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Republika Kosova - Republic of Kosovo
Qeveria - Vlada - Government

ZYRA E KRYEMINISTRIT / OFFICE OF THE PRIME MINISTER / URED PREMIJERA
AGJENSIA PËR BARAZI GJINORE / AGENCIJA ZA RAVNOPRAVNOST POLOVA / AGENCY FOR GENDER EQUALITY

PREVENTING GENDER STEREOTYPES AND PROMOTING GENDER EQUALITY IN SCHOOL TEXTBOOKS AND MATERIALS

A METHODOLOGICAL GUIDE





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This manual is designed in support to the initiative of the Agency of Gender Equality and in direct implementation of Project “Institutional Strengthening of Kosovo Agency for Gender Equality and Gender Mechanisms”, funded by the Government of Sweden, the Agency for International Development and Cooperation Sida Funded implemented by the Consortium: Niras & CPM International



LIST OF ACRONYMS AND ABBREVIATIONS

CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women
CRC	Convention on the Rights of the Child
EFA	Education for All
KCF	Kosovo Curriculum Framework
KEC	Kosovo Education Center
KCGS	Kosovo Center for Gender Studies
MEST	Ministry of Education, Science and Technology
MDG	Millennium Development Goals
NGO	Non-Governmental Organization
SDG	Sustainable Development Goals
UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organization

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Honoured,

The drafting of school textbooks with a gender perspective is one of the obligations deriving from the Law No. 05/L-020 on Gender Equality, respectively Article 21, which requires the drafting of school textbooks and their revision from a gender perspective, and the elimination of gender stereotypes in existing school textbooks.

We are witnessing a new reality where the learning process is becoming more and more challenging as regards the presence and competition of IT equipment against print school textbooks. And this competition is becoming more challenging when providing qualitative school textbooks with values, principles, concise concepts on human rights, gender equality and citizenship in general, aiming to harmoniously present the conceptual, didactic content, along with artistic visual images that convey values with which we are educating young generations - girls and boys, the future of our country.

The introduction of gender concepts in school textbooks influences the establishment of perceptions and stances of children on gender and gender roles, which principles and stances they will carry throughout their lives, and if they are not clarified in the spirit of equality principles then we lose one of the opportunities to create social roles and models that enable individuals, girls and boys in harmony with themselves, to not end up in stereotyped gender roles.

The Agency for Gender Equality, in cooperation with the Ministry of Education Science and Technology, assessed that in the process of reviewing the school textbooks initiated by the latter, the integration of the gender perspective was indispensable. Therefore, we undertook the initiative of drafting the Manual on incorporating the gender perspective into school textbooks. This Manual aims to provide concrete guidelines for text writers, reviewers, and also teachers on how to integrate the gender perspective, to challenge overlapping gender relations with stereotyped gender roles that are keeping the girls away from developmental and decision-making processes, full intellectual and professional development, and to eliminate the consequences that gender inequality has in the lives of individuals and society as a whole.

The support for this initiative on drafting the Manual came from the project “Strengthening of the Agency for Gender Equality and institutional gender equality mechanisms” funded by SIDA, and implemented through the project - consortium NIRAS-CPM International.

On this occasion I would like to express my gratitude to SIDA for funding the implementation of the Manual.

I hope that this Manual will find application and be beneficial to all of the authors and teachers that aim to convey the spirit of gender equality in the learning process as one of the preconditions of democracy and prosperity of the country.

Thank you,

Edi Gusia



Chief Executive Official – Agency for Gender Equality – Office of the Prime Minister

INTRODUCTION

Various studies show that societal gender norms, values and beliefs shape the society fabric and the relationship between the society and the individual or groups, to a great extent. They often influence individual's major life decisions. They also affect an individual's domain, his/her values and norms and role. Societies transmit their norms through various societal institutions, formal or informal ones. Schools are one of the most important formal institutions where individuals tend to spend a considerable amount of their lifetime and one of the most influential transmitters of societal norms and values.

Therefore, it is paramount, that educationalist make sure that the societal gender stereotypes are not inherited in the educational settings and its community. Gender biases should be challenged and equality should be introduced and reinforced in the process of teaching and learning within schools and classroom practices. Textbooks, in particular, have a major role to play for teachers and learners because they do represent one of the most tangible tools for the content distribution in order to create a culture of equality in the learning process.

In Kosovo, the education system has gone under many challenges and reforms to bring substantial changes to the system and improve its quality. The undertaken legislative reform and policy development process has brought together many actors to ensure that Kosovo education system provides quality education for all. In this process, gender equality is recognized as one of the main human rights concerns that requires specific attention by education professionals and policy developers. Thus, gender equality notion, be it in the recent legislation or policy, has received the place that it deserves.

The New Curriculum Reform for pre-university education, one of the most comprehensive policy on content development and content delivery undertaken by the Kosovo Ministry of Education Science and Technology, regards gender equality and inclusion concepts as cross cutting principles of its policy framework. The process of implementation requires that gender equality concepts and practices further permeate all Kosovo educational levels and their corresponding subjects taught in the Kosovo education

system. The development of new textbooks is one of the key undertaken actions to bring a new and modern curriculum content into the classrooms.

The present guideline was recognized as a necessity for the full implementation of the new curriculum by the Ministry of Education, Science and Technology (MEST). It aims to be a practical tool with a systematic set of action for textbook reviewers during the evaluation of the draft textbooks submitted by various authors prior to the publication of textbooks.

Moreover, the proposed guideline can be an excellent source of reference and orientation for the textbook authors prior to the drafting process of textbooks. It intends to contribute to the elimination of gender stereotypes at the inception phase of the textbooks as well as to ensure the gender mainstreaming of textbooks and school curriculum. It will serve, with no doubt, to all that are seeking to promote gender equality through and in the education system and process, and to subsequently build progress towards a comprehensive implementation of the education reform initiative.

From a methodological standpoint, the guideline serves as an analytical framework using both quantitative and qualitative instruments to uncover both subtle and more obvious expressions of gender disparities and biases in the textbooks. The guidelines are developed in the following format: the first part provides comprehensive overview on the importance of textbooks as a vehicle for social change and gender equality. It further provides a comprehensive overview of gender equality and human rights concepts and their relevance in the overall education for all context and quality education goal that education reform aims to achieve. The second part provides an overview of the fundamental gender concepts and their relevance in the process of textbook design, a snapshot on the methodology used for the design of this methodological guide and outlines key principles on how to achieve egalitarian gender representation in textbooks. Finally, the third part provides tools for evaluating gender representation in textbooks during the review process and beyond.

CHAPTER I

TEXTBOOKS AND GENDER EQUALITY

i. Textbooks – A Vehicle for Achieving Quality Education

Learning is one of the fundamental components of the education processes. In the learning process, textbooks represent both the most unrivaled teaching aid and the most influential and prominent instrument in information parting and knowledge formation of the learner. On one hand, textbooks aid to achieve the objectives of national curriculum and facilitate the teaching learning process. On the other

hand, “textbooks and learning materials have the power to transmit knowledge, build skills, and shape the way learners interact with the world. Textbooks and learning materials form an authoritative source of information, but also function as primary tools for shaping attitudes and behaviors (UNESCO, 2005)¹.

TEXTBOOK:

The core learning medium composed of text and/or images designed to bring about a specific set of educational outcomes; traditionally a printed and bound book including illustrations and instructions for facilitating sequences of learning activities.

LEARNING MATERIALS:

Any form of media used to support a programme of learning, often as supplements to the core text. Examples include workbooks, charts, educational games, audio and video tapes, posters and supplementary readers.

Definition from A Comprehensive Strategy for Textbooks and Learning Materials, Paris, UNESCO, (2005)

Textbooks are quite rightly regarded as a pivot element of quality education for all, a quality education that “dwells on three main pillars: ensuring access to quality teachers; providing use of quality learning tools and professional development; and the establishment of safe and supportive quality learning environments.” (Slade, 2016)² Although the studies on education science widely acknowledge that quality

education is a “slippery concept” (Van Kemenade, Pupius dhe Hardjono, 2008, p. 176),³ they agree that school textbooks and curriculum, altogether with other key pillars of quality education should go beyond the mere learning outcomes that concern solely the acquisition of literacy and numeracy and competency tests of various school subjects.

A quality education is one that focuses on the whole child – the social, emotional, mental, physical, and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic status, or geographic location. It prepares the child for life, not just for testing.

Statement from the Association for Supervision and Curriculum Development and Education International, Washington D.C., (2016)

¹ UNESCO (2005). A Comprehensive Strategy for Textbooks and Learning Materials. UNESCO, Paris. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000143736>

² Slade, S. (2016). What Do We Mean by a Quality Education? Retrieved from https://www.huffingtonpost.com/sean-slade/what-do-we-mean-by-a-qual_b_9284130.html

³ Van Kemenade, E., Pupius, M. dhe Hardjono, T. W. (2008). More Value to Defining Quality. *Quality in Higher Education*, 14(2), 175-185.

In the long and complex process of learning, learners deal with various challenges. He or she has to cope with questions and dilemmas, expose themselves routinely to the surrounding environment and beyond, and ultimately be under the pressure to learn and relearn. In the learning process, the learner has to analyze, assimilate and accommodate knowledge in order to embrace an active learning approach and an interaction with others. Further, it is paramount to underline that knowledge is first constructed in a social context and is then appropriated by individuals – learners (Bruning, Schraw, & Ronning, 1999).⁴

Textbooks and learning materials are the chief instrument through which the learner and the instructor dialogue between them, information is parted as well as concepts and values are transmitted. Besides numeracy and literacy skills, the textbooks as means of the school mandate, are expected to answer key questions: What knowledge? What skills? What values? The textbooks content ought to accommodate all learners. Along other education venues, means and

systems, more than ever before, they have to employ and examine concepts of rights, gender, class, race, citizenship, morality, social, justice, accountability and democracy.

The examination of these concepts is expected to be made explicitly and overtly, through formally and specifically taught school subjects and their respective textbooks such as history, geography, literature, civic education to name a few. Further, these concepts are also expected to be examined implicitly through other subjects and their pertaining textbooks such as natural sciences for example, where the link between them and the above-mentioned concepts is not so obvious and is traditionally thought to be culture free and pure rational knowledge. Such an approach ensures that not only the identified learning outcomes are achieved across all taught subjects but the content of the textbooks of each taught subject is fully aligned with official policies and education national policies in ways that bring progress towards the achievement of the ultimate goal of a right-based, quality education for all (UNESCO, 2005).⁵

ii. Textbooks – An Exceptional Teaching Aid and Efficient Education Tool

The importance of appropriate textbooks in improving the quality of education has been increasingly highlighted since the 1990s (Braslavsky and Halil, 2006).⁶ Nowadays, while education professionals and society at wide debate that the knowledge should be conveyed and received by many sources, yet, there is a general understanding that the textbooks persistently remain one of the main and most used tools in the classroom and beyond, based on the content of which both learning and teaching are drawn upon. Learners spend the majority of their classroom time using textbooks and teachers make most of their instructional decisions based on the textbook in the majority of educational settings.

The textbook is a book used as a standard source of information for formal study of a subject and an instrument for teaching and learning (Graves, 2000).⁷ Teachers use the

textbooks as the main source through which they can create and design frameworks for effective lessons in the classroom, adapt their teaching methodologies to the introduction and instilment of relevant concepts, create and recreate didactic materials needed to facilitate the teaching process that is tailored to learners' needs. They add to the material in the textbook, and supplement the textbook with outside reading materials and other means that contribute to critical thinking of the learners. Additionally, the textbook provides confidence and security for an inexperienced teacher who finds adapting existing textbooks challenging especially for tailored work related courses (Gak, 2011).⁸

In developing countries where there are limited resources and large class sizes, a high proportion of unqualified teachers, shortage of qualified teachers and a shortage of

⁴ Bruning, Roger H.; Schraw, Gregory J.; Ronning, Royce R. (1999). Cognitive Psychology and Instruction (3rd Ed). Prentice-Hall, Inc. ISBN 978-0-13-716606-0 – as cited in Committee on Developments in the Science of Learning (2000) How People Learn: Brain, Mind, Experience and School: Expanded Edition. Retrieved from the National Academies Press nē: <http://www.nap.edu/catalog/9853.html>

⁵ UNESCO (2005). A Comprehensive Strategy for Textbooks and Learning Materials. UNESCO, Paris. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000143736>

⁶ UNESCO (2016). Every Child Should Have a Textbook. Policy Paper. UNESCO, Paris. Retrieved from: <http://unesdoc.unesco.org/images/0024/002433/243321E.pdf>

⁷ Graves, K. (2000). *Designing Language Course, A Guide for Teachers*. Boston. Heinle. Cengage Learning.

⁸ Gak, DM (2011). Gak, DM (2011). Textbook – An Important Element in the Teaching Process. *НАСТАВА СТРАНИХ ЈЕЗИКА, Novi Sad*. Retrieved from <https://www.epub.ff.uns.ac.rs/index.php/MV/article/download/771/781>

instructional time, “textbooks in appropriate languages and at a suitable levels of difficulty prove to be relatively low-cost inputs but with high returns for student achievement” (Boissiere, 2004).⁹

A growing body of evidence confirms that the textbooks play a critical role in improving learning and learner’s achievement and thus influence greatly educational policies. For example, Swaziland has provided free textbooks to all primary school pupils since 2003 (SACMEQ, 2011).¹⁰ Other countries, including Guatemala and Nicaragua, have also introduced free textbook programmes targeting the most disadvantaged (Porta and Laguna, 2007).¹¹

A cross-country analysis based on data from regional assessments in 22 sub-Saharan African countries shows that pedagogical resources, especially textbooks for the core subjects of reading and mathematics, are effective in improving learning; providing one textbook to every student in a classroom increased literacy scores by 5–20% (Fehrler et al., 2009).¹² In South Africa, students, especially girls, do better on reading tests when they have their own copies of textbooks (Reddy et al, 2015).¹³

In addition, the right to education is one of the fundamental rights acknowledged by several international human rights conventions and the realization of rights among others means equal provision and access to the means for realizing such rights. The right to education cannot be achieved in the absence of provisions and access to textbooks. In many countries around the world, when communities are faced with a shortage of the availability of textbooks and schools’ access and provision to textbooks is uneven, communities are taking a hard look into the phenomenon and when other means have failed, they are bringing the issue of lack of

access to textbooks in front of the courts to enforce this right, seek justice and obtain remedies.

So for example, in 2014, Section 27, a public interest law center focusing on health and education rights in South Africa, acting on behalf of his clients – community based organization Basic Education for All and a number of schools in the province of Limpopo, took country’s Department of Basic Education to court for failing to deliver textbooks to the province’s schools they needed that year. The court ruled that the department had violated children’s rights to a basic education and it was ordered to provide textbooks to every learner for every subject by the start of every academic year (Veriava, 2015).¹⁴

“Textbooks have been part of the stock in trade of the educator for centuries. There is something special about a book. It has a very long life, far longer than that of the individual reader. It is a low technology device. It is accessible to anyone who can read the language in which it has been written. During the hours of daylight, it can be read (accessed) without any other supporting technology at all. It needs no maintenance except the occasional strip of adhesive tape.”

*From the North Gauteng High Court Decision
Section 27 vs. Department of Basic Education on
Failing to Provide Textbooks to the Limpopo Schools*

It can be concluded that the use of textbooks in teaching has its own advantages depending on how they are used and what the contexts for their use are. Some of the most cited advantages can be found:

- *Textbooks are the most dominant educational tools worldwide but also the long-lasting ones. Once they are produced and printed, they remain a tool of*

⁹ Boissiere, M.X. (2004/01/01). Determinants of primary education outcomes in developing countries Retrieved from: <http://documents.worldbank.org/curated/en/111011468162550538/pdf/391570educatio1eterminants01PUBLIC1.pdf>

¹⁰ SACMEQ (September 2011) Quality of Primary School Inputs in Swaziland. Policy Document Nr. 2 Retrieved from http://www.sacmeq.org/sites/default/files/sacmeq/reports/sacmeq-iii/policy-brief/swa_school_inputs_15oct2011_final.pdf

¹¹ Porta, E. dhe Laguna, J.R. (2007). Monitoring Education for All in Guatemala. Country Profile. *Education for All Global Monitoring Report 2008. Education for All by 2015: will we make it?* Retrieved from <http://unesdoc.unesco.org/images/0015/001555/155575e.pdf>

¹² Fehrler, S., Michaelowa, K., Wechtler, A. (2009). The Effectiveness of Inputs in Primary Education: Insights from Recent Student Surveys for Sub-

Saharan Africa. *Journal of Development, Volume 45/9* Retrieved from <http://www.informaworld.com/smpp/pwreset?id=916960109&dt=4013467207843&ck=45D4B817970C96B072AD8BDBB7DD5A10>

¹³ Reddy, V. Zuze, T.L., Visser, M. Winnaar, L. Juan, A. Prinsloo, CH., Arends, F., Rogers, S. (2015). Beyond the Benchmarks: What Twenty years of TIMSS data tell us about South African education? *Human Sciences Research Council. National Report*. Retrieved from http://pub.iea.nl/fileadmin/user_upload/Publications/National_reports/TI_MSS_2011_report_SouthAfrica.pdf

¹⁴ Veriava, F. (2015, November 9). Why textbooks are a crucial part of every child’s learning journey? *The Conversation*. Retrieved from <https://theconversation.com/why-textbooks-are-a-crucial-part-of-every-childrens-learning-journey-50252>

knowledge for a long time and many generations to come.

- Textbooks are a result of the curriculum and the textbook content is the most “tangible” result of the curriculum (Blumberg, 2007, p. 7).¹⁵ They are one of the most used tools to bring curriculum into practical experiences in order to reach curriculum objectives.
- Textbooks are one of the main source for content use in the classrooms that promote knowledge, values and attitudes that learners adapt to and develop from.
- Textbooks through their content, factual information, value judgments, language but also visual elements, design and pedagogical approach influence the learners’ knowledge and the society overall (Georgescu et al, 2010).¹⁶
- Textbooks provide security for the students because they have a kind of a road map of the course: they know what to expect and they know what is expected from them.
- Textbooks provide teachers with a basis for assessing students’ learning. Some textbooks include tests or evaluation tools and so enable them to make the appropriate assessment and measure the development of students’ skills.
- Textbooks provide consistency within a program across a given level, if all teachers use the same textbook. If textbooks follow a sequence, as within a series, it provides consistency between levels (Graves, 2000).¹⁷
- Textbooks remain the main source of teachers in teaching, planning, learning and assessment despite the context of their use.
- Textbooks deliver important messages for its audience, not only the learners but also the teachers within the school setting. Even after graduation, textbooks messages remain within the knowledge that learners have received during their studies.
- Textbooks access contribute to closing gender gap and social disparities in learning outcomes.

However, may represent also limitations in educational processes. They may as well pose disadvantages for both teachers and learners as listed below:

- Textbooks content or examples may not be relevant or appropriate to the group and may not reflect the learners’ needs since textbooks are often written for global markets and often do not reflect the interests and needs of learners.
- Textbooks accommodate not only the visible information but also the ‘hidden curriculum’ (Georgescu et al, 2007, p. 13)¹⁸ (i.e. where gender stereotypes, amongst others, are hardly visible and not easily detected.)
- Textbooks may contain inauthentic language, since texts, dialogs and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.
- Textbooks give the general impression that what is printed is right and true particularly since memorization of knowledge is more spread than critical thinking (Georgescu et al, 2010).¹⁹
- Textbooks content may not be at the right level (Graves, 2000).²⁰
- Textbooks content may reflect the reality as it is and to provide no basis within its content to challenge the reality through a constructive engagement of teachers and learners.

Further, textbooks present curriculum in a tangible manner, the printed messages deliver a powerful impact on learners and society. It is important to note that in the teaching and learning process, the information, beliefs, attitudes and overall knowledge, be it biased or not, are internalized by learners. Once internalized through institutional means, they are hardly challenged and changed. As such, they become

¹⁵Blumberg, Rae Lesser. (2007). “Gender Bias in Textbooks: A hidden obstacle on the road to gender equality in education”. UNESCO, Geneva EFA-GMR. as cited in the Georgescu et al., (2010) Guidelines for Textbook Reviews and Analysis from a Gender Perspective, UNESCO, Geneva. Retrieved from <https://docs.iiep.unesco.org/peic/2748.pdf>

¹⁶ Georgescu D. et al (2010) Guidelines for Textbook Reviews and Analysis from a Gender Perspective. UNESCO Hanoi, IBE dhe MOET, Geneva. Retrieved from <https://docs.iiep.unesco.org/peic/2748.pdf>

¹⁷ Graves, K. (2000). *Designing Language Course, A Guide for Teachers*. Boston. Heinle Cengage Learning. Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. New York: Palgrave Macmillan

¹⁸ Georgescu, D. et al (2010) Guidelines for Textbook Reviews and Analysis from a Gender Perspective. UNESCO Hanoi, IBE and MOET, Geneva. Retrieved from <https://docs.iiep.unesco.org/peic/2748.pdf>

¹⁹ Georgescu, D. et al (2010) Guidelines for Textbook Reviews and Analysis from a Gender Perspective. UNESCO Hanoi, IBE dhe MOET, Geneva. Retrieve from <https://docs.iiep.unesco.org/peic/2748.pdf>

²⁰ Graves, K. (2000). *Designing Language Course, A Guide for Teachers*. Boston. Heinle Cengage Learning. Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. New York: Palgrave Macmillan

“the truth”. What makes a good textbook then? (UNESCO, 2005)²¹

GOOD TEXTBOOK

"A more current and comprehensive view identifies quality learning materials as those which actively engage the learner in the process of acquiring the knowledge, skills and attitudes necessary to become responsible citizens of their communities and of the world."

Definition from A Comprehensive Strategy for Textbooks and Learning Materials, Paris, UNESCO, (2005)

The UNESCO definition beyond any doubt, clearly conveys that the textbook cannot be an instrument that resembles a conveyor belt through which information, facts and opinions are dispatched to the learner to fulfil the ultimate goal of memorization in order to pass a test and obtain a diploma. The good textbook is the one that energizes both teacher and learner, that nurtures critical thinking and encourages debate and that does not prefabricate knowledge but allows learners

and teachers to reflect on the textbook content, to shape and reformulate it as active participants in creating a new reality, a reality-based on universally and progressive shared values.

From this viewpoint, it can be concluded that the textbooks remain the most important platform into which gender as a human right value should be weaved into all school taught subjects “...so that values of caring and sharing, principles of dignity of labor and learning to live together as well as the appreciation of women’s contributions and many more are translated in all disciplines’ content, visuals and exercises. The right approach is to have gender as integral part of textual material and not as an add-on approach. The focus of the author is to see whether these concerns are embedded in in all disciplines so that it is effectively transmitted to children” (Srivastava, 2012).²² To diminish discrimination and bring forth equality and human rights, inclusive curricula should be converted into a high quality inclusive textbook that serves both teachers and students, as well as all the society at large.

iii. Human rights based approach in textbooks and gender equality

Schools have long been tasked with the citizenship formation of future generations. They are considered as the best venues and institutional settings where individuals from diverse political and social backgrounds come together to learn, debate, promote rational discussion and tolerance. It is a venue that requires constant reshaping in order to fully embrace by the social, political, economic and cultural changes of the society.

Further, it “creates environments that respect and harness both pluralism and individualism while adopting instructional practices that promote civic agency, critical inquiry, and participatory experiences (Rebell, 2018).”²³

In the past decades, a human rights-based education has been widely considered as a reinforcing and enabling instrument for schools in their efforts of promoting and strengthening respect for human rights, recognition and enjoyment of human dignity, equal access to and participation in education system that fosters inclusivity, non-discrimination, respect and practicing of universal values and cherish diversity.

It should be considered as “a contribution to social cohesion and conflict prevention by supporting the social and emotional development of the child and by introducing democratic citizenship and values (World Programme for Human Rights Education).”²⁴

²¹ UNESCO (2005). A Comprehensive Strategy for Textbooks and Learning Materials. UNESCO, Paris. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000143736>

²² Srivastava, G. (2012). *Gender and Peace in Textbooks and Schooling Processes; The Maldivian Experience*. Nju-Delhi. Concept Publishing Company. Retrived from https://books.google.com/books?id=19xfkgfuapAC&pg=PA22&dq=textbook+s+as+main+vehicle+of+gender+values&hl=en&sa=X&ved=0ahUKEwiCzsnop-_eAhVEp4sKHcm5AKAQ6AEITjAH#v=onepage&q=textbooks%20as%20main%20vehicle%20of%20gender%20values&f=false

²³ Rebell A. M., (October, 2018). Preparation for capable citizenship: The school’s primary responsibility. *Phi Delta Kappan – The professional journal for educators*. Retrived from <https://www.kappanonline.org/rebell-preparation-capable-citizenship-schools-primary-responsibility/>

²⁴ World Programme for Human Rights Education. Retrieved from <https://www.ohchr.org/EN/Issues/Education/Training/WPHRE/FirstPhase/Pages/Firstphaseindex.aspx>

DEFINING HUMAN RIGHTS EDUCATION AND A HUMAN RIGHTS-BASED APPROACH TO EDUCATION

Based on international human rights instruments, human rights education (HRE) can be defined as education, training and information aimed at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes to prompt action directed at strengthening respect for human rights, fundamental freedoms, tolerance, equality and peace, among individuals, within societies and among nations. Such education requires the adoption of a human rights-based approach to education, which promotes both “human rights through education”, ensuring that all the components and processes of education – including curricula, materials, methods and training – are conducive to learning of human rights, and “human rights in education”, ensuring that the human rights of all members of the school community are respected and human rights are practiced within the education system.

Plan of Action for the first phase (2005-2009) of the World Programme for Human Rights Education, par.3, 4 and 17.

Already acknowledged as one of the key instruments of the education process and school system, textbooks should include a human right based approach. International institutions and educationalists have constantly expressed consensus on the crucial contribution of human rights education and their place in the school curricula and textbooks. UNESCO has long been devoted to have textbooks that integrate the right-based approach and eliminate bias, intolerance, stereotyping and inequality not to foster negative and violent attitudes and behaviors (UNESCO, 2005).²⁵

In promoting human rights education through textbook development policies and approaches, not only in the social sciences but on all subjects, UNESCO aims to build peace in the mind of men and women. This approach ensures that the textbooks' content becomes a contributor to the creation of a culture of human rights beyond information dispatching. Concurrently, it empowers the learners with the skills and tools for transformative actions and as defenders of universal human rights culture.

iv. Textbooks – As Instruments of Social Change and Transformation

Education is the authentic space for the development of democracy. The democratic education has to make sure that there are equal opportunities for everyone, regardless of sex, ethnicity, and religion, social and economic status to bring forth and develop learners with full potential as human beings. It is within the school walls where democratic values are promoted, independent teaching and learning are encouraged through promotion of multiple interpretations of information, open and constructive debates and practices towards life processes and society development. The purpose of education is to instill the values of cooperation, fairness

and justice into the hearts of learners, despite the development of society where they operate.

It is the role of schools to challenge the society norms and be ahead of society norms through knowledge production. Schools are viewed as the place of thinking and dialogue where as described by UNESCO research,²⁶ “...the culture of democracy, by taking each human being at the heart of their contingency, their particular values and horizons, places them in contact with absolute values and a responsibility that can be endlessly extended. The culture of democracy places

²⁵ UNESCO (2005). A Comprehensive Strategy for Textbooks and Learning Materials. UNESCO, Paris. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000143736>

²⁶ Meyer-Birsch, P. (1995). *Culture of democracy: a challenge for schools*. UNESCO Paris. Retrieved from

https://unesdoc.unesco.org/in/rest/annotationSVC/DownloadWatermarkAttachment/attach_import_2ac583e6-d666-46e7-928b-4fac406e20b7?_=099812engo.pdf

people in a paradoxical situation, one which stimulates them and enables them to take a fresh look at structures..."

Textbooks and learning materials which incorporate human based values thus become a central vehicle for the delivery of quality education, which in turns seeks to fulfil the promise for all members of the human family to live in dignity and peace.

Comprehensive Strategy for Textbooks and Learning Materials, (p.11), Paris, UNESCO, (2005)

Very often though, education system replicates the actual society. It is precisely the textbooks that anchor the political and social norms of a society and “convey an understanding of history and of the rules of society as well as norms of living with other people (Pingel, 2007, f. 7).”²⁷ Textbooks mark the borders of traditions that more often than not, have not been challenged, disapproved, criticized or changed for decades or longer. They are without a doubt, a vehicle that drives social change. Through them, the knowledge and universal values are transmitted and disseminated in the educational community, but also into the society. What knowledge, attitude and skills are transmitted through education in general and textbooks in particular, determine what knowledge and which skills and attitudes learners receive and practice. As such, textbooks can, by all means, become the main tools for delivery of quality education and ensure through its content and its delivery, all members of the human family live in dignity and peace. The process of presentation and interpretation of knowledge in textbooks, as such, serves as a vehicle for norms, values and models of social behavior and as defined by the same UNESCO²⁸ research, “creating a textbook is tantamount to choosing the values, norms and representations that underpin hopes of maintaining social cohesion and a harmonious relationship between human and institutions.”

The significant role of textbooks in bringing social transformation and making social change lies on the complexity of content. The contents, more often than not

though, bring forth the actual society and determinism. Textbooks contain a great amount of facts, data and other information but also fictional texts, fairy tales, stories and examples. Above and beyond this, they present rules, norms and patterns of human behaviors that adults and society want to instill to the younger generations (Pingel, 2010).²⁹

UNESCO advocates that textbooks should enable learners to take charge of their lives, make substantial changes and meaningful contributions to their communities, participate in creating cultures of peace and become knowledgeable citizens of the world (Pingel, 2010).³⁰ Textbooks, thus, through their complex content within concepts, factual information, value judgments and language as well as their design, visual elements and pedagogical approach amongst others (Georgescu et al, 2010),³¹ should strive to bring change and transformation to the way learners view and analyze themselves and society and bring forth possible changes that they want to see in the future of their society.

Building content and textbooks that lead to social change is a challenge. Authors who create new textbooks and the reviewers who scrutinize them, should take into account the importance of the perspectives offered and the values contained within a certain content. The center of their attention should be on what to avoid and what to reflect in order to align the content with democratic values that should be reflected in each textbook of each field of study. They should strike to incorporate human values and rights and provoke learners with progressive ideas within the curricula, textbooks’ content and teaching materials that transform the curricula into practice (Meyer-Bisch, 1995).³² Since social injustice has many different aspects, the review of textbooks requires proper knowledge, certain attitudes, and good-will, well developed skills and also practical tools in order to avoid all sorts of existing discriminatory and biased content and develop the needed cognitive skills and critical thinking of learners that they can put later on into their efforts for social change.

²⁷ Pingel, F., (2010) Guidebook on Textbook Research and Textbook Revision. 2nd and Revised Edition. UNESCO, Paris. Retrived from <https://unesdoc.unesco.org/ark:/48223/pf0000117188.pdf>

²⁸ Pingel, F., (2010) Guidebook on Textbook Research and Textbook Revision. 2nd and Revised Edition. UNESCO, Paris. Retrived from <https://unesdoc.unesco.org/ark:/48223/pf0000117188.pdf>

²⁹ Pingel, F., (2010) Guidebook on Textbook Research and Textbook Revision. 2nd and Revised Edition. UNESCO, Paris. Retrived from <https://unesdoc.unesco.org/ark:/48223/pf0000117188.pdf>

³⁰ Pingel, F., (2010) Guidebook on Textbook Research and Textbook Revision. 2nd and Revised Edition. UNESCO, Paris. Retrived from <https://unesdoc.unesco.org/ark:/48223/pf0000117188.pdf>

³¹ Georgescu, D. et al (2010) Guidelines for Textbook Reviews and Analysis from a Gender Perspective. UNESCO Hanoi, IBE dhe MOET, Geneva. Retrieved from <https://docs.iiep.unesco.org/peic/2748.pdf>

³² Meyer-Bisch, P. (1995) Culture of Democracy, A Challenge for Schools UNESCO, Paris. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000099812>

v. Education and Gender Equality

International context

For decades, multilateral agencies have approached the challenge of education and human rights through various conventions, international norms and implementation programs aiming at developing a human rights-based education. A particular emphasis within human rights is placed on gender rights in order to reach gender equality in education.

The education as a human right is guaranteed in the **1948 Universal Declaration of Human Rights** and is the cornerstone of human rights, as a common standard of achievement for all people and nations, every individual and every organ of society to promote respect for rights and freedoms through progressive measure. In article 26,³³ it states:

1. *Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.*
2. *Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.*
3. *Parents have a prior right to choose the kind of education that shall be given to their children.*

The **Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)** adopted in 1979 by the UN General Assembly, described often as an international bill of rights for women, in article 1³⁴ defines the discrimination against women as: përkufizon diskriminimin ndaj grave si:

"...any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field."

Article 10 of the CEDAW³⁵ calls for the equal rights of women and men in the field of education and in particular to ensure, on a basis of equality of men and women on all levels and forms of education, programs, curricula, textbooks, teaching methods and more.

In 1989, the **Convention on the Rights of the Child (CRC)**³⁶ recognizes the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity found in the article 28, nr.1, it states:

- (a) *Make primary education compulsory and available to all;*
- (b) *Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;*
- (c) *Make higher education accessible to all on the basis of capacity by every appropriate means;*
- (d) *Make educational and vocational information and guidance available and accessible to all children;*
- (e) *Take measures to encourage regular attendance at schools and the reduction of drop-out rates.*

Since then, the right to education has been widely recognized and further developed by a number of international normative instruments by the United Nations (UN). With the **Declaration and Platform for Action, Fourth World Conference on Women (Beijing)**, adopted at the Fourth

³³ Universal Declaration of Human Rights (1984) United Nations. Retrieved from <https://www.un.org/en/universal-declaration-human-rights>

³⁴ Convention on the Elimination of All Forms of Discrimination against Women (2003) UN WOMEN. Retrieved from <http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm#article1>

³⁵ Convention on the Elimination of All Forms of Discrimination against Women (2003) UN WOMEN. Retrieved from <http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm#article10>

³⁶ Convention on the Rights of the Child (1989). Retrieved from <https://www.ohchr.org/Documents/Professionalinterest/crc.pdf>

World Conference on Women in Beijing 1995³⁷, there was a commitment to human rights of women and girls to “ensure the full implementation of the human rights of women and of the girl child as an inalienable, integral and indivisible part of all human rights and fundamental freedoms”. Inherent in all these texts, is the right to education and more precisely, access to education as a prerequisite for achieving equality and other basic human rights.

Dakar Framework For Action 2000 adopted by World Education Forum was committed to achieving **Education for All (EFA)**. To achieve education as a fundamental human rights, the following goals were set: ³⁸

- (i) *expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;*
- (ii) *ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality;*
- (iii) *ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;*
- (iv) *achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;*
- (v) *eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality;*
- (vi) *improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.*

On 10 December 2004, the General Assembly of the United Nations proclaimed the **World Programme for Human Rights Education (2005-ongoing)** to advance the implementation of human rights education programmes in all sectors. It seeks to promote a common understanding of basic principles and methodologies of human rights education, to provide a concrete framework for action and to strengthen

partnerships and cooperation from the international level down to the grass ³⁹

Human rights education can be defined as education, training and information aiming at building a universal culture of human rights through the sharing of knowledge, imparting of skills and molding of attitudes directed to:

- *the strengthening of respect for human rights and fundamental freedoms*
- *the full development of the human personality and the sense of its dignity*
- *the promotion of understanding, tolerance, gender equality and friendship among all nations indigenous peoples and racial, national, ethnic, religious and linguistic groups*
- *the enabling of all persons to participate effectively in a free and democratic society governed by the rule of law*
- *the building and maintenance of peace*
- *the promotion of people-centred sustainable development and social justice*

The **United Nations Millennium Declaration** signed in September 2000 committed world leaders, among others, to combat poverty, hunger, disease, illiteracy, environmental degradation, and discrimination against women. The MDGs were an inter-dependent framework of goals and specific indicators, which were designed to influence and support one another like gender equality to influence universal primary education and health amongst other. There were eight Millennium Development Goals with specific targets and indicators as listed:⁴⁰

1. *to eradicate extreme poverty and hunger;*
2. *to achieve universal primary education;*
3. *to promote gender equality and empower women;*
4. *to reduce child mortality;*
5. *to improve maternal health;*
6. *to combat HIV/AIDS, malaria, and other diseases;*
7. *to ensure environmental sustainability; and*
8. *to develop a global partnership for development.*

Building on the achievements of MDGs, UN went further with the initiative of **The Sustainable Development Goals** that has set 17 goals based on global challenges to be

³⁷ Fourth World Conference on Women in Beijing (1995) Retrieved from <http://www.un.org/womenwatch/daw/daw/index.html>

³⁸ Dakar Framework for Action (2000) UNESDOC, UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>

³⁹ World Programme for Human Rights Education (2005) UNHCR. Retrieved from

<https://www.ohchr.org/en/issues/education/training/pages/programme.aspx>

⁴⁰ Millennium Development Goals (2000) WHO. Retrieved from http://www.who.int/topics/millennium_development_goals/about/en/

achieved by 2030 and among them, the goals 2, 3 and 6 that are specifically related to education and gender:⁴¹:

2. *Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to a complete free and compulsory primary education of good quality;*
3. *Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;*
6. *Improving all aspects of the quality of education, and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.*

To aim for gender equality as a goal, there was a need to develop a specific number of measures, programs, policies and implemented projects to make sure that women compared to men are not in a less favorable position. UNESCO plays a great role to promote the right to education and support the achievement of the Sustainable Development Goals (SDGs). Through the Education Framework for Action 2030, SDG 4 aims to ensure an inclusive and equitable quality education and promote lifelong learning opportunities for all and the SDG 5 to achieve gender equality and empower all women and girls. The Education 2030⁴² agenda recognizes that gender equality requires an approach that ensures that “girls and boys, women and men not only gain access to and complete education cycles, but are empowered equally in and through education.”

National context

While Kosovo is not yet a member of the international organizations and international requirements due to its recent status, the efforts to achieve gender equality are well established into its legislative and policy frameworks, civil society organizations’ activities, international community development aid agenda and media representation (See Annex 2 -Summary of Kosovo Laws and Policies on Gender). The Constitution of the Republic of Kosovo 2008, Article 7 [Values]⁴³ clearly states:

“The Republic of Kosovo ensures gender equality as a fundamental value for the democratic development of the society, providing equal opportunities for both female and male participation in the political, economic, social, cultural and other areas of societal life.”

Furthermore, the 2015 Law on Gender Equality in article 21⁴⁴ lists the role of education and gender equality as follows:

1. *In schools and other educational institutions the teaching aids used shall be based on gender equality and gender equality education should be included in school curricula at all levels.*
2. *Preparation, adoption and implementation of educational programs - education, drafting materials, textbooks and reviewing existing materials and textbooks should be done by including gender perspectives and eliminate negative stereotypes, prejudices, traditional practices and other practices that are contrary to the principle of gender equality.*
3. *Incorporation into school curricula education and training activities aimed at sensitizing young people about gender equality and preparing them for democratic citizenship.*
4. *There shall have equal inclusiveness of women and men in professional and non-professional education training and counselling for those professions which are traditionally considered only for women and only for men.*⁴⁵

Gender and equality has been part of the legal framework in the field of education in Kosovo as well. Kosovo Strategic Education Plan 2017-2012⁴⁶ has clear measures and indicators for educational implementers with regards to participation and inclusion. It clearly states:

“Education, among other factors, is a means for prevention of poverty, the protection of human rights, the empowerment of women and the integration of all people into the society. According to UNESCO, inclusive education is seen as a process that addresses and responds to the different student needs, through increased participation in learning and through the reduction of exclusion in education and from education.”

⁴¹ UNESCO Education and Gender Equality. Retrieved from <https://www.un.org/sustainabledevelopment/sustainable-development-goals>

⁴² UNESCO Education and Gender Equality. Retrieved from <https://en.unesco.org/themes/education-and-gender-equality>

⁴³ Constitution of the Republic of Kosovo (2008). Retrieved from <http://www.kryeministri-ks.net/repository/docs/Constitution1Kosovo.pdf>

⁴⁴ Law on Gender Equality (2015) Law. No 05/L-20 Retrieved from <http://www.assembly-kosova.org/common/docs/ligjet/05-L-020%20a.pdf>

⁴⁵ Law on Gender Equality (2015) Law. No 05/L-20 Retrieved from <http://www.assembly-kosova.org/common/docs/ligjet/05-L-020%20a.pdf>

⁴⁶ Kosovo Education Strategic Plan, MEST, (2017). Retrieved from <http://www.kuvendikosoves.org/common/docs/ligjet/Law%20on%20preuniversity%20education.pdf>

The Kosovo Law on Pre-University Education⁴⁷ places gender not only as purpose but also general principle that assists, as stated in article 4, in planning, managing and delivering the system of pre-university education, the Ministry, municipalities and educational and/or training institutions shall have regard to the internationally-accepted norms of Education for All, the rights of the child, the protection of vulnerable groups within society and the promotion of gender equality. Furthermore, the Law on Publishing of Textbooks, the Textbook Standards⁴⁸ puts an emphasis on the importance of gender review and avoidance of gender biases in school textbooks, which is expressed through Section 11:

"The textbook contributes to gender equality education and the avoidance of gender-related discrimination as well as gender-related roles. Directly, this assistance can be provided by textbooks of some subjects (reading books, textbooks of ethics, history, social sciences) through the appropriate choice of writing, questions and tasks. Indirectly, all textbooks can and must meet this standard by taking care of: a) linguistically respecting both sexes (use of feminine and masculine females, e.g. pupils) and b) in texts, illustrations, tasks etc. females and males have been equally represented and not stereotyped by traditional roles."

The Kosovo Curriculum Framework (KCF)⁴⁹ is one of the most important recent policy approved in 2011. It is the most comprehensive reform on content and structure of the pre-university education from grade 1 to grade 12. (see Annex 3, Changes in the Education System with the New Curriculum and Annex 4 Learning Outcomes). The main change in the present curriculum is changing from the knowledge-based curriculum to outcome oriented to build competences on students and develop critical thinking. The competence based curriculum goes beyond the traditional concept of knowledge into the capacity to learn and apply knowledge, skills, attitudes, routines, values and emotions in independent, practical and meaningful ways. From a student-centered and competency-based perspective, it aims to shift teaching and learning into a more critical and creative process as well as introduce the use of various materials and resources to motivate and stimulate student's progress in a meaningful

way. The key competencies envisaged as goals for the pre-university education system in all the levels, grades and subjects are (p.15):

- *Communication and expression competence*
- *Thinking competence*
- *Learning competence*
- *Life, work and environment-related competence*
- *Personal competence*
- *Civic competence*

One of the principle underpinning the development and implementation of the Curriculum Framework in Kosovo is inclusion as a principle that refers to the right of every child to have equal access to education (p.22).

- *Learning that is linked to the learner's background and to their prior experiences, interests, potentials and capacities;*
- *Learning that is meaningful (e.g. learning that is oriented towards solving practical problems of everyday life), and;*
- *Active involvement of learners in the selection and organization of learning experiences being aware of their importance and able to assess their own learning outcomes.*

The new curriculum has also set curriculum areas that constitute the basis for organizing the educational process across formal levels of education and curriculum key stages listed below (see Annex 3, Changes in the Education System with the New Curriculum).

- *Languages and Communication*
- *Arts*
- *Mathematics*
- *Natural sciences*
- *Society and environment*
- *Physical Education, Sports and Health*
- *Life and work*

Each curriculum area has its own well defined learning outcomes that serve as the basis for the change of the content and the process of teaching and learning as well as the achievement of the key competencies. It foresees that books are not the only source of knowledge, nonetheless in

⁴⁷ Law on Pre-University Education in the Republic of Kosovo (2011) Law no. 04/L-032 Retrieved from <http://www.kuvendikosoves.org/common/docs/ligjet/Law%20on%20preuniversity%20education.pdf>

⁴⁸ Ministry of Education, Science and Technology AI (2011) The Standards for Textbooks. Retrieved from <http://masht.rks-gov.net/uploads/201>

⁴⁹ Curriculum Framework of the Pre-University Education of the Republic of Kosovo (2011) Retrieved from <https://masht.rks-gov.net/korniza-e-kurrikules-e-arsimit-parauniversitar>

Kosovo, educational facilities provide little or no other additional sources of knowledge formation. At the moment, they remain the main and most important source for teaching and learning. While the preparations for the new textbooks are ongoing, and further developments will constantly emerge in this field, it is the right momentum to follow closely and avoid gender bias and discrimination as well as integrate gender equality in the textbooks' content, therefore to achieve a direct impact in the new teaching and learning in line with the new curriculum requirements⁵⁰. (see Annex 4, Learning Outcomes)

During the past few years, other initiatives have been undertaken to address gender equality in the education setting. Manuals and guidelines have been drafted and published by GIZ and Care International in Balkans that aim at assisting educational community to improve their understanding and the application of gender equality

concepts. The Care International in Balkans "Program Y – Youth" manual is a guide for high school educators and youth workers. It is a tool focused on addressing gender inequalities, harmful health practices and daily life violence with boys and girls aged 14-19 in schools and communities. The "Y – Youth" manual is a training manual aimed at promoting ealthy lifestyles in young men and women by addressing some of the social constructs of masculinity – masculinity and femininity – feminine as a stratefy for building vital skills in young men and young women as they pass into early maturity. The manual serves for training of young men and young women of 14 to 19 years. It is useful for high school educators, youth workers, and other professionals working with men and women aiming to give a great contribution to those who work to support the healthy development of young people.

⁵⁰ Curriculum Framework of the Pre-University Education of the Republic of Kosova (2011) Retrieved from <https://masht.rks-gov.net/korniza-e-kurrikules-e-arsimit-parauniversitar>

CHAPTER II

GENDER REPRESENTATION IN TEXTBOOKS

i. Gender and Sex Concepts

To have a well-planned and careful process of textbook analysis from a gender perspective, it is crucial to start with a comprehensive understanding of the conceptual aspects related to gender in education (Georgescu et al, 2010).⁵¹ In the vast majority of societies, gender is, without a doubt, a differentiation and categorization that happens since birth. The differentiations and categorizations, however, are built

both upon the anatomical/ biological differences and the social ones. For a better understanding of the basic categorization of women and men in all societies, one should understand the first two main concepts; sex and (Brugeilles dhe Cromer, 2009, p.27)⁵² that show the main differences that the gender categorizations are built upon. (see Annex 1 Glossary on Gender Concepts)

“Sex” refers to the biological differences between males and females. It describes the observable difference between their genitals and to their physiological functions in procreation.

“Gender” is related to culture and the social division into “masculine” and “feminine”. Gender therefore pertains to the qualities, tastes, aptitudes, roles and responsibilities associated with men and women in a society. Definitions of masculine and feminine vary enormously, demonstrating their social origin, since every society develops its classification on the basis of its own criteria and principles. The concept of masculinity and femininity are not developed independently of each other but are mutually dependent.

UNESCO Promoting Gender Equality Through Textbooks, A Methodological Guide (p.27)

While the concept of sex relates particularly to biological and anatomical differences, gender is more complex. Gender refers to social ascriptions related to being a female or a male, of relations between men and women, boys and girls, as well as relations between women themselves and men themselves that are built by the society and are learnt through socialization. Gender does not describe biological and sexual characteristics that identify men and women, but it rather serves to define men and women’s social roles, attitudes and values that the society ascribes and/or imposes on its representatives based on their gender.

Due to gender categorization, the women and men and/or girls and boys are expected to do certain things, have certain attitudes and behaviors that follow them throughout their lives. Their rights and their social, economic and political positions become different and often exclusive from their childhood to adulthood. Based on gender patterns, their

duties and roles are clear-cut, their skills are labelled as feminine or masculine, they are not placed fairly in private and public sphere and they belong to superior or inferior position in a society.

Gender differences relate to culture and therefore to a specific language, religion and tradition but also specific ethnicity, race, age, social and geographical background and, last but not least, the individual upbringing. Gender differences are often based on the perception we have about the other that are more often than not, prejudices, judgments and perception.

Due to this, gender differences enforce discrimination, marginalization and violence grounded in the belief that the ‘other’ is inferior or threatening or even both. Biases is regarded often as flaws in judgment that may be caused by the tendencies to draw premature conclusions based on insufficient or irrelevant information, fast unquestioned

⁵¹ Georgescu, D. et al (2010) Guidelines for Textbook Reviews and Analysis from a Gender Perspective. UNESCO Hanoi, IBE dhe MOET, Geneva. Retrieved from <https://docs.iiep.unesco.org/peic/2748.pdf>

⁵² Brugeilles, C., & Cromer, S. (2009) Promoting Gender Equality Through Textbooks, A Methodological Guide, UNESCO, Paris. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000158897_eng

opinions (Georgescu et al, 2011)⁵³ and deeply held unquestioned beliefs.

Gender inequality has a negative impact on individuals. The inequality on individuals may bring low self-esteem, frustration and resentment and hinder the efforts of individuals in achieving their full potential and playing their role in the family and society due to the biased expectations that are set upon them. It hinders individuals' freedom to be true to themselves and to make choices towards their personal development and wellbeing. Gender inequality, more so, has a negative impact on the relationships among individuals and so it influences greatly the family function and growth, community and or society progress. In a family, it may provide negative models and legitimize unfair treatment or exploitation of family members from one another. At the society level, inequality may hinder economic growth, social cohesion and social justice (Georgescu et al, 2010).⁵⁴

Gender roles and identities express beliefs and convictions that are certainly culturally driven because they reflect the various interpretations of different societies. As gender studies have noted, "...being a social construct, gender is not something fixed, but something that varies according to time, place and culture. What it means to be a woman and a man is not the same now as it was in Ancient Egypt or in medieval Europe; nor are the relations between the sexes the same in Britain, in Saudi Arabia, or in India (Bradley 2013)."⁵⁵ Further, social, anthropological, and gender studies reveal among other disciplines, communities around the world hold their own convictions on men and women, "femininity" and "masculinity". In studying traditional societies for example, M. Mead noted that "...a Philippine tribe believes that no man can keep a secret, or the Manus assumption that only men enjoy playing with babies, the Toda prescriptions that all domestic work are too sacred for women or the Arapesh insistence that women's heads are stronger than men's (Mead, 1977)."⁵⁶ Meantime, the opposite can be told in the case of the Western societies and contemporary societies that believe that women talk more than men, they are

maternal and best at domestic work, etc. (Brugeilles dhe Cromer 2009).⁵⁷ That being so, gender convictions and gender roles and identities are influenced by multiple factors such as the change of conditions in the environment, historical developments, political regimes, socio-economic development, cultural processes, religious norms and technology development that societies experience.

The roles and relationships of the individuals within societies dictate who is included and who is excluded and how the activities the individuals perform are valued by the societies. This determines the degree and types of exclusion of men and women in the society and the degrees of their capabilities to enjoy their citizenship rights and fulfil their obligations. It should be noted that gender roles and relations define power relations and balances among society's members. These relations change and are constantly shifting. However, women are globally in a disadvantage position of power and access to resources when compared to men. Also, those who belong to different groups such as minorities, race, religion, disability and class suffer of double or multiple exclusion and discrimination. Since gender concepts are culturally driven, they are also subject to change and transformation. The change to bring gender equality is best measured by the equality of opportunities for both women and men, girls and boys and the equality of results. Gender equality overall aims to ensure the discriminated ones, be it women or men, to be equal. In particular, its focus is on women for the mere reason that in majority of societies, women play a subsidiary role and are heavily excluded. It aims at bringing equality by placing women in position to have an equal share in benefits and social responsibilities, equal treatment under the law, equal access to social services, education, work and every aspect of life that is still a challenge. Nonetheless, the equality does not leave men aside when there is a case of discrimination against men. More so, even speaking of men and women as one single category is over simplistic. Therefore, national policies and local initiatives are often the most effective arena and

⁵³ Georgescu, D. et al (2010) Guidelines for Textbook Reviews and Analysis from a Gender Perspective. UNESCO Hanoi, IBE dhe MOET, Geneva. Retrieved from <https://docs.iiep.unesco.org/peic/2748.pdf>

⁵⁴ Georgescu, D. et al (2010) Guidelines for Textbook Reviews and Analysis from a Gender Perspective. UNESCO Hanoi, IBE dhe MOET, Geneva. Retrieved from <https://docs.iiep.unesco.org/peic/2748.pdf>

⁵⁵ Bradley, H. (2013) *Gender. Key Concepts*.

⁵⁶ Mead, M. (1977). *Sex and Temperament in Three Primitive Societies*, London and Henley, Routledge & Kegan Paul, p. xix, as quoted in Brugeilles, C., & Cromer, S. (2009) Promoting Gender Equality Through Textbooks, A Methodological Guide, UNESCO, Paris. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000158897_eng.

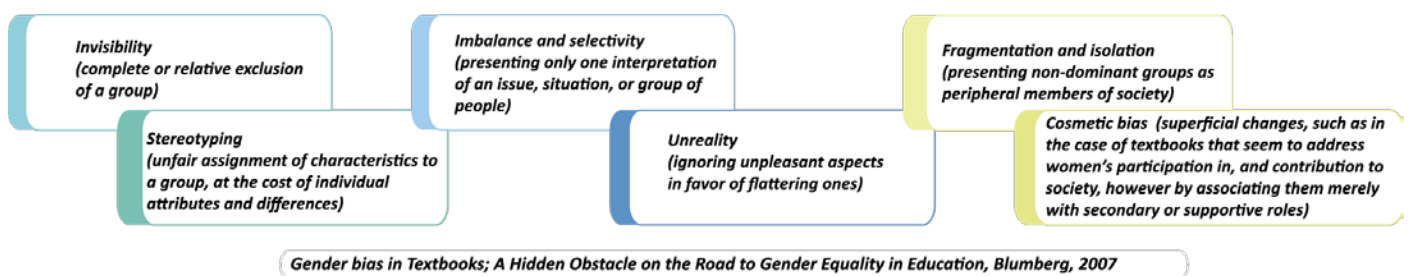
⁵⁷ Brugeilles, C., & Cromer, S. (2009) Promoting Gender Equality Through Textbooks, A Methodological Guide, UNESCO, Paris. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000158897_eng

instruments for promoting and achieving gender equality and women's citizenship rights.

Education policies and their related policy instruments, in particular schools and textbooks are the most conspicuous venues and means where transformation of gender roles, identities, and power relationship can be adequately addressed. Teachers and learners could use the space and the content for demonstrating their beliefs and norms, acquire information and debate concepts and facts and challenge their convictions on gender roles and identities. They have the ample opportunity to both shape their knowledge and practice it. Teaching and learning processes are fundamental in enforcing questioning, learning and/or relearning in relation to equality of men and women and fair representation of gendered categories. In the understanding of people and their categorization by gender, they should avoid prejudices (false and unfair characterization based on gender), stereotypes, rigid and unquestioned beliefs in order to reach equality. Textbooks thus should avoid 'oversimplified views of characteristics attributed to persons,

groups, objects and situations, based on false generalizations' and should promote instead a nuanced, 'multi-layered' concept of identity/identities that are led by multiple factors individual and collective such as genes, environment, historical developments and socio-economic and cultural processes (Georgescu et al, 2010).⁵⁸

More often than not, textbooks accommodate gender bias, prejudices and believes in the content but they reproduce and represent society norms and rules with no equal based knowledge and equal opportunities among learners. Further, they impact and restrict the vision of learners, both boys and girls, for who they are and what they can and want become in the future. However, to detect, change and insist on having human rights and gender equality in textbooks is not always an easy task. The bias and discrimination does not come across in a straightforward and explicit way in the content. More often than mnot, the elements of inequality are hidden throughout the textbooks content and appear in different forms as listed in the table below (Blumberg, 2007, p. 11):⁵⁹



Textbooks should not give the idea that education of one groups is more important than that of the other, putting greater preferences on boys. This could have an impact on their academic achievements, choices and educational experience as whole (Brugeilles dhe Cromer 2009).⁶⁰ Textbooks should provide to each learner, the opportunity to understand the gender concepts and their exhibiting modalities in all taught subjects and respective textbooks. Further, the learners should have the opportunity to learn, to be open and tolerant to other identities that are different

from their owns. Therefore, developing gender mainstreamed textbooks that foster gender equality can be one of the principle ways to build a more humane, tolerant and egalitarian education system. Gender mainstreamed textbook ensure that gender equality becomes "a reality in every learning environment, including class discussions, teacher-learner relationships, activities, assignments and evaluation. The teacher should also become a role model in promoting gender equality, and reducing gender-based stereotypes."⁶¹

⁵⁸ Georgescu, D. et al (2010) Guidelines for Textbook Reviews and Analysis from a Gender Perspective. UNESCO Hanoi, IBE dhe MOET, Geneva. Retrieved from <https://docs.iiep.unesco.org/peic/2748.pdf>

⁵⁹ Blumberg, R. L. (2007). "Gender Bias in Textbooks: A hidden obstacle on the road to gender equality in education". UNESCO, Geneva EFA-GMR. Cituar në Georgescu, D. et al (2010) Guidelines for Textbook Reviews and Analysis from a Gender Perspective. UNESCO Hanoi, IBE dhe MOET, Geneva. Retrieved from <https://docs.iiep.unesco.org/peic/2748.pdf>

⁶⁰ Brugeilles, C., & Cromer, S. (2009) Promoting Gender Equality Through Textbooks, A Methodological Guide, UNESCO, Paris. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000158897_eng

⁶¹ UNESCO (2015) . A Guide for Gender Equality in Teacher Education Policy and Practice. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000231646>

ii. Methodological Approaches in Analyzing Gender System in Textbooks

Analyzing school textbooks from the gender perspective and exposing sexism, gender stereotypes and the existence of bias against women, is a complex task. The most used methodological approach until early 90s focused mainly on exposing gender stereotypes, gender bias and gender discriminatory elements. Textbook analysis was achieved through use of context analysis, quantitative and qualitative research instruments chiefly focusing on the “obvious” such as explicit characteristics and traits of individuals based on gender, counting the number of male and female characters and the analyzed their roles in which they were depicted (Hartman and Judd, 1978)⁶². In a similar way, Porreca (1984) conducted a qualitative and quantitative content analysis focusing on the male-female ratio in texts and images, order of mention of men and women, occupations, and the frequency of male and female nouns and adjectives.⁶³

However, as the literature reveal, by the 1990s there was a shift from content analysis to linguistic analysis. Linguistic analyses, as used by Hussain and Afsar (2010)⁶⁴, Gharbavi (2012)⁶⁵ and Hameed (2014) focus on the vocabulary and grammar, i.e. the language itself - ‘how’ something is expressed - to expose gender-biasness.⁶⁶ This method enables analysts to determine which nouns and pronouns, adjectives, and verbs are used to describe males and females and in what position they appear in the sentences in order to find out the relationships between characters. Other analyses regarding gender bias include, among others, critical discourse analysis like the analysis of dialogues (e.g. Mustedanagic, 2010)⁶⁷ and visual analysis focusing on the gender representation in images (e.g. Giaschi, 2000).⁶⁸

It is worth noting that local NGOs in Kosovo have also been involved in textbook and gender representation analysis using the methods above. In 2007, the Kosovo Education Center (KEC) conducted the study “Gender Equality in the Reading Textbooks during the nine years of compulsory education in Kosovo”. It was a review of Albanian Language Reading Book of 1-9 years of compulsory education. The 323 analyzed textbooks show that only 23 or 7.12% of them were written by female authors while 233 or 72.14% were written by male authors; 67 of the textbooks had no author or the authors were anonymous (p.10). Furthermore, the analysis of the portraits, auto-portraits and individuals show the supremacy of men over women with 97.6% men and only 2.4% women presented in textbooks (p.14). The professional roles of men in the reading textbooks had a higher scale of representation, reflected in 187 cases or 57.89% of the total of analyzed textbooks. After analysis of the statistical data, we have concluded that from 323 analyzed textbooks, 278 or 86.1% of them do not contain any figurative appearance of professional roles of women characters (p.15).⁶⁹

In 2007, a study conducted by Kosovo Center for Gender Studies (KCGS)⁷⁰ was another attempt to tackle gender stereotypes in textbooks and to identify the extent to which gender inequality is present in text and illustration mainly through qualitative methods (focus groups, interviews and observations) and quantitative (questionnaires). They strive to understand gender representation in various subjects: Civic Education, Man and Nature, Life Skills, Albanian Language and Literature, History, Physical Education, Mathematics, Biology, Life and Work, ABC-book of grade 1, 3,

⁶² Hartman, P., & Judd, E. (1978, December). Sexism and TESOL Materials. *TESOL Quarterly*, 12(4), 383-393. Retrieved from http://203.72.145.166/tesol/TQD_2008/VOL_12_4.PDF#page=17

⁶³ Porreca, K.L., (1984). Sexism in current ESL textbooks. *TESOL Quarterly*, 18(4), 705-724.

⁶⁴ Hussain, M. N., & Afsar, A. (2010). Language and Gender: Linguistic Analysis of Intermediate English Textbooks in Pakistan. *Language in India*, 10, 26-36. Retrieved from <http://www.languageinindia.com/nov2010/gendertextbookpakistan.pdf>

⁶⁵ Gharbavi, A. (2012, March). The Application of Functional Linguistics in Exposing Gender Bias in Iranian High School English Textbooks. *English Language and Literature Studies*, 2(9), 85-93.

⁶⁶ Hameed, A. (2014). Language and Gender: An Analysis of English Textbooks Produced by Punjab Textbook Board for Elementary Level in Pakistan. *Journal of Education and Practice*, 5(11). Retrieved from <https://www.iiste.org/Journals/index.php/JEP/article/view/12380>

⁶⁷ Mustedanagic, A. (2010). *Gender in English Language and EFL Textbooks*. (Bachelor dissertation). Retrieved from <http://www.diva-portal.org>

⁶⁸ Giaschi, P. (2000). *Gender Positioning in Education: A Critical Image Analysis of ESL Texts*. Retrieved from ERIC database (EJ616535)

⁶⁹ Hyseni, H. et al (2007). Gender equality in the reading textbooks during the nine years of compulsory education in Kosovo. Kosovo Education Center. Retrieved from <http://kec-ks.org/wp-content/uploads/2016/03/Gender-equality-in-the-reading-textbooks-during-the-nine-years-of-compulsory-education-in-Kosovo-1.pdf>

⁷⁰ Halimi, S. et al (2007). Gender Audit of the Education System, Kosovo Center for Gender Studies. Retrieved from <http://www.kgscenter.net/site/assets/files/1466/auditimiiceshtjevegjinorenesisteminarsimor.pdf>

6, 9, 10, 12 through the review of textbooks content. The general findings show that:

- *in all the textbooks analyzed show that the most recognized professions and positions for men and boys are: doctors, historians, philosophers, mathematicians, writers, wing workers, traffic police, drivers, firefighters, soldiers, while the professions in which women and girls appear are teachers, dancers, labors, cleaners, singers etc.*
- *the activities of children presented in textbooks reflect favorable and disadvantaged positions depending on gender for example the little girl in most cases in the textbooks is presented close to her mother, while her home-related obligations are much greater compared to her brother.*
- *in textbook illustrations more space is given to male figures than women. In "Civic Education III" of 151 general gender figures, 100 are male, 51 feminine. "Civic Education V", out of a total of 137, of which 89 are male, 48 are females. "Civic Education VII", 78 male figures, 32 females. "History VI", 47 men, 4 females. "Reading VIII", 24 male figures, 13 females. "History VIII", 137 male figures, 15 females etc.*
- *in those textbooks where women dominate in the presentation of illustrations, the figure is mainly in the role of teacher and child care as in the case of "ABC-book". Of the 215 figures, 106 figures are men versus 109 of women. In the first pages of this textbook, the parent-male figure is completely missing. Therefore, the mother is the subject most mentioned in these illustrations, which reflect the figure of the mother determined by patriarchal social conditions (p.7).⁷¹*

The two studies have contributed in initiating national research on gender equality and representation in Kosovo textbooks content and built awareness on the gender biases and representation inequalities contained in the school textbooks. They do provide a ground for understanding to what extend are biases and discrimination present in the actual textbooks of the time of research. The first study's focus in more on qualitative method and exploring gender inequality elements as well as providing specific examples

and elements of inequality in a larger scale of textbooks. The second one provides also statistics and more in-depth focus on the gender characteristics in a smaller and more concise sample. Both, however, are limited to traditional methodologies that intend to expose gender stereotyping, certain characteristics ascribed to an individual or a group as well as decode the information based on pre-established categories such as "traditional/non-traditional role" or "high-status/low-status role". Moreover, only stereotypes and obviously discriminatory situations are likely to be noted and exposed. This introduces a methodological bias, which raises the question of whether it is possible to register the omissions which lead to sexism or discrimination on account of missing information (p.28).⁷²

It should be noted that previous methodological approaches used in reviewing gender equality and representation in school textbooks posed a series of problems. To name a few, they regarded the implicit, hidden or by omission gender discrimination and sexism presentation of limited characteristics, the simplistic view and categorization of roles and traits that were not grounded or drew no relevance of the cultural context where the textbooks characters were operating, the categorization and roles of women and men were limited to a few ones by failing to take into consideration the multiplicity of roles, characteristics and traits of gender representation of men and women. Also, quantitative and qualitative analysis rarely went hand on hand together or quantitative analysis were limited to simple head counting of men and women being represented in the textbook content.

A new approach proposed by UNESCO concerns the use of both quantitative and qualitative analysis methodologies that facilitate the review, study and comparison of large content material of gender identities and gender roles as a whole versus simply identifying sexism or discrimination against one sex (p.29),⁷³ that in turn ensures better identification of gender equality or inequality in the content. This method is based on an understanding of *how representations of male*

⁷¹ Halimi, S. et al (2007) Gender Audit of the Education System, Kosovo Center for Gender Studies. Retrieved from <http://www.kgscenter.net/site/assets/files/1466/auditimiiceshtjevegjinorenesisteminarsimor.pdf>

⁷² Brugeilles, C., & Cromer, S. (2009) Promoting Gender Equality Through Textbooks, A Methodological, UNESCO, Paris. Retrived from https://unesdoc.unesco.org/ark:/48223/pf0000158897_eng

⁷³ Brugeilles, C., & Cromer, S. (2009) Promoting Gender Equality Through Textbooks, A Methodological Guide, UNESCO, Paris. Retrived from https://unesdoc.unesco.org/ark:/48223/pf0000158897_eng

and female are developed in a textbook and rests on two basic principles:

- *Gendered representations are embodied in characters, and it is therefore through these that gender equality must be promoted. Characters are used even in short texts such as textbook exercises, which constitute miniature stories. They have skills, roles, statuses, ways of acting and attributes; they move in certain settings or territories and are caught in a network of interactions with other characters. It is through all of these characteristics taken together that one discovers what it means to be a man, woman, girl or boy in a given society.*
- *Inclusion of a character in a textbook contributes to the development of gendered representations. The internal structure and purpose of the aid should therefore be considered. A character may appear in texts or illustrations and the characteristics will be expressed differently in words than in images. Illustrations may have a higher profile, take more space and are easier to monitor. The idea is to pay attention to both texts and illustrations and make connections between them e.g. in a lesson content a character may have more attention than the one appearing in illustration.*

Counting of the characters should take into account the sex and age (e.g. men, women, boys, girls, ungendered pupil/child, unspecified by age and sex. They should moreover, have all the features of gender descriptions.⁷⁴

iii. Developing an Egalitarian Gender System in Textbooks

Textbooks should standardize, reinforce and legitimize egalitarianism. Egalitarianism prioritizes equality for all people. Promoting egalitarian gender relations means that all people are equal and deserve equal rights and opportunities. To make this visible in the educational content and reflected in the classroom practices of teaching and learning, it is important to understand how egalitarianism is achieved. On the basis of existing work and research on development of textbooks, there are some suggestions/criteria to promote gender relations (Brugeilles and Cromer, 2009, p. 4).⁷⁵

- *character type: individual or group (“children”, for example);*
- *educational function: “companion figure” supporting the pupils through the textbook, “pictogram” helping pupils to find their way around the textbook, or “substitute” representing teacher or pupil in the illustrations;*
- *role: “hero” or minor figure;*
- *social, occupational and/or family functions, shown by the way in which a person is designated (first name, surname, family relationship, status, occupation, and so on);*
- *gendered attributes in terms of hairstyle, adornments such as jewelry and make-up, clothes and so on;*
- *attributes in terms of physical characteristics or items;*
- *character and personality traits; activities and actions;*
- *interaction with other characters;*
- *geographical and cultural areas and places in which character is set.*

This guideline follows the UNESCO approach and offer the specific tools to identify, expose and analyze the characters based on the categories above. It focuses on the content, illustration and pays a special attention to the language as a form through which characters traits and attributes are further explored and understood alone and in interaction with others through dialogues and use of specific forms of speech.

- a) *The elimination of stereotypes and sexism is needed but not sufficient. There should be a monitoring of representation of men, women, boys and girls.*
- b) *Characters embody representations and there should be an action taken on characters throughout the textbook.*
- c) *All gendered representations of males and females must be monitored accordingly, going through every part of the textbook such as passages of text, lessons, exercises and appendices as well as illustrations to*

⁷⁴Brugeilles, C., & Cromer, S. (2009) Promoting Gender Equality Through Textbooks, A Methodological Guide, UNESCO, Paris. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000158897_eng

⁷⁵Brugeilles, C., & Cromer, S. (2009) Promoting Gender Equality Through Textbooks, A Methodological Guide, UNESCO, Paris. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000158897_eng

make sure that text and illustrations are not conflicting but are consistent.

It is important to note that the choice of characters presented in the textbook conveys gender messages. The use of both, gendered or un-gendered characters is closely related to gender inequality e.g. the gendered characters can refer to generalizations of characteristics and raise the question of equality. Depending on the content, when we talk of individuals (e.g. pupil, child, and person), we may be gender blind, thus, a first name could be used to give them a gender identity. Similarly, when presenting a group, the attention should be paid to the gendered group or party of individuals (e.g. the girls) or un-gendered (e.g. the class, the family). To avoid generalization and universality of characteristics, attention should be on the detailed identification of the group e.g. what does the group represents, is it mixed or not or does it just have a collective identity. The gender of characters, after all, is a representation of the society, therefore characters should be gendered in the text and illustration by giving them an element of designation such as (a pronoun he or she), first name, family relationship, another relationship (friend, neighbor, colleague), a profession, political or religious office or any other status (Brugeilles and Cromer, 2009, pg.43-44).⁷⁶

Where to look in order to bring egalitarianism? To bring forth egalitarianism, the textbooks reviews should ensure that parity should be reached between men, women, girls and boys by paying attention on all of the following parts:

- *both text and illustrations*
- *in all the different parts of the textbook (e.g. lessons, passages of text and exercises)*
- *in the casting of “hero” characters and minor figures*
- *in the position and size of characters in illustrations*

To have egalitarian descriptions promoted in the textbook, the reviewers should make sure that in the textbook description there is (pg. 44 - 45):

Equality all along presentation of characters as follows:

- equal presentation in occupational, family, social and political status, descriptions defined by actions, attributes (characteristics, items, etc.) and settings (public or private)
- equal representation of both characters (women and men) on their own

- equal relationship and interaction among both characters (women and men)
- commonalities rather differences of characters with no exclusions or preferences
- interchangeability of the roles of characters rather than the complementarity
- multiple identities of characters e.g. (a number of characteristics such as a mother who is a doctor, a father who is a builder)

Characters’ physical and psychological characteristics as follows:

- no ascription of gender-specific psychological features, defects or moral qualities (e.g. boys who are afraid or who cry, girls who are brave)
- no link of certain intellectual abilities to one sex (e.g. female characters who mastered not only traditional but also the most up-to-date techniques and technology)

Equal rights description in all character as follows:

- the same rights in every area of their lives, above all, the same political rights (to participate in politics, exercise power, and so on)
- the same autonomy to make decisions for themselves and their immediate circles

Employment area based on equality as follows:

- have men and women in a variety of similar occupations
- avoid confinement of women employment as an extension of their domestic and maternal activities
- avoid female occupations as the lowest-status and poorest-paid traditional ones with qualities/skills related closely to the domestic sphere
- have emphasis on the equal occupational status of women and men at work and payment
- avoid women’s lack of occupational status and their unpaid or underpaid work is a factor of their lower status

Interaction of characters in both text and illustration as follows:

- show characters’ his or her own strength and independence

⁷⁶Brugeilles, C., & Cromer, S. (2009) Promoting Gender Equality Through Textbooks, A Methodological Guide, UNESCO, Paris. Retrived from https://unesdoc.unesco.org/ark:/48223/pf0000158897_eng

- interaction of characters of various age and sex (e.g. not only female characters with male characters, not women in relation to children)
- relationships between characters of both sexes as complementary and not rivalry or in comparison
- no traditional skills ascribed to a particular sex (e.g. show female characters advising male characters on scientific matters)
- in school and family presented in caution in line with parents' professions
- duties and rights interchangeable (e.g. teacher student interaction equal, interest in all subject despite being a boy or girl etc.)

Elimination of discriminatory gender presentation and portraying as follows:

- equal distribution of speaking and listening roles
- promotion of a positive image of women for their contribution to a country's development (history, economic, social, scientific, cultural and artistic wealth: women politicians, symbolic figures of history)

- avoidance of sexist stereotypes (women gentler, more sensitive and better than men at taking care of children and the home; weaker than men; not clever; no authority) by portraying positive female role models and men in non-traditional situations to contradict such assertions
- Present situations that upset learned ideas are at variance with social norms (childless women, for example) and run counter to certain proverbs and popular songs that discriminate against girls and women.⁷⁷

All of the above, however, are reached through specific tools and means that help detect and measure the level of bias and discrimination present in a textbook in order for equality and parity to be integrated and rooted in textbooks as presented in the section below..

⁷⁷Brugeilles, C., & Cromer, S. (2009) Promoting Gender Equality Through Textbooks, A Methodological Guide, UNESCO, Paris. Retrived from https://unesdoc.unesco.org/ark:/48223/pf0000158897_eng

CHAPTER III.

TOOLS FOR TEXTBOOKS GENDER REVIEW

I. CONTENT REVIEW

i. Gender Representation – Individual Distribution

The above descriptions are laid out to provide an understanding on gender concepts in textbooks and detect the degree to which gender inequality is present in a specific textbook. More specifically, the review of a textbook from gender perspective should uncover *the gender system* within a specific content. The role of the reviewer is to have a clear picture of gender representation and/or underrepresentation, bias and discrimination, stereotypes and prejudices, within the textbook content and illustration. With this in mind, the reviewer should strive to identify *which elements in textbooks hinder gender equality* and suggest *how they should be changed* in order to develop gender sensitive attitudes and approaches and build practices and beliefs of gender equality and rights in learners.

The identification of gender system in the textbook requires from the reviewer to undergo a detailed scrutiny of all parts of the text and illustrations where gender inequality is presented through forms of words and images. The experience demonstrates that gender inequality is not easily detected and requires a detailed scrutiny of all parts of the textbooks with special attention to *the identification of stereotypes* that may be present and visible but also hidden in the content, language and illustrations; *the identification of an imbalanced and selective presentations* based on gender; *the superficial bias* as well as *the fragmentation and isolation of one gender* compared to the other. Therefore, there are numerous tools and tables to assist the identification of inequality and contribute to the development of quality textbook that prepares learners to think and act in a critical, analytical and constructive way.

To identify gender representation and/or underrepresentation, the reviewer should take into account main gender categories; *men, women, boys and girls*. Nonetheless, due to the complexity of gender identity as elaborated above, the presentation and/or underrepresentation should focus also on *age, race, sexual*

orientation, religion, ethnicity and place, listed as sub-categories in the tools. The identification of un-gendered categories of both individuals and groups should be part of analysis of gender representation. In the total category, the reviewer can note the overall findings based on the numbering above.

The identification of gender presentation is based on mere counting of the categories and subcategories above. Nonetheless, not only by the counting of gender wording but also counting the elements that put character to the gender (*e.g. personal names, pronouns, images and other descriptions family relationship mother, brother and also other relationship*). Within the text, the reviewers should undergo the scrutiny of all of parts of a textbook content starting from *the cover page to title, body of the text, exercises, examples, cited sources and illustrations* in each chapter and each lesson. The categories listed here are all part of the tables below that follow the same patterns. As data collection tools, they assist to take record of the numbers based on the categories and subcategories mentioned above to answer the questions:

- *How many times women and men, boys and girls are mentioned/represented in the textbooks content (text, exercises, body of the text, illustrations, and citations)?*
- *How many times women and men, boys and girls are mentioned/presented as individuals and groups?*
- *How many times un-gendered groups are mentioned in the textbooks?*
- *How many times are male and female authors presented in the textbooks citation/reference list?*

Table 1. Gender Presentation of Individuals in Text

INDIVIDUAL REPRESENTATION IN TEXT											
Total number of individuals	Main Categories	Number of sub-categories									
		Age		Ethnicity		Race		Setting		Religion	
		Young	Old	Majority	Minority	White	Non-White	Urban	Rural	Religious	Non-Religious
	Women										
	Men										
	Girls										
	Boys										
	Ungendered Sex Unspecified										
TOTAL											
Subcategories notes (e.g. older women dominant group)											
e.g. Note on sexual orientation presentation (LGBT groups)											

ii. Gender Representation – Individual Distribution

While the above assists in the counting of the individuals, for the purpose of the review, it is important to understand the number of groups and whether they are gendered or un-gendered. The use of characters conveys gender messages and helps understand if the naming of the group (often neutral/un-gendered e.g. the class, the family) and the party of individuals (e.g. the girls) show equality or inequality. It is best to attempt and *align the*

consistence of the members and the group name (e.g. an un-gendered group of pupils but they can be all boys, a group of politicians but all men, etc.). The identification of sub-categories should be reviewed and noted also based on the dominant groups and sub-categories groups too through a review of each all textbook (title, body of the text, exercises, and examples) and illustrations in each chapter and lesson, using the table below.

Table 2. Gender Presentation of Groups in Text

GROUP REPRESENTATION IN TEXT						
Main Categories						
	WOMEN	MEN	BOYS	GIRLS	MIXED	UNGENDERED/SEX UNSPECIFIED (Please, specify e.g. pupils, class, family)
Total number in text						
SUB-CATEGORIES						
Old/Young						
Majority/Minority						
White/Non-white						
Urban/Rural						
Religious/Non-religious						
Sub-categories comments e.g. group of men engineers, LGBT groups, women nurses, white children playing, girls playing with dolls, etc.						

iii. Gender Presentation - Citation

It is important for any textbook review to check on the citations.⁷⁸ There are two reasons: one textbook content may provide facts and evidence without any reference or citation of women and men authors and the second, to understand who is cited (from men or women authors) in reference to the evidence presented in the content and the names listed in the footnote and reference list. The reviewer has to make sure that the references do not reflect predominance of one gender and the absence of the other. If there are only men authors

cited, the women's voice, experiences and findings are excluded and this hinders equality in content. Depending on the subject, however, review of cited authors does not necessarily require an equality of 50-50% reflected in the reference but rather avoidance of dominance of one group of authors in expense of the other. The reviewer should scrutinize each reference in the textbook (text, exercises, and examples) and illustrations in each chapter and lesson using the table below.

Table 3. Gender Presentation of Citation/Sources

CITATION	
Overall Number of Citation Sources	
WOMEN	MEN
No.	No.
%	%
Absence of citation (when needed)	Comment / Number / %

The numbers collected in the tables above will give a clear picture of how many times boys and girls and women and men are present throughout the textbook as individuals and groups. The table provides a mapping of numbers and a clear picture of the presence of gender and ungendered categories in numbers or percentages for a mere understanding of their presence in the textbook. Numbers will show whether there is a dominance or underrepresentation of one group in favor of the other. With the numbers and comments

on the sub-categories, there will be information on the representation tendencies of who is given superiority to certain gender subcategories e.g. the majority of women represented are urban or women from majority, no boys of minorities and other race are presented in school settings illustration, a complete lack of Roma, Ashkali and Egyptian representatives and more. These should be added as additional notes/remarks and placed in the table below in the qualitative notes.

⁷⁸ Please note that citation in textbooks in Kosovo, according to MEST officials, have not been a practice so far and are not listed within the requirements for textbooks' authors. It is highly recommended to include this criterion so that it would be required from authors and reviewers.

Table 4. Summary of Individuals and Groups in Textbooks

SUMMARY OF GENDER PRESENTATION						
Individuals	Total	Women	Men	Boys	Girls	Un-gendered
<i>e.g. total 800 women, 150 white, 200 rural, etc.</i>						
Text						
Comments On Sub-categories <i>including sexual orientation</i>						
Groups	Total	Women	Men	Boys	Girls	Un-gendered
Text						
Comments On Sub-categories						

iv. Text Passage Review – titles, body of the text, exercises and example

To reach equality, all categories of characters should be treated primarily as people and not as members of the opposite sexes. The textbook content should share their *humanity and common attributes, their activities and occupations in equal terms* and avoid stressing their gender differences. While, the distribution above gives a partial view of the gender system in the textbook, the answer to the questions below provides a deeper understanding.

- *How are men and women depicted in the text?*
- *To what extent are they favored or discriminated in the text?*
- *To what extent is the content gender biased?*

To find the answers to the questions above, the reviewer should undergo a detailed review of the text passages

starting from the titles, body of the passage and examples. The focus should be on the characters' activities, roles, duties and interaction, in each chapter and each lesson. In order to carry out this part of the analysis, the reviewer should understand how the biased presentation looks like in the titles, body of the text as well as examples and exercises.

The titles introduce the content and lead the reader to the content, therefore the title may often have elements of inequality even if the body of text may lack it. In order to identify the elements of inequality, there are examples of biased titles provided in the table 5 to show the form that it may take. The examples given or similar to the ones given should be identified and avoided.

Table 5. Examples of Biased Titles

The <i>heroes</i> (male form only) of the National War in our country
The body of <i>men</i> and its main characteristics (body of women and men)
Development of <i>Human biology</i> (biology of women and men)
The <i>average teenager</i> and his development in the body and mind
<i>Men</i> , the head of the family (avoid term men)
The most influential <i>politicians</i> of the last decade (politicians' male form)
The highest scientific achievements of <i>men</i> (only term men)
Great mathematicians (<i>men</i>) of our nation
Applications of measurement: Engineers (<i>men</i>) building bridges and roads

Titles are followed by a content that may or may not be biased. Thus, the review of the title should be accompanied with the review of the body of text. Through skimming and scanning, with the above questions in mind and identification of specific gendered wording as reflected in the biased titles, the reviewer can come up to the conclusion whether the content is gendered. A text that is biased includes stereotypes (e.g. stereotypes that lead to gender inequality); gives preference to the visibility of one group (e.g. one group exaggerated and the other inferior and invisible); unequal activities and roles (e.g. hero characters are gendered) and gendered assignment of personal traits (e.g. same traits are evaluated differently for women or men or some traits exclusively portraying one and not the other group). They can

be identified in the way the body of the text is laid out, the content is presenting its characters, the attributes given to those characters, the roles divided among characters, the preferences given to one gender in different society fields, the preferences given to only one voice, the complete lack of one group in the body of the text. The role of the reviewer is to make sure that within the body of the text there is equal presentation in all fields of life, equal personal attributes and psychological characteristics, interchangeability of roles of characters, equal participation in life, family, and society despite the characters' gender. The examples below provide specific examples based on specific subjects and fields of study.

Table 6. Examples of Biased Body of the text

House and family lesson that depict women and men and boys and girls with gendered roles (men as breadwinner, women as mothers, sisters as over-sensitive in relation to brothers, brothers as indifferent and strong etc.) in a social subject lesson
Different and exclusive personality attributes given to boys and girls (men strong, decisive, superior and women as the opposite) in a social/psychology subject lesson
Making women heroes almost invisible or visible only in relation to men heroes in a social/history subject lesson
Mentioning only men mathematicians and neglecting women in science/mathematic subject lesson
Having lesson on the glorification of women only for their own scarification in family or society in social subject lessons
Depicting only one model of happy family, the traditional (wife and husband and children) and neglecting completely the other examples of a single mother, single father etc. in life and work in social subject lesson
Depiction of males/ females in activities, women were stereotyped as stay-at-home mothers and mainly engaged in household chores and not in public life in social subject lesson
Neglecting women politicians when presenting the political situation of the country in social subject lesson
Lack of the women symbolic figures of history in the social/history lesson
Heroism and excellence of men and not women in science and technology subject lesson
Health related content where only doctors (male) have reference to in biology class lesson
Presenting individual cases as rules such as suggesting that (quite rare) cases of women leadership or achievements in the society are the rule

The body of the text contains many exercises and examples that illustrate the content. If the elements of inequality are there, the body of the text becomes biases as well. The examples and exercises should free of bias and aligned with

the body of the text. The elements of bias are the same as in the body of text in different content as provided in the examples in the table below:

Table 7. Examples of Biased Exercises and Examples

If someone asks you “where are you going?”, you ... (associating generalization only with ‘he’) <ul style="list-style-type: none">- should give a true answer- should tell him where you are actually going- don’t have to tell him where you are going- can give a quick reply
Please name three scientists (male form instead of the two masculine and feminine form) who have contributed mostly to science in the 20th century?
When a person looks at the lab, he knows that the experiments carried out there will bring results because of the following: ... (associating a person in the lab only with he)
A breadwinner is a person who earns for the family. He is involved in various job opportunities to provide a good life for everyone in the family. T F (associating breadwinner only with men)
Compared to men , women are more sensitive? Why? (avoiding comparison with men based on existing stereotypes)
A nurse is trained to understand her patients’ emotions as well as physical symptoms. T F (Nurses or feminine and masculine term)
The average teenager worries about his physical fitness by (The average teenager worries about physical fitness or her and his physical fitness)
The parent who reads to her infant cares, she cares for her infant’s intellectual growth. (The parent who reads to an infant, he/she cares for the infant’s intellectual growth. Or he and she form)
Ask a firefighter for help, and he will get your kitten out of the tree. You should ... (Ask a firefighter for help, and the firefighter will get your kitten out of the tree.) ⁷⁹

⁷⁹ The Georgia Department of Education (1996) Gender Biased Language. Retrieved from <http://academics.smcvt.edu/writingctr/gender%20bias.htm>

The **women** work in the house, cook meals, look after live-stock and wash clothes. The **girls** look after small babies. The **boys** go to school. Men go out in the fields to work. (discriminative gender distribution of work in the family)

It is very important that content review takes into account the above and keeps a record of biased and unbiased text based on biases on titles, examples, exercises and overall content in the body of the text. Marking them in the table below and

having comments on the part of the notes will provide clarity on the textbook content but having them reviewed and aligned in terms of equality, the gender equality can be reached.

Table 8. Gender Representation in the Text Passage

CONTENT IN TEXT PASSAGES			
Category	Total	Biased	Unbiased
Titles			
Body of the text			
Exercises			
Examples			
Notes:			

v. Activity and Interaction Review

The analysis of the content should take into account a detailed review of the characters and their interaction in the activities. There is a wide range of activities though that the characters are involved in every area of curriculum that give information about the gender in content. It is important, as such, to give answer to the question *who and to what frequency are involved in certain activities*. Activities overall can be listed as occupational, political, social, school, family setting and are based on the area of their performance through the use of verbs. They can be categorized as being biased and unbiased. The bias can be identified in the following; firstly, in particular activities, *what is the involvement of both women and men, girls and boys in activities*; secondly, *which activities are they involved*. Many examples can be found regardless of the area and subject of the curriculum as follows:

- *women only in subordinate activities,*
- *men only in high profile activities,*

- *girls in certain social activities in school,*
- *boys in mathematics activities,*
- *political activities presented only by men,*
- *activities in public sphere only for men,*
- *family activities only active women and girls,*
- *certain activities of plays and games only for girls,*
- *certain activities of plays and games only for boys etc.,*
- *or even activities that have both but only men/boys perform well*

The activities and interactions of the individuals and groups take a large space in the content (body of the text, exercises, examples) of each chapter and lesson. Regardless of the subject, it is recommended to review activities in a more detailed way and take note of their frequency and bias or non-bias nature using the table below and marking them as biased or unbiased as well as providing notes based on general observation of the results.

Table 9. Activities Based on Gender in the Text Passage

ACTIVITIES IN TEXT PASSAGE			
	Total	Male	Female
<i>e.g. 50 occupations activities</i> <i>35 biased male oriented</i>			
No occupational activities			
Biased			
Unbiased			
No political and social activities			
Biased			
Unbiased			
No school activities			
Biased			
Unbiased			
No family activities			
Biased			
Unbiased			
Other leisure activities (sports, games etc.)			
Biased			
Unbiased			
TOTAL			
Notes: (based on qualitative analysis) <i>(e.g. there is a lack of mixed race in games, presence of Roma, Ashkali and Egyptian women in lowest domestic activities, no mentioning of LGBT groups)</i>			

vi. Language Review

Language has the power not only to shape our view of the world. Even more so, it has an impact on our view of who we believe ourselves to be and what is our place in society. The attention on the language from gender perspective is receiving more attention and growing significantly since it displays gender bias and inequality that is well hidden in dialogues, interaction, description of characters' traits and their involvement within words and expressions in the content of textbook. It is considered that language does not only *reflect the way we think* but it also *challenges our thinking further*. Because language conveys a range of attitudes, values and beliefs, it is used as a tool to maintain gender status of individuals in our society and reproduces the social inequality. Thus, if words and expressions that denote that women or men are inferior are used, that assumption of

inferiority tends to become a part of our mindset (Menegati and Rubini, 2017).⁸⁰

As a tool, language can be a powerful conveyor of bias, be it in blatant and subtle forms, but also a conveyor of equality if there is attention given to it. Language in other words decodes the content because content is reflected in the language. Consequently, the role of textbook reviewer is to pay a special attention to the language use with an increased attention on the language use for the description of men and women in the society. By doing so, the language can eliminate the gender stereotypes and bring balance in gender terms. There are a few characteristics of the language that the textbook reviewer should take into account when doing language analysis.

⁸⁰ Menegati, M. & Rubini, M. (2017) Gender Bias and Sexism in Language. Oxford Research Encyclopedia. Retrieved from

<http://communication.oxfordre.com/view/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-470>

vii. Male terms for General Descriptions

One of the greatest attention for gender review is on the exclusive use of masculine terms and pronouns, ranging from our forefathers, mankind, and business man to the generic descriptions, and so it denies the participation and recognition of woman. Very often, the masculine nouns and pronouns are used when gender of their subject is unclear or variable or even when it can be clarified (e.g. student instead of male and female student). The generic use of masculine

nouns and pronouns reflect and contribute to the marginalization of women. The reviewer should make sure to avoid it, detail it further or even use plural forms for description, depending on the context used. There are many examples or terms to avoid the generic terms in order to avoid discrimination. The example below show how generic terms can be avoided and instead a more inclusive and specific terms when allowed in textbook language as follows.

Table 10. Examples of Male Terms for Generic Descriptions

Man achievements (man and women achievements) depend mostly on the paradigms presented by the individuals.

If a person / driver (a man or a woman or driver both genders) drove 50 miles at 60 mph in curved streets, (he or she) he can reach the destination of ...

The best person (or candidate) for the job is the one (a woman or man) who has a PhD degree.

Workers (men and women) are allowed to have a three week leave in a year.

Teenagers grow to adulthood (manhood and womanhood) with various changes in their physical, psychological and emotional structures.

Voters were reminded to vote for the best man (man or woman candidate)

Doers are usually the men who are street smart and very courageous.

The best man for the job is the one who has the high competencies and degrees. We want to hire the best man we can get for the job (man or woman).

All men are mortal, (Julia is a man. Therefore, Julia is mortal.) (Menegati and Rubini, 2017).⁸¹

So many men, so many minds / Let men know that men can (Brusokajte, 2013, p.41). (men and women/them)⁸²

Despite the justification that we are providing a general term or a plural form, the usage of masculine terms to describe all within that term can speak only to male learners and exclude the female learners. The textbook language should substitute he with more specific he or she, or mankind with humankind

to give visibility to the feminine category as well (Hussain & Mattu 2003).⁸³ There are a number of words to be reviewed and avoided to make the language more inclusive and equal by either putting both gendered terms or adding the word female and male as follows in the checklist below:

⁸¹ Menegati, M. & Rubini, M. (2017) Gender Bias and Sexism in Language. Oxford Research Encyclopedia. Retrieved from <http://communication.oxfordre.com/view/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-470>

⁸² Brusokaite, E. (2013) Gender Representation in EFL Books. Unpublished MA Paper. University of Educational Science, Faculty of Philology, Department of English Philology, Lithuania. Retrieved from gs.elaba.lt/object/elaba:1868784/1868784.pdf

⁸³ Hussain, N. & Mattu, A. (2003) Gender Bias and Stereotypes in School Texts. The Subtle Subversion-the State of Curricula and Textbooks in Pakistan. Retrieved from www.sdpi.org

Table 11. Checklist of Male Terms for Generic Descriptions

Word avoid	Use instead
Children	Boys and girls
Men	Women and men
Student /pupil	Pupil feminine and masculine version
Forefathers	Grandfathers and grandmothers
Husband	Husband and wife
Gentlemen	Gentlemen and ladies
People	Men and women
Human rights	Men and women's rights
Human beings	Gender can be specified in certain examples
Human race	Gender can be specified in certain examples
Human power	Both terms can be used
Adult	Both terms feminine and masculine
Adulthood	Woman and man/male female
Work force	Both terms feminine and masculine
Child	Both terms feminine and masculine
Creator	Both terms feminine and masculine
Decision-makers	Both terms feminine and masculine
Doers	Both terms feminine and masculine
Leasder	Both terms feminine and masculine
Man achievement	Both terms or human
Primitive human beings	Both terms can be used depending on context
Friend	Both terms exist and can be used depending on context

The textbook reviewer has to make sure to make a note on the generic term by providing the table above as a basis for evaluation of these terms in the content and suggests to replace the generic terms with gender terms whenever

possible (there are possibilities when they should remain generalized and un-gendered). It can also provide the number to note the frequency of the terms used and suggest reduction relying on the table below.

Table 12. Summary of Male Terms for Generic Descriptions

Male Terms for Generic Descriptions	
Total number	
General comments	
Notes:	
1. e.g. in lessons on history, martyrs are named with generic terms.	
2.	
3.	
4.	
5.	

viii. Adjective Use for Gendered Occupations/Jobs

Gendered occupations are seen from the perspective of male and female participation and review of illustration. However, from the perspective of language, occupations often become gendered. Often, only male terms are used to denote the professions even when they can be used in both terms when available or add female or male term to make the difference. Stereotypes may be grouped into various occupational categories in both private and public sphere having in the textbook examples such as e.g. school principals presented as men, most primary teachers women, most university professors men etc. The adjectives that describe occupational qualities should be shared equally between the sexes in all areas of family, vocational, social and political life. High-ranking occupational posts should also be distributed

equitably between women and men by the use of adjectives in posts like directors of companies, hospitals, research institutions, commercial enterprises and banks that are very often described by adjectives that denote only men's position and as such are viewed only as male driven positions. Women should also be capable of choosing occupations and holding positions of management, responsibility and authority. To reach this, the reviewer should ensure that the table below is taken into account when the language is reviewed from occupational perspective and strive to bring equality. The change will make learners realize that there are no domains reserved for one sex and that women just as men are capable of succeeding in any branch of society.

Table 13. Checklist of Biased Occupational Terms

Avoid use of one gender	Use instead
Doctor (masculine)	Both terms feminine and masculine when available
Nurse (feminine)	Both terms feminine and masculine when available
Leader (masculine)	Leader woman and man
Director (masculine)	Both terms feminine and masculine when available
Administrative assistant (feminine)	Both terms feminine and masculine when available
Industrialist (masculine)	Both terms feminine and masculine when available
Banker (masculine)	Both terms feminine and masculine when available
Electrician (masculine)	Both terms feminine and masculine when available
Businessman (masculine)	Businessman and businesswoman
Chairman (masculine)	Chairman and chairwoman
Policeman (masculine)	Policeman and policewoman
Flight attendant (feminine)	Both terms feminine and masculine when available
Engineer (masculine)	Both terms feminine and masculine when available
Surgeon (masculine)	Both terms feminine and masculine when available
Architect (masculine)	Both terms feminine and masculine when available
Shop assistant (feminine)	Both terms feminine and masculine when available
Researcher (masculine)	Both terms feminine and masculine when available
Manager (masculine)	Both terms feminine and masculine when available
Teacher (feminine)	Both terms feminine and masculine when available
Breadwinner (masculine)	State woman and/or man
Headmaster (masculine)	Headmaster and headmistress
Cashier (feminine)	Not only female (use both)
Fashion model (feminine)	Both terms feminine and masculine when available
Librarian (feminine)	Both terms feminine and masculine when available
Radio TV announcer (feminine)	Both terms feminine and masculine when available
Secretary (feminine)	Both terms feminine and masculine when available
Typists (feminine)	Both terms feminine and masculine when available
Waitress (feminine)	Both terms feminine and masculine when available
Baker (masculine)	Both terms feminine and masculine when available
Butcher (masculine)	Both terms feminine and masculine when available
Tailor (feminine)	Both terms feminine and masculine when available
Cook (feminine)	Both terms feminine and masculine when available
Train, bus, truck driver (masculine)	Both terms feminine and masculine when available
Supervisor (masculine)	Both terms feminine and masculine when available
Farm manager (masculine)	Both terms feminine and masculine when available

Pupil (masculine)	Both terms feminine and masculine when available
Student (masculine)	Both terms feminine and masculine when available
Teacher (feminine)	Both terms feminine and masculine when available
Author (masculine)	Both terms feminine and masculine when available
Poet (masculine)	Both terms feminine and masculine when available
Artist (masculine)	Both terms feminine and masculine when available
Unskilled worker (masculine)	Both terms feminine and masculine when available

The reviewer should undergo the text and note down all the terms that denote occupations based on the categories above. The collection of information should be noted down

in the table below to ensure that the language or more precisely the adjectives terms on occupations include both women and men and boys and girls on equal terms.

Table 14. Summary of Occupational Terms

Summary of terms for occupations	
Total Number	
Biased Total	Unbiased Total
<i>Note</i> 1. e.g. the term doctor all along is used in male form	

ix. Adjectives for Personal Traits

There are other examples of language that emphasize, through its use, the gender stereotypes. The biasing elements do not take into consideration the wide range of men and women's individual capacities and so more often than not, psychological traits of women and men are not described equally in the textbook content. Through the use of adjectives, women and men become two different and exclusive personalities and the differences presented are justified only by their gender identity. For women, there is an

overall tendency to describe them by more *communal adjectives* e.g. kind, sympathetic and in relation to husbands and children while men more *agentic orientation* focused on personal success (Menegati and Rubini, 2017)⁸⁴. The communal traits ascribed to women are also *traits of defense* that, when enacted in daily interaction that places them in a subordinate and less powerful position. The examples below illustrate the differences.

⁸⁴ Menegati, M. & Rubini, M. (2017) Gender Bias and Sexism in Language. Oxford Research Encyclopedia. Retrieved from

<http://communication.oxfordre.com/view/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-470>

Table 15. Checklist of Biased Psychological Traits for Gender Orientation

WOMEN – communal orientation	MEN – agentic orientation
Husband	Earn
Kids	Gain
Wife	Success
Babies	Insight
Family	Think
Colleagues	Know
Children	Do

The use of language above to describe gender attributes further sets women and men apart. The language ascribes men as more active and women more frequently as helpless, as victims and in rather passive roles and hyper sensitive. Men in general are described as highly knowledgeable and intelligent, as experts, and women are described as adorable, likable, and highly committed to their work. Even the terminology used to compose obituaries of deceased male

and female managers reflects gender stereotypes e.g. a great man, a caring woman (Menegati and Rubini, 2017)⁸⁵. With such description of traits through the use of language, the status of men and women remains unchallenged, with women remaining in a lower status and textbooks continuing to reinforce the existing gender inequality as shown in the table below.

Table 16. Checklist of Biased Psychological Terms for Men and Women

WOMEN	MEN
Kind	Dominant
Helpful	Forceful
Sympathetic	Independent
Warm	Confident
Agreeable	Outspoken
Passive	Active
Non intellectual	Intellectual
Emocional	Ambitious
Quiet	Aggressive
Fearful	Insensitive
Indecisive	Knowledgeable
Illogical	Experts
Likeable	Tough
Sensitive	Experienced
Weak	Successful
Dependent	Decisive

⁸⁵ Menegati, M. & Rubini, M. (2017) Gender Bias and Sexism in Language. Oxford Research Encyclopedia. Retrieved from

<http://communication.oxfordre.com/view/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-470>

Soft	Heroic
Caring	Not caring
	Conflicting
	Laud
	Competent
	Dedicated
	Eager to learn
	Strong

There is no subject in all areas of curriculum though, where psychological attributes do not come forth with stereotypes of the logical, objective men and the emotional, subjective women. In descriptions, the smarter, braver or more successful person should be a woman or girl as often as a man or boy. They should be shown as interested in their work, pursuing a variety of career goals and receiving the public recognition for their accomplishments. Overall, both negative and positive characteristics should be shared equally between the two sexes, women being described with resourcefulness, abilities and skills to the same extent as men in the same jobs, situations, positions, experiences etc.

The reviewer should strive to bring equality by having men and boys and women and girls portrayed through the used adjectives as independent, active, strong, courageous, competent, decisive, persistent, serious-minded, and successful. The adjectives as logical thinkers, problem-solvers, and decision-makers should describe women and men. Sometimes, depending on specific context and subject, men should be described by the adjectives that are used to

describe only women and show men as quiet and passive, or fearful and indecisive, or illogical and immature too. Similarly, women, if necessary and relevant to a specific context, should sometimes be shown as tough, aggressive and insensitive.

The reviewer moreover, should aim to bring equal numbers of girls, boys, women and men described as active, independent, intrepid, self-confident, resolute, persevering, courageous and heroic; or, on the contrary, as passive, dependent, timorous, diffident, indecisive, irresolute, fearful and cowardly. These character traits, negative or positive, should be distributed on equal proportions to the two sexes in whatever context they find themselves in; family, society, education, career, social life, leisure, sport, politics etc. It is recommended to have examples of *boys who cry, women who are strong and brave, men who are sensitive, men who avoid conflict* etc. depending on the context. To come to this achievement, the reviewer should take note of the frequency of adjectives that describe attributes of women and men, boys and girls in the content based on the elaboration above and evaluate their bias to note them on the table below.

Table 17. Summary of Psychological Traits

PSYCHOLOGICAL TRAITS	
Total Number	
Biased total	Unbiased total
Shënim 1. e.g. the term active is used to describe man and boys, the term quiet is used to describe women and girls	1.
2.	2.
3.	3.
4.	4.

x. Equal Terms in Descriptions - Parallelism

As mentioned above, the review should strive to treat women and men with respect, dignity, and seriousness and treat them as equal human beings. Neither should be trivialized nor stereotyped in text. Neither should be set in a superior nor inferior position. In terms of language, this converts into a use of parallelism in their description in the text e.g. women should not be described only by physical attributes when men are being described by mental attributes or professional position. It is advisable to avoid the use of the descriptions and positioning of women as a weaker sex, needy and passive as well as women as an object of beauty only, the better half as well that puts woman in an objectification compared to men who are presented in the opposite terms. The use of language has to ensure that women are presented in parallelism with men as subjects, independent and well formed individuals. The use of language has also to ensure that subcategories are part of the content. Instead, both sexes should be dealt with in the parallel terms.

Here is an example to illustrate it.

Example 1.

Mr. Fazliu is a shrewd lawyer and his wife Hana is a striking brunette.

The Fazliu are an attractive couple. Anton is a handsome blond and Hana is a striking brunette.

The Fazliu are highly respected in their fields. Hana is an accomplished musician and Anton is a shrewd lawyer.

The Fazliu are an interesting couple. Anton is a shrewd lawyer and Ann is very active in community affairs (Mani, 1995)⁸⁶

Example 2.

Pioneers moved West taking their wives and children with them.

Pioneers families moved West. Pioneer men and women (or couple) moved west taking their children with them.

⁸⁶ Mani, A. Gender Bias in School Textbooks. (1995). Retrieved from <https://doi.org/10.14217/9781848595484-EN>

xi. Dialogues

The textbooks consist of different types of dialogues. There are mixed-gender and same- gender dialogues as well as dialogues between a neutral character and a female or male character. Mixed-gender dialogues include characters of more than one gender while same- gender dialogues only include characters of one gender. The third type of dialogue which includes a neutral character was counted as mixed-gender dialogues. The neutral character will always represent something that is neither female nor male and could therefore be argued to be another gender. The analysis of dialogues can reveal a lot about gender representation. The review should pay attention to the *turn taking in dialogues* with a few points in his or her mind (Malmsjo & Johansson, 2009, p.21)⁸⁷

- *Equality in the initiation of the dialogue (who initiates the dialogue)*
- *Equality in number of characters involved in*

communication and turns taken (how many men/women are involved in a specific conversation)

- *Equality in involvement in topics (e.g. not having only women speak on private topics while males are more allocated to formal talks)*
- *Equality in the settings of the dialogue (private versus public)*

With the above in mind, the language should be able to review all the descriptions of situations in the textbook and see whether there is a parallelism or equality of description of men and women to analyze and conclude whether they are biased or not. The conversation and dialogues in the textbook also expose gender relations and presentation. The reviewer should make an analysis having in mind the questions above. It should conclude based on the findings whether they are biased or not and note them in the question below. Please provide comments on specific findings or tendencies.

Table. 18. Summary of Language in Content

Summary of dialogues		
Total Number		
Categories	Biased	Unbiased
Dialogues (initiation, involvement, topic)		
Comments		
Parallelism		
Comments		

⁸⁷ Malmsjo, B.K.& Joahnsson, S. (2009) Gender Bias in EFL Textbook Dialogues. Malmo Hosklola. Retrived from <http://muep.mau.se/handle/2043/8217>

The reviewer should make a summary of all tables above to summarize the findings. The table below is a summary for content analysis.

Table.19. Summary of Content Analysis

CONTENT		
INDIVIDUAL PRESENTATION		
TOTAL	Biased	Unbiased
Summary Notes: <i>e.g. lack of Roma, Ashkali and Egyptian girls, lack of LGBT</i>		
GROUP PRESENTATIONPREZANTIM NË GRUP		
TOTAL	Biased	Unbiased
Summary Notes:		
CONTENT SUMMARY		
TEXT PASSAGES (titles, body, examples, exercises)		
Total Number of Lessons	Biased	Unbiased
TEXT ACTIVITIESAKTIVITETET NË TEKST		
Total	Biased	Unbiased
TEXT LANGUAGE (qualitative description)		
Biased		Unbiased

II. ILLUSTRATIONS

i. Gender Distribution in Illustration

In the form of images, illustrations show a lot about the presentation of women and men as well as boys and girls. To understand better how illustration can enforce or diminish the differences based on gender, same as with the text, the illustrations show the distribution of women and men, boys and girls in the images. More often than not, they are unequally distributed. To have a clear picture of the content,

the reviewer should have a close and detailed review of the distribution of individuals and groups in the illustrations to bring equality in all parts of textbook. By using the table below, the reviewer should take note of the distribution based on the mere counting in all illustrations going through each chapter and lesson.

Table 20. Gender Distribution of Individuals and Groups in Illustrations

INDIVIDUAL PRESENTATION						
TOTAL	Women	Men	Boys	Girls	Un-gendered	
<i>e.g. total 800 women, 150 white 200 rural, etc.</i>						
Subcategories						
Old/young						
Majority/minority						
White/Non white						
Urban/Rural						
Summary Notes: <i>e.g. lack of Roma, Ashlali and Egyptian RAE girls, lack of LGBT</i>						
GROUP PRESENTATION						
TOTAL	WOMEN	MEN	BOYS	GIRLS	MIXED	Un-gendered
Subcategories						
Old/young						
Majority/minority						
White/Non white						
Summary Notes: <i>e.g. mixed groups of women in kitchen</i>						

However, the bias in illustration is multilayered. There are many other elements to take into account in order to understand the presentation and interaction of the characters such as activities, positioning and space division, the traits distribution and appearance.

The reviewer should take into account the involvement in activities by asking the questions below while reviewing illustrations:

- Which activities are assigned to whom in private and public sphere? Which activities include one group and exclude the other?
- Which activities have the majority of representatives' men and which ones' women?
- In activities where both groups are involved, to what extent are men and women involved? Who is involved in minor and major activities?
- Is there an equal involvement? Are there equally assigned roles?
- Who has the peripheral role and who has the central role in the same activities?
- Who is the hero and the unknown?
- Who is placed as the main character and who in minor?
- Who is presented static and who is presented active?
- Who is presented watching and who doing?
- Who represents the un-gendered groups? Can they be gendered?

The list of activities is provided below is involvement in private and public sphere. To have a clearer picture of the elements mentioned above, the reviewer should identify how women and men and girls and boys involved in activities are. He or she has to make sure that activities below are inclusive and not based on gender stereotypes.

- How are women and men involved in occupational activities (e.g. position and roles)?
- How are women and men, boys and girls involved in political and social activities?
- How are women and men, boys and girls involved in school activities?
- How are women and men, boys and girls involved in family activities?
- How are women and men, boys and girls involved in leisure activities (e.g. sports, games etc.)

Table 21. Distribution of Activities Based on Gender in Illustrations

ACTIVITIES IN ILLUSTRATION			
	Total	Male	Female
<i>e.g. 50 occupations activities 35 biased male oriented</i>			
No occupational activities			
Biased			
Unbiased			
No political and social activities			
Biased			
Unbiased			
No school activities			
Biased			
Unbiased			
No family activities			
Biased			
Unbiased			
Other leisure activities (sports, games etc.)			
Biased			
Unbiased			
TOTALI			
Notes (bazed on qualitative analysis) e.g. there is a lack of mixed race in games, presence of Roma, Ashkali and Egyptian women in lowest domestic activities, lack of LGBTs)			

Paying attention on activities is not sufficient to understand and analyze inequality. Further attention should be on the space and size to identify the positioning in space and size of women and men and boys and girls in the images having the questions below in mind.

- *Who is placed in the center and who in the periphery?*
- *Who is presented bigger size and who in smaller?*
- *Who is given more space and who is given less?*
- *Who is presented in symbolic figures (e.g. history, politics, literature)?*

Additionally, the reviewer should take into account the appearance of men and women, boys and girls asking the following:

- Are only women appearing in conventional dresses and appearances (even when not suitable for the position and situation)?
- Are only men appearing in formal, modern, elegant clothing and appearances?
- Are both women and men appearing in different faces, expressions and attitudes in various situations or in the usual stereotypes of 'masculine' and 'feminine' characteristics of appearance?

- Are women having of the usual women loving, kind, quiet and caring expression ('feminine') amongst other?
- Are men having the usual arrogant, active, driven expression ('masculine') amongst other?

It should furthermore look at the following traits that in the images describe the groups.

- Are only women presented as caring, loving mothers, child bearers, care givers?
- Are only women presented as dependent on something and someone?
- Are only women presented in relationship and activities with children?
- Are women presented in public as an extension of private life(e.g. a mother that becomes a doctor)?
- Are women presented as active and happy out of the usual frame of traditional family (e.g. women without children, without husbands, in partnership etc.)?
- Are women presented as active, happy and successful (e.g. in business, politics, economy, entrepreneurship etc.)?

All of the above should be simultaneously analyzed. To clarify the above, there are also examples of images provided below.

ii. Gender Representation of Children in Games and Activities

Children games and school activities are gendered. Plays and activities are divided by gender (only girls playing with dolls, only boys football, only boys do experiments in school laboratories). Be it inside of home or outside, children's plays should not be gendered. Both girls and boys will have dolls and play at children's parties, both can take part in ball games, electronic games, tree-climbing, sewing, gardening, knitting, and so on. The groups should be presented of both boys and girls in all games. All children should be presented

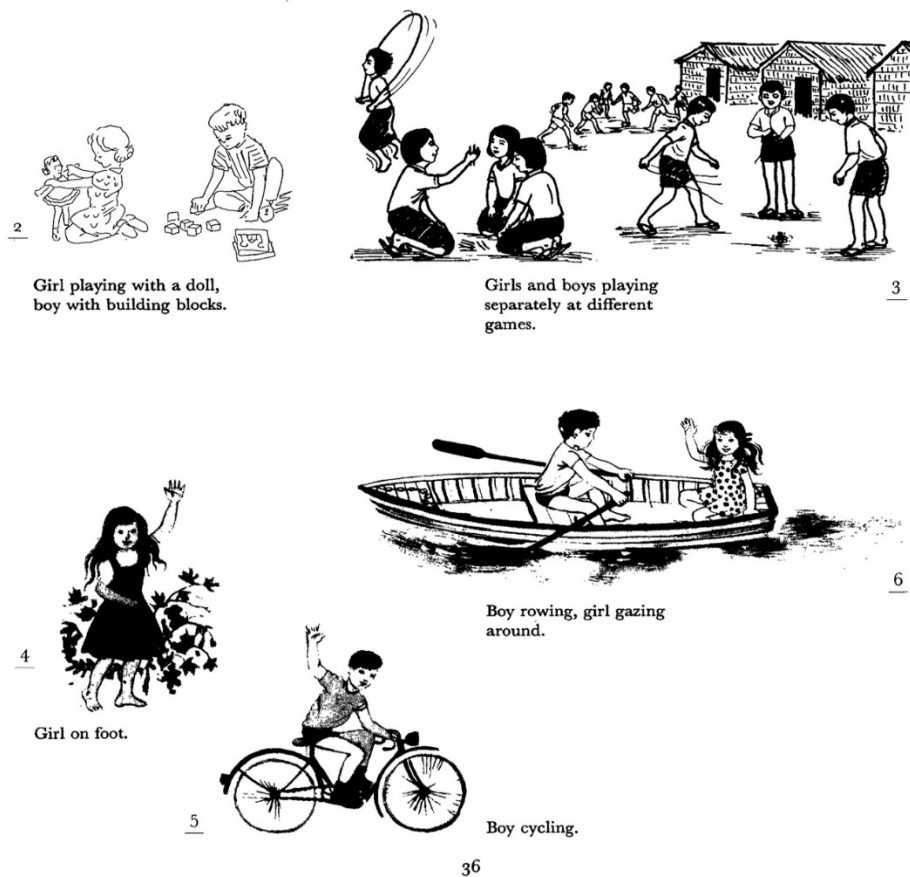
as adventurous and playful. Additionally, the 'leadership' in games should be shared equally between the two sexes. This should be searched for in illustrations but also reflected in the content overall. The illustrations below give examples of both biased and unbiased children's games and activities. The gender balance in games and activities of boys and girls will have a positive impact on learners not only in inclusive participation and interaction inside and outside of school. It will also impact their thinking about gendered activities.

Illustration 1. Examples of images that show gender biased games (boys and girls p.36)⁸⁸

Stereotypes

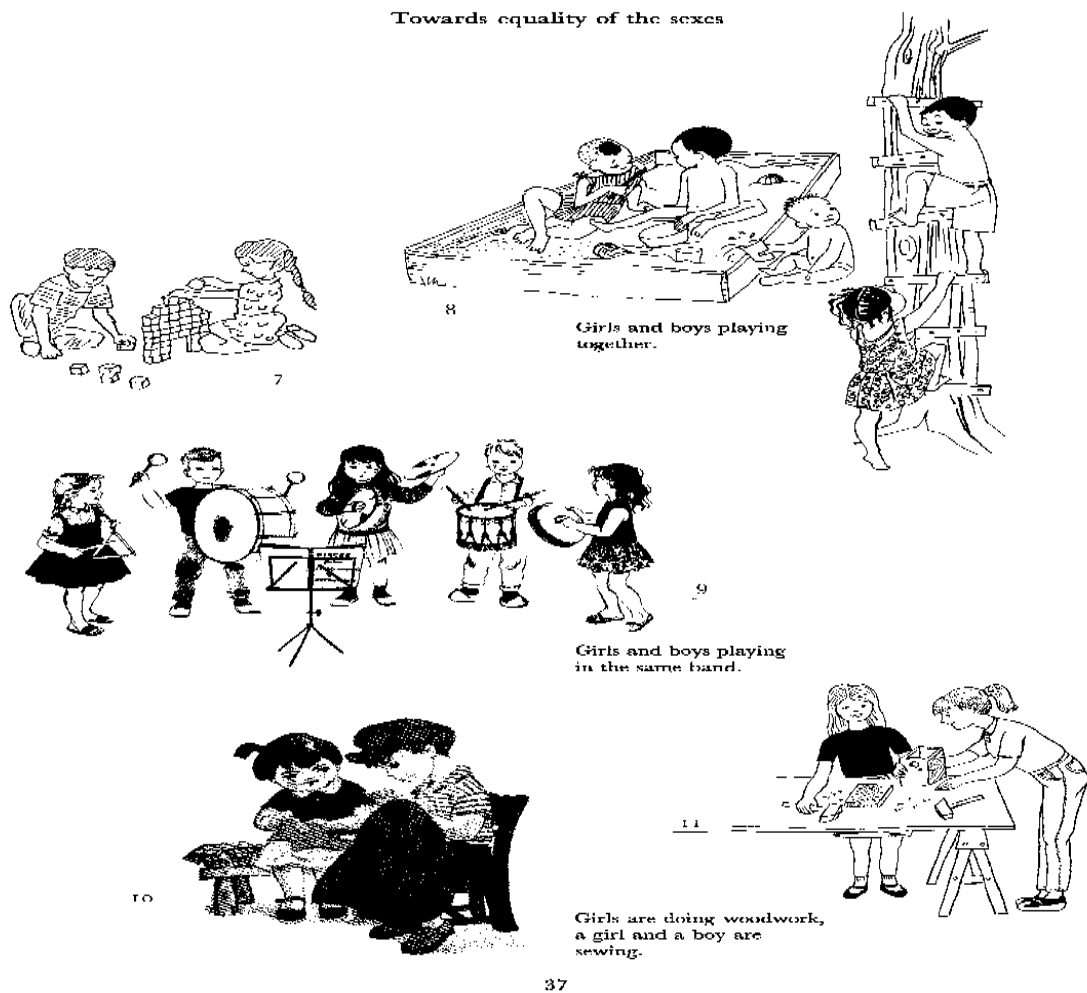
Games

*It starts in childhood . . .
segregation of the sexes*



⁸⁸ Michel, A. (1986) Down With Stereotypes. Eliminating Sexism from Children's literature and School Textbooks. UNESCO, Paris. Retrived from <https://unesdoc.unesco.org/ark:/48223/pf0000070590>

Illustration 2. Examples of images of un-gendered games (boys/ girls share the same toys and are free to choose games) (p.37)⁸⁹



⁸⁹ Michel, A. (1986) Down With Stereotypes. Eliminating Sexism from Children's literature and School Textbooks. UNESCO, Paris. Retrived from <https://unesdoc.unesco.org/ark:/48223/pf0000070590>

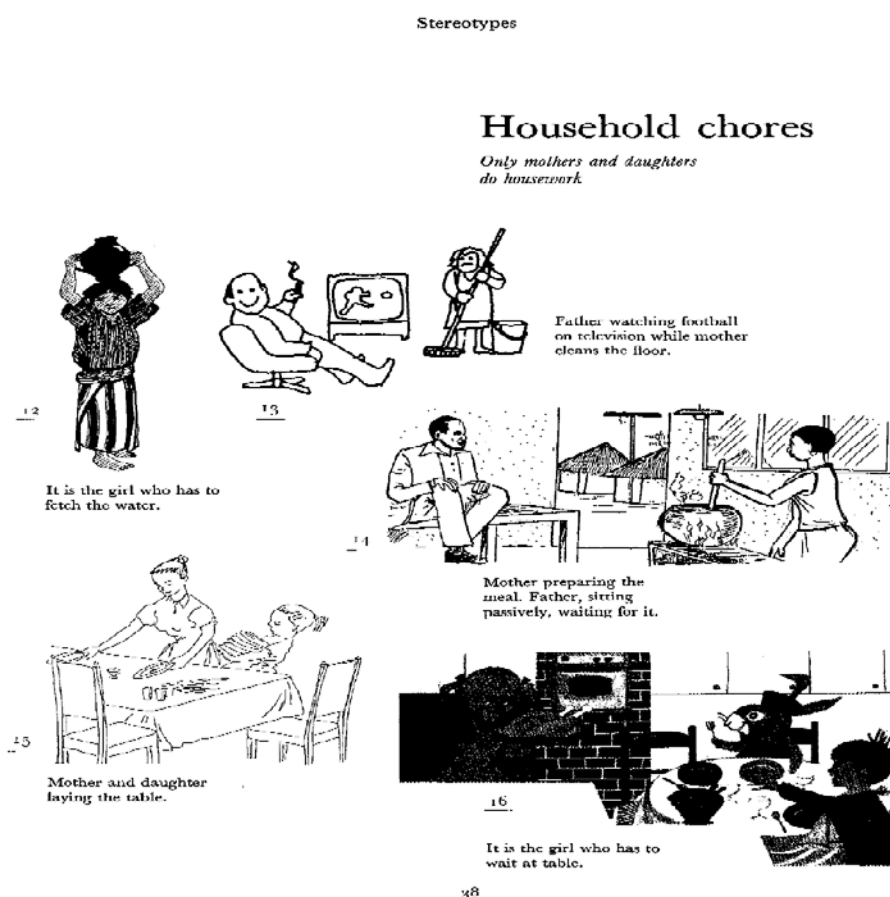
a) Gender representation within the family

Regardless of the subject of the textbook, there is always a gender representation in the domestic sphere. A textbook with no gender bias will by all means show an equal number of girls and boys performing household tasks and looking after younger brothers and sisters. Both parents will be equally presented (women and men) doing domestic work, educating and looking after the children. The mother and father should be portrayed as parents on an equal term, thus having the same responsibilities. Children in illustrations should be shown as equally close to, and being in the company of both, their fathers and mothers. By having such illustrations, we avoid suggesting to young people that only women are engaged in child-raising and child care. Moreover, we present the family as an un-gendered unit where

everyone, regardless of gender, has a role, responsibility and share.

The reviewer should ensure that the presentation of the family is not only based on traditional terms, a family that consist of father, mother and children. The textbook should provide other possible types of family, ranging from the extended family, in which parents and children live with grandparents, relatives and non-relatives, to single-parent families (ran by women and men), women household or the women breadwinner and more. While this should be part of the overall content, it should be reflected in illustrations as well.

Illustration 3. Examples of images gender bias presentation of the family and division of domestic roles (p.38)⁹⁰



⁹⁰ Michel, A. (1986) Down With Stereotypes. Eliminating Sexism from Children's literature and School Textbooks. UNESCO, Paris. Retrived from <https://unesdoc.unesco.org/ark:/48223/pf00000070590>

Illustration 4. Examples of illustrations of gender balance in the family (p. 39-41)⁹¹

Towards equality of the sexes

Leisure activities and roles in the family are shared without discrimination



Father and mother looking after their children together.



Father reading with daughter, mother reading with son.

41

Towards equality of the sexes

Children and adults of both sexes doing household chores



Father laying the table with daughter.



Boy doing housework.



17



19



A boy and a girl preparing the meal.

39

⁹¹ Michel, A. (1986) Down With Stereotypes. Eliminating Sexism from Children's literature and School Textbooks. UNESCO, Paris. Retrived from <https://unesdoc.unesco.org/ark:/48223/pf0000070590>

iii. Gender Representation in Public Sphere (Occupations)

Në sferën publike, zgjedhja e profesionit/punës në masë të madhe përcaktohet në baza gjinore. Përderisa në realitet mund të jetë e vërtetë, është shumë e rëndësishme që tekstet shkollore të sfidojnë këtë dhe shqyrtuesi të bëjë përpjekje për të shmangur profesionet në baza gjinore. Në tekstin shkollor që nuk përmban paragjykime gjinore, gratë nuk përshkruhen vetëm si infermiere dhe mësuese, por edhe si profesioniste të fushave të ndryshme. Hulumtimet tregojnë se në të gjithë botën në tekstet shkollore, shumica e profesioneve shkencore janë profesione të identifikuar vetëm për meshkujt. Profesionet me përcaktimet e tilla

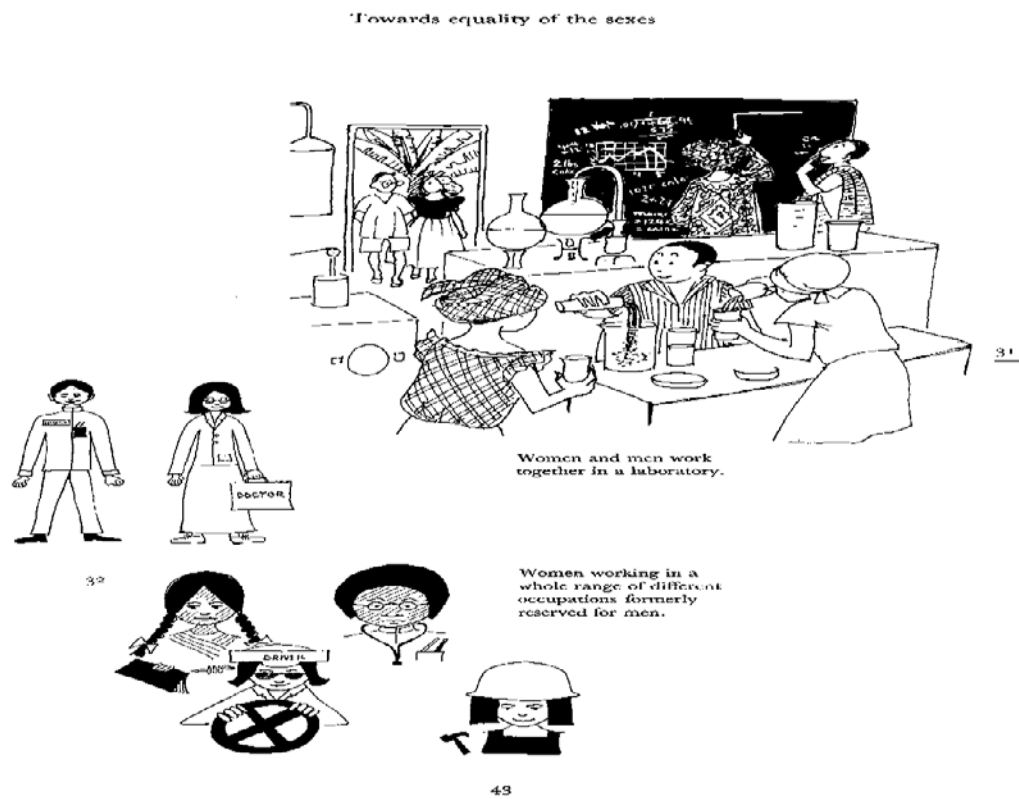
gjinore e cenojnë lirinë e përzgjedhjes së profesioneve për nxënësit. Pasi të jenë të ekspozuar ndaj paragjykimeve gjinore, ata mund të fillojnë të besojnë se profesionet tashmë janë të përcaktuara. Ndikimi në vendimet e ardhshme të djemve dhe vajzave mbi profesionin e tyre nëpërmjet informacionit të njëanshëm mund t'i bëjë nxënësit të marrin rrugët e gabuara të karrierës. Me vetëdije ose pa vetëdije, vendimi ndikohet në bazë të njohurive që ata marrin dhe besimeve që paraqiten si realitet. Megjithatë, pikërisht ky nuk është roli i arsimit. Më poshtë janë dhënë shembuj të profesioneve me dhe pa anime në baza gjinore.

Illustration 5. Examples of gendered professions (Mani, 1995, p. 6) ⁹²



⁹² Mani, A. Gender Bias in School Textbooks. (1995). Retrived from <https://doi.org/10.14217/9781848595484-EN>

Illustration 6. Examples of images of un-gendered professions (p. 43)⁹³



⁹³ Michel, A. (1986) Down With Stereotypes. Eliminating Sexism from Children's literature and School Textbooks. UNESCO, Paris, France. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000070590>

Based on the explanations above and clarification with illustrations, the reviewer should look at all parts of analysis of illustration and come up to the conclusions using the table below.

Table. 22. Gender Presentation in Illustration

ILLUSTRATION		
SPACE AND SIZE		
TOTAL	CONVENTIONAL	UNCONVENTIONAL
APPEARANCE		
TOTAL	CONVENTIONAL	UNCONVENTIONAL
TRAITS		
TOTAL	CONVENTIONAL	UNCONVENTIONAL

Based on the examples above and the criteria, the reviewer can undergo all the images of all illustrations in the textbook by going through first the cover page and then each lesson of the textbook. With a detailed analysis of main categories but also attention to the sub-categories, it is recommended to summarize the distribution of individuals and group. The summary should assess the images based on activities and

roles, positioning in size and space, appearances and traits and the findings in the tables above. By taking them all into account, the reviewer should mark them as biased or unbiased.

Table 23. Summary of Gender Presentation in Illustrations

SUMMARY OF GENDER PRESENTATION IN ILLUSTRATIONS		
INDIVIDUAL PRESENTATION		
TOTAL	BIASED	UNBIASED
GROUP PRESENTATION		
TOTAL	BIASED	UNBIASED
QUALITATIVE SUMMARY		
TOTAL	BIASED	UNBIASED
Notes: <i>e.g. there is a lack of mixed race in games,</i> <i>Roma, Ashkali and Egyptian women only in lowest domestic activities,</i> <i>men are mostly in central positions</i> <i>women are presented as passive</i>		

III. FINAL SUMMARY AND RECOMMENDATION

The scrutiny of a textbook using the tools, tables and summaries as well as checklists provided above will give sufficient information for the reviewer to come to a certain conclusion on the level of gender bias in text and illustrations. It will reveal the gender system in the textbook and the level of bias based on the information gathered. The reviewer should make sure that all elements (content and illustrations) are aligned. There are a few steps to follow:

- All the tables in the document should be completed with detailed information and data. After completion,

they should be provided to the author of the textbook for a very detailed review.

- The information gathered from the tables and notes should be summarized in the table below in one formatted table. In each category, there is also a space for concrete recommendation per each category based on the opinion of the reviewer.
- At the very end, there should be a final evaluation on whether the book meets the gender equality standard or not.

Table 24. Summary Table for Textbook Evaluation

SUMMARY OF GENDER PRESENTATION IN ILLUSTRATIONS		
TEXT		
	Quantitative results <i>(please mention only biased ones)</i>	Qualitative results
Distribution of individuals		
Distribution of groups		
Un-gendered individuals		
Un-gendered groups		
Citation		
RECOMMENDATIONS: (please write down the recommendation to the author and MEST) e.g. more presentation of older women throughout the text where the context permits it		
TEXT PASSAGE		
	Quantitative results	Qualitative results
Titles		
Body/examples/exercises		
Activities		
RECOMMENDATIONS:		

LANGUAGE		
	Quantitative results	Qualitative results
Male terms		
Adjectives (occupational)		
Adjectives (psychological)		
Language (dialogues)		
Language (parallelism)		
RECOMMENDATIONS:		
ILLUSTRATIONS		
	Quantitative results	Qualitative results
Distribution of individuals		
Distribution of groups		
Un-gendered individuals		
Un-gendered groups		
Activities		
Space and size		
Appearance		
Traits		
RECOMMENDATIONS:		
FINAL EVALUATION:		
e.g. The book does/does not meet the gender equality criteria. It should be rewritten having in mind the comments above and the tables provided to the author.		

ANNEX 1 – KEY GENDER CONCEPTS

GENDER

The word gender refers to social ascriptions related to being a female or a male, of relations between men and women, relations between boys and girls, as well as relations between women and relations between men. These ascriptions, relations and opportunities are built by the society and are learnt through socialization processes. Gender is an identity that is learned, it changes in time and it changes in and through cultures. Gender does not simply refer to a man or a woman but rather to the relation between them. Gender does not describe biological and sexual characteristics that identify men and women, but it serves to define social roles of attitudes and values that the social community presents them as appropriate for one sex or the other.

SEX

Describes the biological differences between men and women, which are universal and determined at birth.

GENDE IDENTITY

Refers to the definition as a personal and social conception of the subject and the category over itself in the relationships between sex and gender.

SEXUALITY

Is a consistent pattern of romantic or sexual attraction (or a combination of these two) for persons of the same gender or sex, or more than one gender. These withdrawals are generally included under the names of heterosexuality, homosexuality, bisexuality.

HETEROSEXUAL

A person who has physical and emotional attraction only from persons of another sex.

HOMOSEXUAL

A person who has physical and emotional attraction from the same sex person.

LESBIAN

A female who has physical and emotional attraction to another woman.

GAY

A male who has physical and emotional attraction to another man.

BISEXUAL

A person who physically withdraws from both sexes.

TRANSGENDER

A person whose gender or personal identity does not match the sex born.

INTERSEXUAL

Is a general term used to name the variety of conditions in which a person is born with a reproductive or sexual anatomy that does not seem appropriate to the typical definitions of female and male.

GENDER ROLES

Communities and societies create social norms of behavior, values and attitudes that they think are suitable for women and men, as well as the relations between them. These roles are assigned according to social, not biological criteria. Gender roles are divided according to sex; they are a social, not a biological classification. For example, if childcare is classified as the woman's role, then this is a social role, not a role defined based on the biological sex, because both men and women can do it.

GENDER STEREOTYPES

This is a constant portrayal in media and publications of women and men's social roles defined according to the traditional division of roles and tasks in a specific society. These gender roles divide the tasks and efforts by strengthening further the gender division of work and by portraying them as "normal" and "natural" division of tasks.

GENDER BLINDNESS

This expression describes activities or services that are provided without considering the gender of participants. Therefore, gender blindness in a negative context means among others that a person, policies or institutions do not take into consideration and ignore gender issues and equality as a fundamental determinant when drawing different policies, programs and different projects.

GENDER DIVISION OF WORK

This means social examples (models) where a set of gender roles has been assigned women, and another one to men. Unequal division of work also refers to unequal remuneration for work. Discrimination against women in this sense in some countries means that women bear the load of unpaid work, and men take the major part of income and rewards as a result of their work. In some societies, this is explained with classic examples of gender division of work where women in most cases do unpaid housework and unpaid agricultural, horticultural and stockbreeding, and men in most cases profit and control the financial profit from the sales of these products.

GENDER EQUALITY

Means that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development. Gender equality is therefore the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in their home, their community and their society.

GENDER EQUITY

It is the process of being fair to men and women. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field. Equity is a means. Equality is the result.

GENDER DISCRIMINATION

This means a different treatment of individuals based on their gender. Gender discrimination, also known as discrimination based on sex also happens in cases when a person is denied the right to work, promotion or opportunities for other profits just because they belong to the other sex. This type of discrimination can affect equally, men and women.

GENDER AWARENESS

Means the ability to recognize and identify problems that emerge as a result of inequality and discrimination, even when they are hidden and are not on the surface, which means the problem is not visible at first glance. In other words, gender awareness means a higher and more sophisticated level of gender awareness.

EMPOWERMENT

This in particular means joint actions of groups in unfavorable or marginalized positions, in order to overcome structural inequality, which was the cause of the unfavorable position of these groups.

EQUAL OPPORTUNITIES

Means each person has equal opportunities, especially in equal approach. In other words, equal opportunities mean a lack of structured discrimination that prevents the individual or social group to be equal in the society. Equal opportunities for women means to eradicate any form of gender discrimination.

GENDER ANALYSES

These are systematic methods that are used in policy planning, to ensure that gender issues are a part of this planning. The purpose of gender analyses is broader than the equal opportunity concept, which aims to increase the number of participating women in areas where they are less represented. Gender analyses aim to focus the attention on the ways in which gender integration policies should be drawn. Gender analyses are crucial for the effective drawing of gender indicators. Gender analyses help structure key policies about the role of men and women, as well as relations between them.

CONVENTION FOR THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN

The Convention for the Elimination of all Forms of Discrimination against Women was adopted in 1979 and it is the most detailed international convention on women's rights. CEDAW foresees women's rights that were considered to be private issues that pertain to the family in the past. CEDAW refers especially to the protection of women's rights to reproduce and specific women's rights in rural areas.

BEIJING DECLARATION AND PLATFORM FOR ACTION

A conference that opened the way to the integration of gender issues in development cooperation, known as GAD was held in 1995 in Beijing. Many countries then started drawing their National Action Plans, which predicted the drafting of strategies and programs for the implementation of commitments of Beijing Conference.

MILLENNIUM DECLARATION – MILLENNIUM DEVELOPMENT GOALS

The Declaration that focused on eight development goals was drafted in the World Leaders Summit that was held in 2000 in UN in New York. These goals are eradication of poverty, universal elementary education, promotion of equality and empowerment of women decrease of infant mortality improvement of mothers' health, fighting of HIV/AIDS, malaria and other diseases, ensuring the environmental sustainability, and development of global partnership for trade and assistance. These commitments are proof of the close and interdependent relation between economic growth, alleviation of poverty and sustainable development, and they are foreseen to be achieved by 2015. These commitments require that the development is based on good, transparent and democratic governance, rule of law and respect of human rights.

1. Eradication of poverty
2. Universal elementary education
3. Promotion of equality and empowerment of women
4. Decrease of infant mortality
5. Improvement of mothers' health
6. Fighting of HIV/AIDS, malaria and other diseases
7. Ensuring the environmental sustainability
8. Development of global partnership for trade and assistance

UNESCO'S GENDER MAINSTREAMING IMPLEMENTATION FRAMEWORK BASELINE DEFINITIONS OF KEY CONCEPTS AND TERMS. RETRIEVED FROM <http://www.unesco.org/nea/fileadmin/MULTIMEDIA/HQ/BSG/GENDER/PDF/1.%20Baseline%20Definitions%20of%20key%20gender-related%20concepts.pdf>

ANNEX 2 – SUMMARY OF KOSOVO LAWS AND POLICIES ON GENDER

The Constitution of the Republic of Kosovo 2008, Article ushtetuta e Republikës së Kosovës 2008, Article 7 [Values] states

“The Republic of Kosovo ensures gender equality as a fundamental value for the democratic development of the society, providing equal opportunities for both female and male participation in the political, economic, social, cultural and other areas of societal life.”⁹⁴

The Law on Gender Equality 2015⁹⁵ Article 21 states

1. In schools and other educational institutions the teaching aids used shall be based on gender equality and gender equality education should be included in school curricula at all levels.
2. Preparation, adoption and implementation of educational programs - education, drafting materials, textbooks and reviewing existing materials and textbooks should be done by including gender perspectives and eliminate negative stereotypes, prejudices, traditional practices and other practices that are contrary to the principle of gender equality.
3. Incorporation into school curricula education and training activities aimed at sensitizing young people about gender equality and preparing them for democratic citizenship.
4. There shall have equal inclusiveness of women and men in professional and non-professional education training and counselling for those professions which are traditionally considered only for women and only for men.

Law on Pre-University Education⁹⁶

Article 1 Purpose

Article 4 2.5. to prepare the pupil for a responsible life in the spirit of good understanding, peace, tolerance, gender equality and friendship with members of all communities in the Republic of Kosovo;

Article 3 General principles of Pre-University Education

4. In planning, managing and delivering the system of pre-university education, the Ministry, municipalities and educational and/or training institutions shall have regard to the internationally-accepted norms of Education for All, the rights of the child, the protection of vulnerable groups within society and the promotion of gender equality.

Article 4 Protection of vulnerable groups

3. Promoting activities outside the Kosovo Curriculum Framework for the benefit or detriment of any political party, gender, race, ethnic background, religion or social position is prohibited in educational and/or training institutions. Where relevant issues are presented to pupils in the course of academic work, pupils must be offered a balanced presentation of opposing views.

Law on Publishing School Textbooks, Educational Teaching Resources, Reading Materials and Pedagogical Documentation⁹⁷

Article 3 Needs that have to be met for school textbooks, educational teaching resources, reading materials and pedagogical documentations,

3.2. The school textbooks, the educational teaching resources, reading materials and pedagogical documentation are not allowed if they make propaganda against Kosovo, which violate human rights and gender equality and that incite political, national, and religious hatred.

⁹⁴ Constitution of the Republic of Kosovo 2008 Retrieved from <http://www.kryeministri-ks.net/repository/docs/Constitution1Kosovo.pdf>

⁹⁵ Law on Gender Equality 2015 Law. No 05/L-20 Retrieved from <http://www.assembly-kosova.org/common/docs/ligjet/05-L-020%20a.pdf>

⁹⁶ Law on Pre-University Education in the Republic of Kosovo 2011 Law no. 04/L-032 Retrieved from

<http://www.kuvendikosoves.org/common/docs/ligjet/Law%20on%20preuniversity%20education.pdf>

⁹⁷ Law on Publishing School Textbooks, Educational Teaching Resources, Reading Materials and Pedagogical Documentation 2006 No. 02/L-67 Retrieved from <https://masht.rks-gov.net/uploads/2015/06/01-ligjim-1.pdf>

Kosovo Strategic Education Plan 2017-2021⁹⁸ main strategic objective

1. Participation and Inclusion

“Education, among other factors, is a means for the prevention of poverty, the protection of human rights, the empowerment of women and the integration of all people into the society. According to UNESCO, inclusive education is seen as a process that addresses and responds to the different student needs, through increased participation in learning and through the reduction of exclusion in education and from education.

Inclusive education offers a learning environment that provides access, accommodation and support to all students. This means that schools must adapt to all students, irrespective of their physical, intellectual, social, emotional, language or other conditions. The aim of inclusion is to minimize inequalities in the society, combat discrimination, avoid marginalization and exclusion, as well as provide welfare to all members of the society. It is therefore necessary to implement educational policies and practices aiming at comprehensive processes, in particular in relation to the socially marginalized groups, such as persons with special educational needs, minority communities, the poor and some other social categories.”

Standards for School Textbooks⁹⁹

Standard 11

The textbook contributes to gender equality education and the avoidance of gender-related discrimination as well as gender-related roles. Directly, this assistance can be provided by textbooks of some subjects (reading books, textbooks of ethics, history, social sciences) through the appropriate choice of writing, questions and tasks. Indirectly, all textbooks can and must meet this standard by taking care of: a) linguistically respecting both sexes (use of feminine and masculine females, e.g. pupils) and b) in texts, illustrations, tasks etc. females and males have been equally represented and not stereotyped by traditional roles.

INDICATORS

11.1 The textbook language is adequate for both genders, addressing both (use of male and female forms, for example, in instructions, assignments, etc.).

11.2 In the textbooks of the teaching units, illustrations, tasks, questions, etc., men and women are represented equally and as often when the nature of the subject allows.

11.3 In the textbooks of the teaching units and in the tasks, exercises and questions, the textbook is equally and as frequently referred to the experiences and interests of women as those of men.

11.4 The textbook avoids gender stereotypes with regard to role-sharing, and unilateral views, showing and presenting women and men in different and unclassified activities and contexts.

11.5 Both sexes are portrayed, reflected, and have roles equally in both private and family life, as well as in all spheres of social life (in the public sphere, in the historical context, etc.).

11.6 The use of language is fair and equitable for both sexes, especially when female and female forms are used in naming persons.

⁹⁸ Kosovo Education Strategic Plan 2017-2021 2016 Retrieved from <https://masht.rks-gov.net/uploads/2017/02/201>

ANNEX 3 – CHANGES IN THE EDUCATION SYSTEM WITH THE NEW CURRICULUM POLICY

Curriculum Framework for Pre-university education in the Republic of Kosova

AIMS COMPETENCES PRINCIPLES	The purpose of the pre-university education		Development of personal and national identity, statehood and cultural belonging		Promotion of general cultural and civic values		Development of responsibility for themselves, for others, for society and for the environment		Preparation for life and work in different social and cultural contexts		Development of entrepreneurship and use of technology skills		Preparation for lifelong learning									
	Students' competences		Effective communicator		Creative thinker		Successful learner		Kontribues produktiv		Healthy individual		Responsible citizen									
	Curriculum principles		Inclusion		Development of competences		Coherent and integrated teaching and learning		School level autonomy and flexibility		Responsibility and accountability											
IMPLEMENTATION IN SCHOOL	Curriculum Areas		Languages and communication		Arts		Mathematiks		Natural Sciences		Society and environment		Health and wellbeing		Life and work							
	Teaching and Learning		Different approaches in classroom		Based on practical knowledge		Inclusive classrooms		Links between theory and practice		Active participation		Student centred		Using new technologies							
	Cross curricular issues		Democratic Citizenship Education		Peace Education		Globalization and Interdependency Education		Media Education		Education for Sustainable Development Ed											
ASSESSMENT	Assessing achievements		Integrated in teaching and learning		Together with students		Uses data from different sources		Daily, random, in the end of a topic/unit		Promotes wide and balanced curriculum		Is understood by students		Helps students' progress		Provides feedback		Helps to identify areas for intervention		Provides peer assessment and self-assessment	
	Measures for accountability			Achievements			Behaviour			Civic participation			Health Care			Employability			Involvement in further education			
	Assessment tools and procedures				Internal assessment			Assessment at classroom level			Assessment at school level			External assessment			Matura exam					

ANNEX 4 – CURRICULUM LEARNING AREAS AND SUBJECTS BY GRADES

Learning Areas	Learning areas across curriculum key stages (KS)								
	Pre-school	KS1	KS2	KS3	KS4	KS5		KS6	
Curriculum Areas	Age cohorts: 0-3 Years old 4-5 Years old	Grades: Pre-primary 1-2	Grades 3, 4 and 5	Grades 6 and 7	Grades 8 and 9	Grades 10 and 11 (General education)	Grades 10 and 12 (Vocational education and training – VET)	Grade 12 (General education)	Grade 12 (Vocational education and training – VET)
Languages and Communication	Activities fostering language communication	Mother Tongue English	Mother Tongue English Second language	Mother Tongue English Second language	Mother Tongue English Second language	Mother Tongue English Second language Other languages	Mother Tongue English Other languages	Mother Tongue English Second Language Other languages	Mother Tongue English Other languages
Arts	Activities fostering communication skills and artistic expression	Figurative art Music education	Figurative art Music education	Figurative art Music education	Figurative art Music education	Figurative art Music education	Applicative arts	Figurative art Music education	Applicative arts
Mathematiks	Activities fostering reasoning and numeracy skills	Mathematiks	Mathematiks	Mathematiks	Mathematiks	Mathematiks	Mathematiks	Mathematiks	Mathematiks
Natural Sciences	Activities fostering inquiry and discovery of the environment	Natural sciences	Natural sciences	Natural sciences	Natural sciences	Biology Physics Chemistry Astronomy	Natural sciences	Biology Physics Astronomy	Natural sciences
Society and Environment	Activities fostering self-awareness, awareness of the others and social skills	Society and environment	Society and environment	Society and environment	Society and environment	History Geography Civic education Sociology Psychology Philosophy	Society and environment	History Geography Civic education Sociology Psychology Philosophy	Society and environment
Physical Education, Sports and Health	Activities fostering the development of hygiene habits and physical skills	Health and wellbeing Physical education	Health and wellbeing Physical education	Health and wellbeing Physical education	Health and wellbeing Physical education	Health and wellbeing Physical education	Health and wellbeing Physical education	Health and wellbeing Physical education	Health and wellbeing Physical education

Life and Work	Activities fostering capacities to understand and follow procedures and rules, curiosity, creativity and learning in different ways	Life and work	Life and work	Life and work	Life and work	Life and work	Life and work	Life and work	Life and work
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