phase is one of Kosovo: a democratic society, integrated into the European higher education area, where knowledge and scientific research play a prominent role and are important to achieve enduring and long-term cultural, social and economic development.

The process of transformation, reforms and development of higher education should be led by the following principles: impartiality, democratization, equality, variability, development, quality, efficiency and effectiveness, academic freedom and institutional autonomy, and public accountability.

In this regard, the mission of MEST is to develop an efficient system of higher education that will contribute to increasing the well-being of Kosovar society by offering high quality education and research, with equal opportunities for all, in accordance with the values of freedom, democracy and diversity.

One of the goals of higher education in 2015 shall be all-inclusiveness and the provision of equal opportunities for all, regardless of gender.

According to the Development Strategy for Higher Education of Kosovo (2005-2015), equality is defined as being equal in status, having equal possibilities, and receiving equal treatment, without discrimination, barriers or

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prejudice. This principle demands equal treatment within their status to all individuals and institutions included in higher education including teaching staff, research staff, administration, students, marginalized groups, universities, higher education institutions, and research institutions, such that they receive equal opportunities for normal individual and institutional development, and for the successful achievement of their tasks and responsibilities. Equality may be numerical or proportional. The respect of quality should be considered as the nominal standard of the current moral and educational culture.

In our time diversity is a principle of huge importance; cultural, gender, age, linguistic, methodological, technological, and organizational diversity all create flexibility and capacity for change.

Diversity brings the sense of balance, creativity, spaciousness and depth. Diverse attitudes stimulate the exploration of various viewpoints and divergent thinking inspires a more real dialogue. Diversity has a positive influence in the capacity to learn and the ability to change according to the needs of the context. The implementation of this principle in higher education underscores the presence and influence of diversity at all levels including the institutional, individual, resource, process, structural, programmatic, methodological, and technological, as well as at the level of production and results.

Strategy for the Development of Vocational Education in Kosovo for 2003-2008

Vocational education is the most complex issue in Kosovo education, and therefore requires special attention from the whole society.

The strategy for the Development of Vocational Education in Kosovo from 2003-2008 clearly sets out the strategic objectives which must be reached if justice and equality are respected. This means that not only should men and women have equal positions but also that the activities that should be undertaken in order to accomplish these objectives must be addressed equally for men and women.

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Adult Education Strategy for Kosovo (2005-2015)

Kosovo's adult learning strategy is part of a wider effort in the region of southeastern Europe to develop adult learning services, which is supported by the EU's European Training Foundation (ETF) and is set against the eventual integration of western Balkan countries within EU structures.

The adult learning strategy identifies a number of problems and constraints for effective adult learning development and delivery. It then sets out a series of strategic objectives and measures to address these problems. Adult learning includes that which takes place in formal institutions and leads to a specific qualification. It also includes non-formal structured learning that takes place in work as well as informal or casual learning that take place at work, at home or in the community. Expanding non-formal adult learning opportunities, including work-based learning in enterprises and learning centers based in the community, will be important ways in which Kosovo can increase the supply and participation of adult learning. The main priority of the strategy for adult learning is equality for all.

Beijing Action Platform

With regard to harmonizing the works of PISG with the international legislation, practices and standards, the Beijing Action Platform plays a significant role. Paragraph 202 of the Beijing Action Platform specifically refers to education, and adamantly requires the engagement of the government and, as such, determines that:

"The governments and other actors must initiate an active and an obvious policy for the integration of gender perspective in all policies and programs so that prior to decision-making, an effective analysis on the effects on women and men is performed..."

The Beijing Action Platform calls upon government for the strategic objectives regarding:

- Providing equal access to education
- Eradication of illiteracy of women
- Improving the access of women in vocational education, science and technology and continuous education

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- Development of education and nondiscriminatory training
- Allocation of sufficient sources for education reforms and for their monitoring and implementation
- Stimulating continuous education and training for girls and women

The Millennium Development Goals

In order to achieve harmony between PISG and international practices and standards, in 2000, the U.N. created the "Millennium Development Goals." The aforementioned specifies eight goals that, along with being the objectives, also lay out the problems faced by humanity. They are: the eradication of poverty, education for all, gender equality, decreasing child/infant mortality, mental health, fighting HIV/AIDS, the environment, and global partnership. As such, they do not provide a development strategy, but should be integrated in the existing social and economic tasks of the strategic plan. These are the resulting six main goals envisioned:

- Providing equal access to education
- Eradicating illiteracy, with special emphasis to women;
- Improving the access of women in vocational trainings, science and technology and continuing education
- By 2015, to enable the inclusion of all children in schools, particularly girls and children in difficult economic situations, keeping in mind that this level of education is mandatory and free of charge.
- Advancing the skills of adolescents and youth
- Eliminating gender inequity in primary and secondary education in all levels, by 2015.

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APPENDIX I**Research execution****1. Methodology**

Two types of methodologies were used in this research (*qualitative and quantitative research*). Both types were used because neither of the methodological approaches by itself would be sufficient for gathering the necessary data, instead, the usage of both methods complemented each other. The following instruments were applied in this research:

Qualitative approach (interviews, focus groups, participant strategic observation)

Quantitative approach (questionnaires)

Analysis of books and laws, relevant available reports and other sources of data related to the research

Out of 30 municipalities in Kosovo, 6 were involved in this research, one village in each municipality. Municipalities involved were: Prishtina, Prizren, Ferizaj, Kamenica, Deçan and Skenderaj. The villages included were: Shkabaj (Prishtina), Korish (Prizren), Gomogllavë (Ferizaj), Rogocicë (Kamenica), Glllogjan (Deçan), Llaushë (Skenderaj). Surveys, participant systematic observation and interviews with the Directors of Municipal Departments and Gender Equality Officers in these municipalities were conducted.

Interviews were also conducted with MEST officials responsible for the curricula and schoolbook, with publishing house editors and with schoolbook and illustrator authors.

Survey: The survey was conducted in kindergartens (children age group of 3-6 years), primary and secondary schools in different places of Kosovo such as Prishtina, Prizren, Ferizaj Deçan, Kamenica and Skenderaj, and in one village in every abovementioned municipality. Directors/Teachers/Educators were interviewed. In every kindergarten, the interviews were conducted with the Directors and three Educators. Interviews were conducted with Directors and four Teachers of the lower level and four of the upper level in all primary

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schools. In secondary schools interviews were conducted with Directors and four Professors.

Participant Systematic Observation: A participant systematic observation was conducted in certain kindergartens, primary and secondary schools where the survey was administered as well. In these kindergartens Teachers and students were observed during the classes with a focus on the inter-gender relations student-student and student-Teacher /Educator. Observed classes were selected on the grounds of the subjects involved in sampling. The sampling included students from first grades (I), third grades (III), sixth grades (VI), ninth grades (IX), tenth and twelfth grades (X and XII). In each grade two classes were observed, one class with the interviewed Educator/Teacher and one class with un-interviewed Educator/Teacher. Three classes (rooms) were observed in every kindergarten. Four classes of the lower level and four of the upper level were observed in primary schools. Four classes were observed in secondary schools.

Focus groups: The main criterion for the selection of the participants in this focus group was that the participants should be parents that have one or more children in kindergarten, elementary or secondary school. Additional criteria, such as age, gender, level of education, sector of employment, residence, was also used.

Qualitative interviews: As part of the research methodology were also some interviews with different officials, starting from book authors, publishing houses, Directors of Education Departments and Gender Equality Officers in Municipal Assemblies as well as Officials of the Ministry of Education, Science and Technology (MEST).

Schoolbooks: This research also involved a schoolbook analysis, analyzing the illustrations and the content of some schoolbooks. The selection of texts was done based on the mission criterion on the importance of gender issues.

In the first mission there are books that have gender issues as their first mission: Civic education I, III, V, VII, and IX, Human beings and nature III and Life Skills VIII.

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The second mission includes books that have gender issues as their second mission, including: The ABC and workbook I, Workbook III, Manual tasks II, Physical education IV, History VI, VIII, Albanian language and literature VI, VIII.

The third mission involves books that have gender issues as their third mission, including: Mathematics I, III, Workbook I, III, Biology V, VII, and IX.

2. Collaborators that helped the implementation of the research

The research "Auditing of Gender Issues in the Education System" has been implemented as an initiative and institutional support of KGSC. This research was supported by Kvinna Till Kvinna (KTK), Kosovo Fund for Open Society (KFOS) and Network Women Program – Open Society Institute (OSI), New York

The sample study for the case study chapter "An Analysis of Gender Issues in the Education of Turkish, Bosniak, Serb, Roma, Ashkali and Egyptian Communities" are: Ana Kostinë dhe Keriman Sadikaj

Consultants: Nait Vrenezi (in the methodology) and Sadete Demaj (For the Chapter: Legal Framework on Gender Equality in the Education System).

Photo reporter: Astrit Ibrahim

Kosovo Gender Studies Center and the leader of the research would like to thank the research team as well as all collaborators who contributed to shed light on the current gender situation in the education system of Kosova.

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APPENDIX 2**List of people interviewed during field research**

Nr.	Surname	Name	Position	Institution	Date	Location of interview
01	Bajraktari	Muhamet	Director	Municipal Education Directorate	08. 09. 2006	Skenderaj
02	Gajtani	Ahmet	Director	Municipal Education Directorate	26. 09. 2006	Ferizaj
03	Haxhosaj	Ali	Director	Municipal Education Directorate	19. 09. 2006	Deçan
04	Morina	Sabri	Director	Municipal Education Directorate	04. 10. 2006	Kamenica
05	Hoti	Hasan	Director	Municipal Education Directorate	11. 10. 2006	Prizren
06	Sopi	Adelina	Gender Equality Officer	Office of Gender Equality	19. 10. 2006	Prizren
07	Ymeri	Hyka	Gender Equality Officer	Office of Gender Equality	19. 09. 2006	Skenderaj
08	Krasniqi	Vjollca	Gender Equality Officer	Office of Gender Equality	12. 09. 2006	Ferizaj
09	Sejfiu	Zojë	Gender Equality Officer	Office of Gender Equality	17. 10. 2006	Prishtina
10	Lenjani	Zejnije	Gender Equality Officer	Office of Gender Equality	13. 09. 2006	Kamenica
11	Bërdynaj	Agim	Director of pre-university education sector	Ministry of Education, Science and Technology	25. 10. 2006	Prishtina
12	Mjaku	Malush	Director of higher education sector	Ministry of Education, Science and Technology	31. 10. 2006	Prishtina
13	Lekaj	Ramush	Curricula Officer	Ministry of Education, Science and Technology	04. 10. 2006	Prishtina
14	Demolli	Arif	Schoolbook Officer	Ministry of Education, Science and Technology	19.09.2006	Prishtina
15	Kadriu	Lulavera	Gender Equality Officer	Ministry of Education, Science and Technology	27.10.2006	Prishtina
16	Syla	Xhevat	Editor and author of several schoolbooks	Publishing House "ALBAS" and "Libri shkollor"	31.10.2006	Prishtina
17	Zejnullahu	Ramadan	Author of the schoolbook Mathematics III and I	Publishing House "Dukagjini"	03.10.2006	Prishtina
18	Basha	Eqrem	Editor	Publishing House "Dukagjini"	06. 11. 2006	Prishtina
19	Shatri	Bajram	Director of publishing house "Libri Shkollor"	Publishing House "Libri Shkollor"	07. 11. 2006	Prishtina
20	Batalli	Qamil	Author of the schoolbook "ABC"	Publishing House "Libri Shkollor"	10. 11. 2006	Prishtina
21	Nimani	Shyqeri	Text illustrator "ABC"	Publishing House "Libri Shkollor"	09. 11. 2006	Prishtina

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Nr.	Mbiemri	Emri	Pozita	Institucioni	Data	Vendi intervistimit
22	Gashi	Jeton	Educator	Kindergarten SOS-Kinderdorf	08. 11. 2006	Prishtina
23	Rexhepi	Fehmi	Author of the schoolbook "History VI and VIII"	Publishing House "Libri Shkollor"	21. 11. 2006	Prishtina
24	Kadi	Enesa	Coordinator for Education in Bosnian Language	Ministry of Education, Science and Technology	29. 05. 2006	Prishtina
25	Rexhepagi	Reshadije	Official of the Sector on Education of Minority Communities	Directorate for Minority Communities-Government of Kosova	30. 05. 2006	Prishtina
26	Berisha	Radica	Official	Ministry of Education, Science and Technology	31. 05. 2006	Prishtina
27	Xhulderani	Fatmir	Drejtor	Secondary School for Economy and Trade	22. 05. 2006	Dragash
28	Velic	Zorica	Professor of History and Latine Language	Primary School Miladin Mitic	15. 06. 2006	Laplje Selo
29	Topalovic	Nevena	Professor of English Language	Gymnasium	15. 06. 2006	Laplje Selo
30	Filic	Svetomir	Professor of Biology	School of Construction and Traffic Education	26. 05. 2006	Gracanica
31	Stolic	Mirijana	Professor of Serbian Language and Kiterature	Primary School Dositej Obradovic	05. 06. 2006	Crkvena Vodica
32	Adanic	Blagica	Director	Medical School	26. 05. 2006	Gracanica
33	Vanic	Bosko	Drejtor	School for Machinery Education	26. 05. 2006	Preoce
34	Ramic	Arif	Teacher	Primary School Miladin Mitic	08. 06. 2006	Caglavica
35	Eminovic	Milaim	Teacher	Primary School Miladin Mitic	15. 06. 2006	Laplje Selo
36	Gashi	Nazmije	Teacher	NGO-Balkansunflowers	26. 05. 2006	Gracanica-Plemetin
37	Miric	Dragisa	Official	Directorate for Minority Communities, Ministry of Education, Science and Technology	29. 05. 2006	Prishtina
38	Buzhala	Rrustem	Director	Municipal Education Directorate	30. 05. 2006	Prishtina
39	Beqiri	Nurije	Official	Municipal Education Directorate	22. 05. 2006	Dragash

APPENDIX 3

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APPENDIX 4: SCHOOLBOOK TEXT ANALYSIS, QUESTIONNAIRES³²⁹, PARTICIPANT OBSERVATION)

Quantitative research of schoolbook illustrations

Table of illustration analysis for each schoolbook

ILLUSTRATION	Distribution of professions in M/F	Gender roles within families	Children activities Boy-girl
Total number of illustrations	Amount (code) all professions all professions distributed in M/F	Presentation of women as housewives and of men at home	
Total number of illustrations excluding the ones that do not include genders	1. Nurse 2. Doctor 3. Teacher 4. Scientist 5. Mathematician 6. Administrator 7. Civil servant 8. Police 9. Other		
Number of male illustrations			
Number of female illustrations			

Total of all school texts included in sampling

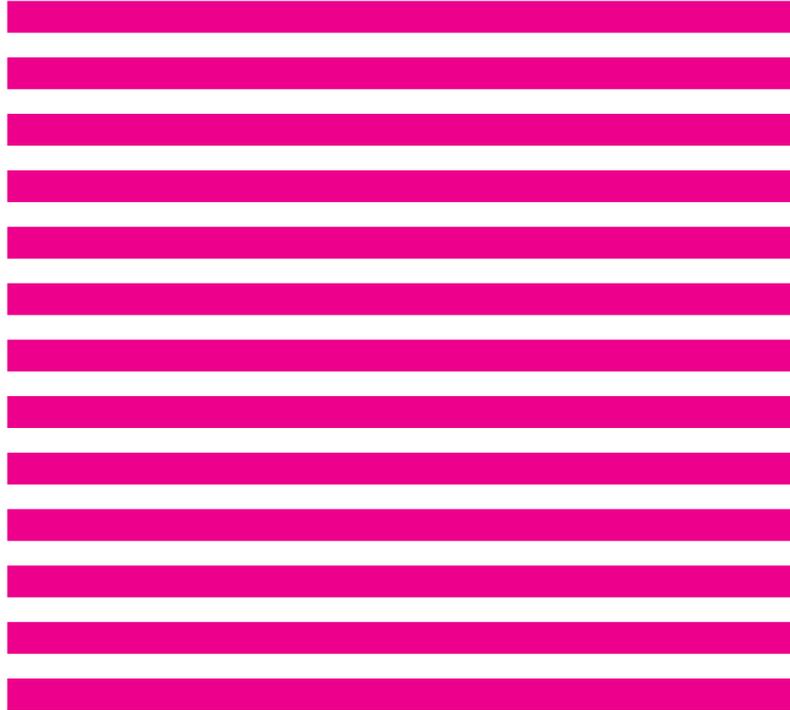
Illustrations	Professions	Gender roles within families	Total number of schoolbook authors	Children activities Boy-girls
M/F	M/F			

³²⁹ Due to the lack of space, we published a model questionnaire for directors, a participant observation of the primary and secondary level (however, the participating observation differs for kindergartens since it involves questions and information codes, according to the preschool education level). During the analysis, one questionnaire for directors of kindergartens was used, one for directors of primary and secondary education, one for educators, participating observation for primary and secondary school students and one for kindergarten children.

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Quality analysis of schoolbooks

- I. Content (titles, mid-titles)
- II. Gender related issues in the text are written in bold or in (a, b, c) subdivision
- III. The frequent presence of different indicators shows the implications in the affirmations of values from this issue such as, illustrations, characters, book authors, prepositions he/she, pantomime, traditional separation of duties according to genders (e.g. women in kitchen, men at work; women as nurses, teachers etc: put numbers on illustrations for the separation of duties!)



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APPENDIX 4. 1 QUESTIONNAIRES FOR EDUCATORS AND TEACHERS OF PRIMARY AND SECONDARY SCHOOLS AND PARTICIPANT OBSERVATION

Serial number:_
Number of interviewers:
Date:
Municipality:
Place:
School:

Questionnaire

Research: "Audit of Gender Issues in Education System"

Prishtina, April 2006

Questionnaire for Educators

I. Demographic data

1. Type of residence (write with number, don't ask):

1. Village 2. Town 3. City

2. Gender:

1. M 2. F

3. Age

1. 18-24 2. 25-34 3. 35-44
4. 45-54 5. 55-65

4. Level of education:

1. Secondary education 2. High education
3. University 4. Postgraduate studies

5. Your profession:

6. Kindergarten:

1. Public kindergarten 2. Private kindergarten

7. Marital status:

1. Married 2. Single 3. Widow /widower
4. Separated 5. Cohabitation

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10. If yes, what are the criteria for the selection of stories?

11. Are there sufficient toys for the children in your kindergarten?

1. There are plenty 2. There are enough 3. Little
4. None 5. I don't know/ Ref

12. If you have any remarks for children, what are the means you use?

For girls	For boys
1.	
2.	
3.	
4.	
5.	
6.	
7.	

13. Children show an affinity for different games. According to your opinion, which of the below-mentioned toys do children chose?

	Girls	Boys	Both genders	Neither
1. Cars	1	2	3	4
2. Female figure dolls	1	2	3	4
3. Male figure dolls	1	2	3	4
4. Trucks	1	2	3	4
5. Guns	1	2	3	4
6. Swords	1	2	3	4
7. Animal toys	1	2	3	4
8. Houses	1	2	3	4
9. Balls	1	2	3	4
10. Ropes	1	2	3	4
11.	1	2	3	4
12.	1	2	3	4

14. To whom are the children's problems addressed?

1. To the director 2. Parents 3. Pedagogue
4. You solve the problem yourselves 5. I don't know 6. Ref/NA

15. How often to you meet with the children's parents?

1. Regularly (once a week) 2. Often (once a month)
3. Rarely (twice a year) 4. Never 5. Ref/NA

II. Opinions on the Roles of Men and Women in the Family and Society

16. Now we will read some of the statements on the roles of men and women in the family and society.

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20. a) In which aspect you (don't) dedicate importance to gender equality in your kindergarten?

1. We don't place much importance to the issue of equal treatment of Male and Female children.
2. We don't place much importance on what gender roles are boys and girls found during lecturing
3. We try to give boys and girls different gender roles (police officers, tailors, politicians, business persons)
4. We try to treat male and female children equally
5. We try to recruit a balanced number of male and female teachers
6. We try to give boys and girls equal gender roles
7. I don't know/Ref

21. Did you attend any training/lecture/seminar organized by MEST or a gender equality NGO?

1. YES 2. NO 3. I don't know 4. Ref/NA

22. If yes, what have you learned from these trainings?

23. How was the selection of participants done in these trainings/lectures/seminars?

- On the grounds of:
 1. Gender 2. Working experience 3. Other 4. Ref./NA

24. In your opinion, how useful were these trainings/lectures/seminars?

1. Very useful 2. Little useful 3. Useful enough
 4. Not useful 5. I don't know 6. Ref/NA

25. Have you noticed any changes in the way Educators treat male and female children, after having completed the training?

1. YES 2. NO 3. I don't know
 4. Ref/NA

26. Please indicate the level of reforms' application in your kindergarten?

1. All in all 2. Mainly 3. Little
 4. None 5. Ref/NA

27. How do you assess the level of cooperation between your kindergarten and the following stakeholders in the accomplishment of reforms in the gender aspect?

(multiple answer)

1. MEST	1	2	3	4	5
2. Municipal Education Directorate	1	2	3	4	5
3. Parents	1	2	3	4	5
4. Educators	1	2	3	4	5
5. Directors	1	2	3	4	5

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28. To your opinion, how adequately are gender equality issues treated in your kindergarten?

- | | | |
|-----------|---------------|-------------------|
| 1. Fully | 2. Mainly | 3. To some extent |
| 4. Little | 5. Not at all | 6. Ref/NA |

IV. Problems and Recommendations

29. Are there any problems in the gender relations in your kindergarten?

a) Among the staff

b) Among children

30. What steps have you and your kindergarten undertaken in overcoming those problems?

31. What is your opinion on the general situation of genders in the education system?

32. Please recommend the measures that must be undertaken in order that the treatment of genders in these institutions is more adequate (appropriate, more positive, more suitable)?

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ANNEX 4. 2 QUESTIONNAIRE FOR PRIMARY AND SECONDARY SCHOOL TEACHERS

Questionnaire for Teachers

I. Demographic data

1. Type of residence (indicate with number, do not ask):

1. Village 2. Town 3. City

2. Gender:

1. M 2. F

3. Age

1. 18-24 2. 25-34 3. 35-44
4. 45-54 5. 55-65

4. Level of education:

1. Secondary education 2. High education 3. University
4. Postgraduate studies

5. Your profession:

6. School:

1. Public school 2. Private school

7. Marital status:

1. Married 2. Single 3. Widow/widower
4. Separated 5. Cohabitation

8. Level of education of your respondent:

1. Preschool cycle 2. Lower 3. Middle
4. Higher

II. Opinions related to the manner of schedule organizing

1. Number of classes

2. Classes:

(Rank the classes according to the qualifications of the teacher)

- 1** _____
2 _____
3 _____

3. Number of classes per week _____

4. Do you work in groups with your students?

1. Yes, regularly 2. Time after time 3. Never
4. Ref/NA

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5. If yes, on the grounds of what criteria do you divide groups?

(multiple answer)

1. On the grounds of the criterion of the students' success, regardless of gender
2. On the grounds of the gender mix, regardless of the success
3. On the grounds of the mix of the most distinguished and weakest students, regardless of gender
4. By mixing students according to gender
5. Spontaneously, according to the preferences of the students
6. Other _____
7. Ref/NA

6. Do the classes you teach impose the change of the physical environment?

1. YES
2. NO
3. I don't know
4. Ref/NA

7. If yes, where do you do the change:

1. Laboratory
2. Physical education gym
3. In the nature
4. Elsewhere _____
5. Ref/NA

8. If you have remarks for the students, what measures do you use?

For female students	For male students
1.	
2.	
3.	
4.	
5.	
6.	
7.	

9. Where do you address problems of students?

1. To the homeroom teacher of the class
2. Director
3. Parents
4. Pedagogue
5. You solve the problem yourselves
6. I don't know
7. Ref/NA

10. How often do you meet with the children's parents?

1. Regularly (once a week)
2. Often (once a month)
3. Rarely (twice a year)
4. Never
5. Ref/NA

11. Do you reward the distinguished students in your school?

1. YES
2. NO
3. I don't know
4. Ref/NAA

12. If yes, how and in what way do you reward the students?

13. How do you appraise the rewards of the students?

1. Very useful
2. Useful
3. Neither useful nor harmful
4. Harmful
5. Very harmful
6. Ref/NA

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III. Attitudes regarding Female and Male roles in the Family and Society

Now we are going to read to you some of the statements made regarding the gender roles of male and female members of the family and the society.

Could you please express your opinion on the following statements

(the responses are rated as follows: completely agree (YES), completely disagree (NO))

Card 1

	Statement	YES!	YES	SO SO.	NO	NO!!	ND	Ref/PP
1)	It is only natural that the main portion of housework belongs to women.	1	2	3	4	5	8	9
2)	There is nothing bad in the fact that a couple wants to cohabit, without the intention of getting married	1	2	3	4	5	8	9
3)	A pre-school child could face insufficien development if his/her mother works	1	2	3	4	5	8	9
4)	Child care is more a duty for the mother than for the father.	1	2	3	4	5	8	9
5)	Both the men and women need to contribute with their financial means to the family budget.	1	2	3	4	5	8	9
6)	It is the task of men to gain money, whereas the task of women to take care of the children and the house-work	1	2	3	4	5	8	9
7)	Women have more talent in becoming managers - directors than men.	1	2	3	4	5	8	9
8)	Men need to work at home, much more than they do now.	1	2	3	4	5	8	9
9)	It is of crucial importance for the men to dress and act as such, and for the women to dress and act as such.	1	2	3	4	5	8	9
10)	Women women have larger income than men - problems always appear.	1	2	3	4	5	8	9
11)	University education is more important for a girl than for a boy.	1	2	3	4	5	8	9
12)	In general men are better at political leadership than women.	1	2	3	4	5	8	9
13)	If a company is to perform a job-cut, than it is better to dismiss from work pregnant women than men.	1	2	3	4	5	8	9
14)	The care towards the sick and elderly members of the family is a task of men.	1	2	3	4	5	8	9
15)	The father and mother need to decide on whom their daughter is to marry or not.	1	2	3	4	5	8	9
16)	Women have more talent in being teachers and are born for this profession.	1	2	3	4	5	8	9
17)	In the illustrations presented in schoolbooks, women necessarily need to be presented as mothers, teachers, nurses.	1	2	3	4	5	8	9

IV. Opinions on the role and importance of Gender Issues in Education

15. How do you, in your opinion, determine gender equality?

16. How important do you think gender equality is for the education system?

- 1. Very important
- 2. Important
- 3. Important to some extent
- 4. Little important
- 5. Not important
- 6. I don't know
- 7. Ref/PP

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17. How much importance is gender equality given at your school?

(explanation for the question 17: Number 01 indicates the lowest level of importance that the school gives to gender equality, whereas number 10, indicates the total opposite of 01)

No importance dedicated

Extraordinary importance dedicated

01	02	03	04	05	06	07	08	09	10
----	----	----	----	----	----	----	----	----	----

17. a) In which aspect you (don't) dedicate importance to gender equality in your kindergarten?

1. We don't place much importance to the issue of equal treatment of Male and Female children.
2. We don't place much importance on what gender roles are boys and girls found during lecturing
3. We try to give boys and girls different gender roles (police officers, tailors, politicians, business persons)
4. We try to treat male and female children equally
5. We try to recruit a balanced number of male and female teachers
6. We try to give boys and girls equal gender roles
7. I don't know/Ref

18. Did you attend any training/lecture/seminar organized by MEST or a gender equality NGO?

1. YES
2. NO
3. I don't know
4. Ref/NAA

19. If yes, what have you learned from these trainings?

20. How was the selection of participants done in these trainings/lectures/seminars?

On the grounds of:

1. Gender
2. Class lectured
3. Working experience
4. Other _____
5. Ref./NA

21. In your opinion, how useful were these trainings/lectures/seminars?

1. Very useful
2. Little useful
3. Useful enough
4. Not useful
5. I don't know
6. Ref/NA

22. Have you noticed any changes in the way Educators treat male and female children, after having completed the training?

1. YES
2. NO
3. I don't know
4. Ref/NAA

23. In your opinion, applicants of which gender should be employed to teach the following subjects:

Subjects	Gender is not important	Male applicant is preferred	Male applicant necessary - ly	Female applicant is preferred	Female applicant necessary - ly	don't know / Ref
Civic Education	1	2	3	4	5	6
Albanian Language	1	2	3	4	5	6
Musical Education	1	2	3	4	5	6
Physical Education	1	2	3	4	5	6
Mathematics	1	2	3	4	5	6
History	1	2	3	4	5	6
Visual Arts	1	2	3	4	5	6

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1. MEST	1	2	3	4	5
2. Municipal Education Directorate	1	2	3	4	5
3. Students	1	2	3	4	5
4. Parents' Council	1	2	3	4	5
5. Teachers	1	2	3	4	5
6. Directors of other schools	1	2	3	4	5

32. To your opinion, how adequately are gender equality issues treated in your kindergarten?

1. Fully 2. Mainly 3. To some extent 4. Little
 5. Not at all 6. Ref/NA

33. In your school, is there a conduct and dress code for students and personnel?

(Take the regulation along)

1. YES 2. NO 3. I don't know 4. Ref/NAA

34. Are gender related issues that deal with wear and external looks included in this regulation?

1. YES 2. NO 3. I don't know 4. Ref/NAA

35. If so, what does the regulation contain in relation to clothing and external looks of different genders?

(note with your words)

36. If there is a code of conduct per gender, please explain on what that code contains?

37. How are the criteria of clothing and conduct determined in this regulation?

38. Do you think that it is important for the students of your school to wear uniforms?

1. YES 2. NO 3. I don't know 4. Ref/NAA

39. If so, why do you find it important?

V. Problems and Recommendations

40. Where are their problems in your school as far as gender relations are concerned?

- a) Among personnel
 b) Among students

41. What steps have you and your school undertaken towards overcoming these problems?

42. What is your opinion on the gender position in the education system in general?

43. Please propose/recommend what steps need to be undertaken for the reforms to have a positive effect in gender treatment?

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Serial number:

Date:

Place:

School:

Class:

1. Teacher interviewed:
2. Teacher not interviewed:

PARTICIPANT OBSERVATION

Prishtinë, April 2006

I. Teacher observation

1. Whom do the teachers address more?

Number of occasions of approaching girls

Number of occasions of approaching boys

Explain:

2. Which students are activated more often by class teachers?

Number of occasions of girls' activation

Number of occasions of boys' activation

Explain:

* **Addressed** – Is there a notable gender related difference when the teachers address the students?

** **Activation** – Which sex is more activated by the teacher during the teaching process?

3. What examples dominate, in a gender sense, when the teacher illustrates the subject in the class? (For example, How many times did the teacher use the words girl or boy)

The number of occasions when girl examples were used

The number of occasions when boy examples were used

Explain:

4. In what roles does the teacher place girls and boys?

The number of occasions when girls were mentioned

The number of occasions when girls were mentioned

1. Takes care of her baby 2. Farmer 3. Dinner cooking

4. Businesswoman 5. Washing the dishes 6. Other _____

5. When the students raise their hands to respond to questions, whom does the teacher give advantage?

The number of occasions of the floor being passed to girls
The number of occasions of the floor being passed to boys

Explain:

6. How many times were the boys / girls punished?

The number of occasions of the girls being punished

The number of occasions of the boys being punished

Explain on their punishment:

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7. How many times were the girls/boys praised (or awarded, commended)?

The number of occasions of the girls being awarded
 The number of occasions of the boys being awarded

Explain on how were they praised:

8. Which manner does the teacher use in addressing the students?

Number of occasions of approaching girls
 Number of occasions of approaching boys

By name

By gender belonging (girl/boy)

Other ways _____ **(negative)**

Other ways _____ **(positive)**

Explanation on question 8: Write answers to F/M columns, in descending alphabetic order

9. How often does the teacher check girls/boys' work?

Number of occasions of approaching girls
 Number of occasions of approaching boys

Explain on how do they approach them (e.g they tap them on the shoulders, come close, keep distance)

***** Space** - During class, does the teacher move through the surface, between the lines, or only stays positioned in front of the black board?

II. Students' Observation

<p>11. How are the students seated in the class, by gender or by their own choice?</p>	<p>Number of students</p>
<p>Explain:</p> <p>1. Male + male 2. Female + female 3. Male + female 4. Alone</p>	
<p>12. Are the students more relaxed when accompanied by a male or female teacher? (Evaluate by number)</p>	
<p>Explain:</p> <p>1. Female</p> <p>Very relaxed Relaxed Relaxed to some extent Tense Very tense</p>	
<p>13. Are the students more relaxed when accompanied by a male or female teacher? (Evaluate by number)</p>	
<p>Explain:</p> <p>1. Male</p> <p>Very relaxed Relaxed Relaxed to some extent Tense Very tense</p>	

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APPENDIX 5

Basic UNMIK Regulations and Administrative instructions, regulating the sphere of education

- Regulation 2006/11, 6 March 2006, on the promulgation of the law on pre-school education, as approved by the Assembly of Kosovo in Law nr. 02/l-52.
- Regulation 2002/19, 31st Oct 2002, on the promulgation of the law on primary and secondary education in Kosovo, as approved by the Assembly of Kosovo.
- Regulation 2003/14 - 12 May 2003 on the promulgation of the law on superior education in Kosovo, as approved by the Assembly of Kosovo
- Regulation 2005/43, 7th Sep 2005, on the promulgation of the law on education and training of minors, as approved by the Assembly of Kosovo, in Law nr. 02/l-42.
- Regulation 2000/51 on the age of persons following obligatory education in Kosovo.
- Regulation 2004/55, 17th Dec 2004, on the promulgation of the Law on Education Inspection in Kosovo, as approved by the Assembly of Kosovo, in Law nr. 2004/37
- Regulation 2000/11 on the establishment of the administrative department of education and science
- Regulation 1999/24, 12th Dec 1999, on the Law in Power in Kosovo
- Regulation 1999/1, 25 Jun 1999, on the Authorizations of the Interim Administration in Kosovo
- Regulation 2000/45, on the self-governance of Municipalities in Kosovo
- Regulation 2001/36, 22 Dec 2001, on the Kosovo Civil Service
- Regulation 2001/19, 13 Sep 2001, on the Executive Branch of the Provisional Institutions of Self-Government in Kosovo (amended by Regulation nr. 2005/15 and Regulation nr. 2005/53)
- Regulation 2001/19, 15 May 2001, on the Constitutional Framework, for Provisional Self-Government in Kosovo
- Administrative Instruction 2002/2, 14th Feb 2002, Implementing UNMIK Regulation 2000/11 on the establishment of the administrative department of education and science

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- UNMIK AI 2003/2, 25th Jan 2003, implementing UNMIK Regulation 2001/36 on the Kosovo Civil Service
- Regulation 2004/32, 20th Aug 2004, on the promulgation of the Anti-Discrimination Law, as approved by the Assembly of Kosovo, in Law 2004/3
- Regulation 2004/18, 7th Jun 2004, on the promulgation of the Law on Gender Equality, as approved by the Assembly of Kosovo, in Law 2004/2.

**The Convention for the Elimination of All forms of
Discrimination Against Women**

Approved and opened for signature, ratification and adherence by the General Assembly, with Resolution 34/180 of 18th Dec 1979.

**Government of Kosovo: National Action Plan for the
Achievement of Gender Equality**, Prishtina 2004, pages 43-49

**Office on Gender Equality – Strategy for raising the number and
position of women in PISG (2006-2015)**

**MEST - Strategy – Inclusion of gender perspective in Education
(2005-2010) (DRAFT)**

**MEST – Strategy for the development of the High Education in
Kosovo (2005-2015) (final version)**

**MEST- Strategy for the development of High Education in
Kosovo, in the period between 2003 – 2008**

**MEST- Strategy for the education of adults in Kosovo (2005-
2015)**

Beijing Action Platform

Millennium Development Goals

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