

Women's and Girls Education Project Kosovo-wide Literacy Survey

Prishtina
28 Januray 2002

Women's and Girls Education Project Kosovo-wide Literacy Survey*

1) Introduction

The Kosovo-wide Literacy Survey is part of the Women's and Girls Education Project, whose objective is to provide basic education to illiterate women, enhance their understanding of early childhood development and encourage girls to continue school. The prime targets are Kosovar women, living in rural Kosovo.

Women, being generally disadvantaged in terms of education in rural Kosovo, were further hampered in their education due to the difficult political situation created in Kosovo during the 1990s. This period was marked by widespread violation of the basic human right of education to the majority of Kosovar population. Women were further hampered in this respect because the security concern of the girls traveling long distances to school unaccompanied during a time of conflict in Kosovo.

The survey was done with the aim of assessing the extent of illiteracy and level of education amongst females in rural Kosovo. The survey also aimed at identifying the groups that are most suitable for further education, by seeking to reveal the level of interest for this among particular groups of women and girls. This data was needed in order to prepare a suitable and effective action plan and materials to tackle these problems.

2) Methodology

A Kosovo-wide survey was conducted with the aim of gathering the most useful background information on the issue of female education and illiteracy in Kosovo. The survey resulted in the registration of the level of literacy and years of education of 8938 women. Out of the figure above, 1945 were further quizzed on their life circumstances.

2a) Instruments

The instruments used for data gathering were two questionnaires. Data was processed using the SPSS software package.

* The authors of this text are responsible for the survey data processing and analysis. They are not responsible for the survey instruments, sample and administration of instruments.

The first questionnaire gathered data on the age, level of literacy and years of education, according to municipalities. It registered all the females in the visited household, and was concerned with discovering the level of literacy and years of education of women in Kosovo. This questionnaire provides data for 8938 women.

We have to note that the first questionnaire had some shortcomings, which left space for ambiguities. This questionnaire attempts to assess the level of literacy amongst women in rural areas, but provides no working definition of literacy. Thus, it is unclear as to what is the differentiation line between a woman that “knows a little” reading and writing, and one that knows none or the one that has affirmed her literacy.

Furthermore, some technical slipups have increased the possibility for error in the final statistical results.¹ This fact should be borne in mind when comparing the “Years of Education” results on the two questionnaires. It is recommended that in this case the data from the second questionnaire, which has fewer deficiencies, be relied more upon when planning activities for the project.

After registering all the females in one household, a survey was done with one female member of that household, using the second questionnaire. The second questionnaire requires information on the life circumstances of women in a rural Kosovar household. It consists of 22 questions, which can be grouped into:

- Personal data (name, age, place of birth, place of residence, language spoken, marital status, employment status),
- Family data (number of family members, family members employed, family income, number of children)
- Head of household data (their gender and level of education)
- Education data (years of education, type of education, reason for education termination, interest in further education)

The second questionnaire also has some shortcomings.² A number of questions do not offer sufficient information. For example, Question 8 regarding family size does not allow for differentiation between the elementary family unit (husband, wife and their children), extended families and the level of their expansion. The same argument can be made for question 12, regarding the number of children in the household, which does not specify the age limit nor does it require clarification on whose are the children.

¹ In the “Years of Education” section, the questionnaire provides the option of 5-7 years and 7-10. The years should be 8-10.

² See Appendix 2

Furthermore, some of questions do not provide relevant information. The responses to questions about language³ have not offered any insight into the role of language in education nor on the level of education among various language groups in Kosovo. Also, Question 17, regarding the last year of education⁴ fails to provide any relevant information.

The response to Question 21 (“Do you wish to continue your education?”) is limited only to Yes/No, which does not allow for expression of other preferences or limitations to their preferences. Question 22 is also left open, instead of multiple choices, which would stimulate a response much needed for the design of the project in general.

2b) Administration of instruments - Survey

Data gathering was conducted by 21 women NGOs operating throughout Kosovo, covering 15 Kosovo municipalities (See Tables 1.1 and 1.2). The NGO activists were trained for the purpose of conducting the survey and they conducted the survey in the area of their activity (i.e. the municipality).

Although the large data suggests that the work was carried out effectively, some of the variations in data collection suggest that the rules of data collection were not fully respected. For example, most NGO activists have registered all females in the household above the age of 15, with the exception of three municipalities, where the level of literacy and education was recorded for all the females (including infants) in the household.⁵

2c) Sampling

The sample is spontaneous, it is not planned and therefore a word of caution is needed about its representativeness. The survey was not done according to needs but according to allocation of the 21 partner NGOs. The selection of women surveyed in the registered households was random. Furthermore, the survey is not stratified, as it emerges from the results that the only group that has been effectively surveyed is the Albanian one.

Nevertheless, at least as far as the Kosovar Albanian women are concerned, the large sample of registered females and the surveyed ones ensures that the results of the survey are relevant, and can be used as a basis for a Project action plan.

³ Questions 5, 15 and 18

⁴ Question 17: “When did she finish the last year of her education?”

⁵ See Appendix 1

Municipality	Frequency	Percent
Prishtina	775	8.70%
Mitrovica	431	4.80%
Gjilan	376	4.20%
Peja	164	1.80%
Prizren	575	6.40%
Gjakova	202	2.30%
Podujeva	266	3.00%
Klina	633	7.10%
Decan	740	8.30%
Rahovec	368	4.10%
Suhareka	320	3.60%
Kacanik	1109	12.40%
Malisheva	974	10.90%
Glllogoc	1576	17.60%
Skenderaj	429	4.80%
Total	8938	100.00%

Table 1.1 – Registered women according to municipality

Municipality	Frequency	Percent
Prishtina	221	11.40%
Mitrovica	98	5.00%
Gjilan	156	8.00%
Peja	54	2.80%
Prizren	100	5.10%
Gjakova	200	10.30%
Podujeva	79	4.10%
Klina	110	5.70%
Decan	117	6.00%
Rahovec	146	7.50%
Suhareka	91	4.70%
Kacanik	143	7.40%
Malisheva	132	6.80%
Glllogoc	218	11.20%
Skenderaj	80	4.10%
Total	1945	100.00%

Table 1.2 - Surveyed women according to municipality

3) Survey Results

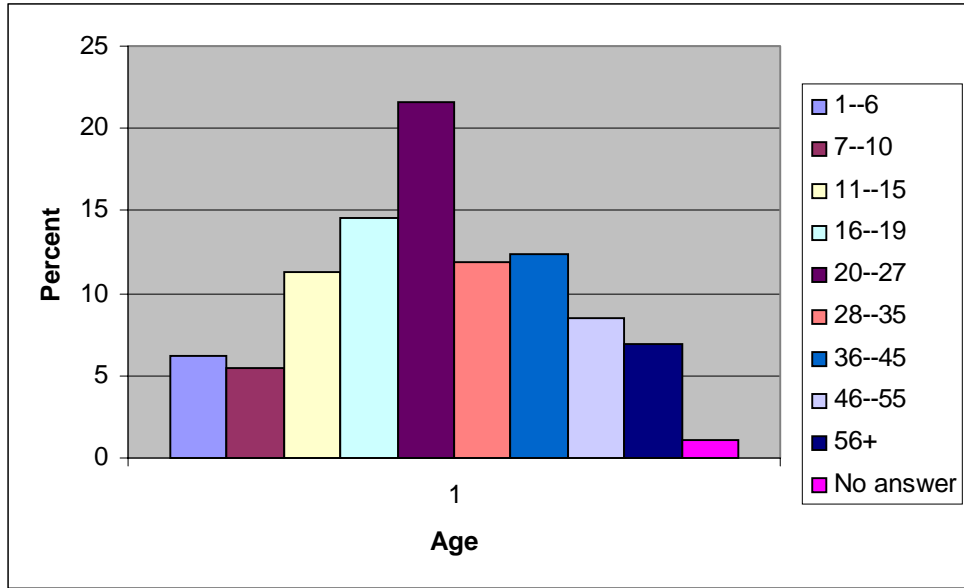
3a) Questionnaire I - General registration of female literacy and education

The first questionnaire registered all the females over 14/15 years of age in a household (with the exceptions noted above). It sought to record the age, years of education and level of literacy of females in the household.

The results showed that just under 50 percent of the women surveyed in rural areas are between the ages of 16 and 35 (See Graph 1.1). The biggest age group is that between 20-27 with 21.6 percent of the registered females. 14.6 percent of the females are between the age of 16-19 and 11.9 are between 28-35.

The over 35 category of the surveyed women is distributed thus: 12.4 percent are between 36-45, 8.5 percent are between 46-55 and only 6.9 percent are over 56⁶.

⁶ 23.1 percent are females of 15 years of age or below, and 1.1 percent did not provide an answer.



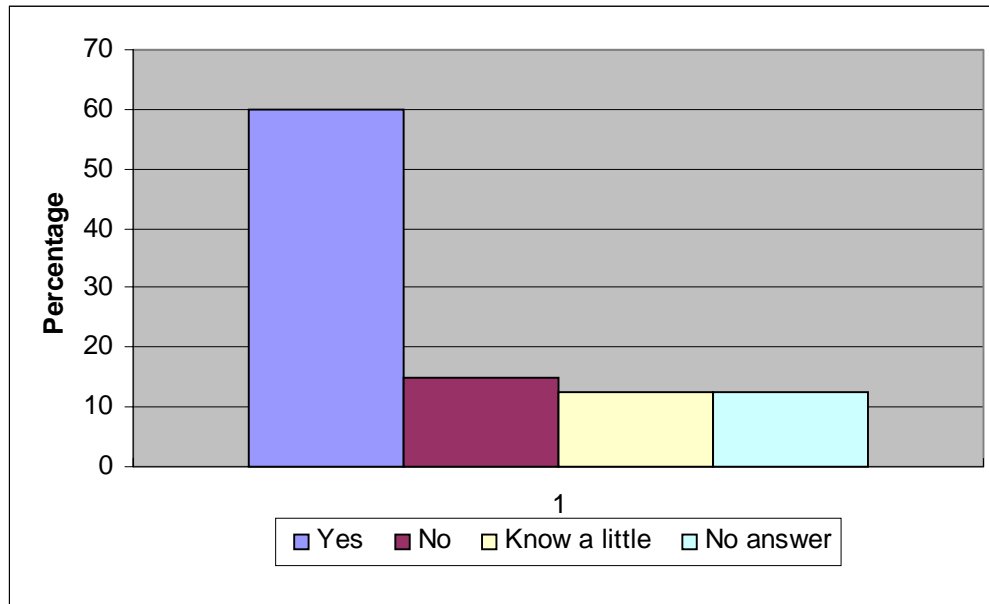
Graph 1.1 – Age distribution among registered females in rural Kosovo

When asked about their years of education, the surveyed females in the rural areas responded that 9.8 percent of them had received no education (See Graph 1.2). The highest percentage is of those women that have received between 1-4 years of education (24.9 percent). 18.1 percent have received between 5-7 years of education and 16.7 percent have received 7-10 years of education. Just under 11 percent of the females living in rural Kosovo have received over 10 years of education.



Graph 1.2 – Years of education among women in rural Kosovo

The level of literacy amongst females in rural areas, according to our data, is over 60 percent (See Graph 1.3). 60.1 percent of the registered women have affirmed that they can read and write. The percentage of those who cannot read or write is 14.8, whilst the percentage of women that know a little of both stands at 12.5 percent.



Graph 1.3 – The level of literacy of females in rural areas

An analysis between the age of the surveyed females and their level of literacy does indicate a general rise in literacy with the coming of new generations (See Table 1.3): 76.6 percent of the 11-15 age group can read and write, compared to 28.7 percent of women over 56. The level of illiteracy is also falling, with only 6.0 percent of then 11-15 generation declaring that they cannot read nor write, compared to 41.4 percent of over 56, or 23.1 of women between 46-55.

Two results from the first questionnaire deserve attention. Firstly, the level of relative illiteracy is still high:⁷ 13.5 percent of girls between the age of 11 and 15 at best know very little reading and writing, which only worsens with later generations. Relative illiteracy of the 16-19 age group is 25.8 percent, 20.6 in women between 20-27 years of age and 25.4 percent in those between 28-35. In the surveyed women over 36 years of age the situation is even more alarming: 33.5 percent of the 36-45, 39.4 percent in 46-55 and 55.3 percent of women over 56 either are fully or partially illiterate (See Table 1.3).

⁷ A combined figure of those that have declared that the cannot read nor write, and those who “Know a little” is referred to as relative illiteracy

			Do you know to read and write ?			Relative illiteracy	No answer
			Yes	No	Knows a little		
Age groups	11-15	Count	772	60	76	136	100
		Percent	76.6%	6.0%	7.5%	13.5%	9.9%
	16-19	Count	881	124	213	337	87
		Percent	67.5%	9.5%	16.3%	25.8%	6.7%
	20-27	Count	1387	166	214	380	163
		Percent	71.9%	8.6%	11.1%	19.7%	8.4%
	28-35	Count	695	114	155	269	96
		Percent	65.6%	10.8%	14.6%	25.4%	9.1%
	36-45	Count	634	167	203	370	100
		Percent	57.4%	15.1%	18.4%	33.5%	9.1%
	46-55	Count	398	176	124	300	64
		Percent	52.2%	23.1%	16.3%	39.4%	8.4%
	56+	Count	176	254	85	339	98
		Percent	28.7%	41.4%	13.9%	55.3%	16.0%
	No answer	Count	36	22	22	44	22

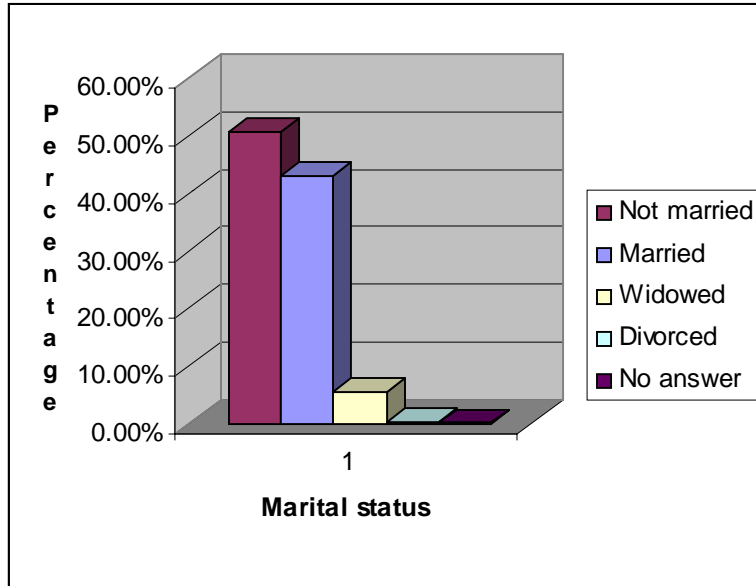
Table 1.3 - The spread of literacy amongst age groups in rural Kosovo

Secondly, special attention should be paid to the level of relative (and absolute) illiteracy within the 16-19 age group. Not only is the illiteracy higher than in the 11-15 age group, but also it is also higher than in the 20-27 age group, and even higher than that of women up to 35 years of age (See Table 1.3). Considering that the years of primary education for girls were the 1990s in Kosovo, the increased level of illiteracy for this age group does suggest that the situation in Kosovo did have a negative impact on education of women in Kosovo.

3b) Questionnaire II - Individual survey

Out of the 8938 women registered, an individual survey was done with 1945 of them. Before we explore the survey results a comment might be justified. Although the question of language is repeated three times in the questionnaire (mother tongue, language spoken at home and language taught at school), the results of the survey show that a very small number of surveyed women are non-Albanian. Hence, the symbolic presence of non-Albanian women in the survey suggests that its results can be used as basis for conclusions about Albanian women in villages.

With reference to marital status, over 50 percent (50.7 percent) of the women in rural areas are not married (See Graph 2.1). This category is followed by married women, which stands at 43.0 percent. 5.6 percent of the women are widowed and a negligible part of them are divorced (0.5 percent).

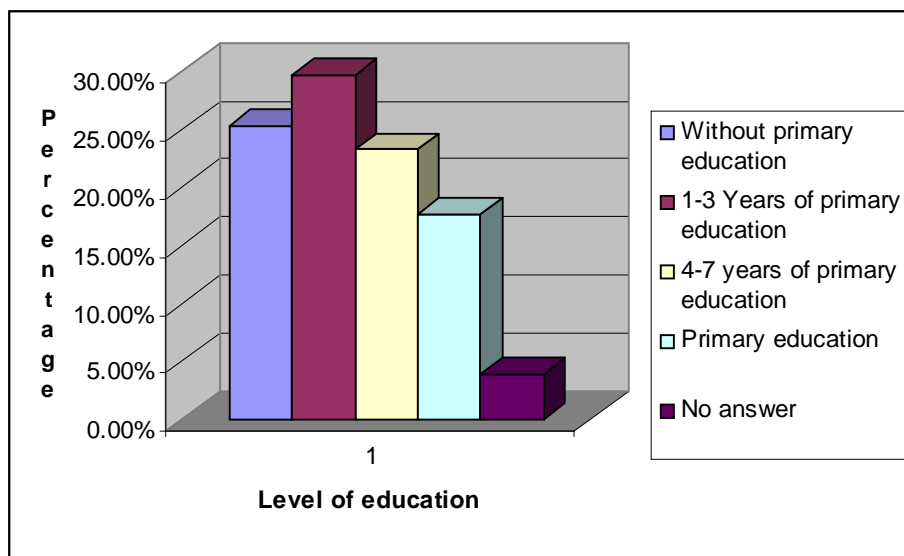


Graph 1.3 – Marital status of women in rural Kosovo

The employment data is alarming; with 99.3 percent of the women declaring that they are unemployed. Less than one percent is employed (0.6 percent). However, a word of caution is needed here. The questionnaire does not give the possibility of elaborating on the activities that these women are engaged in, which is especially important as in rural areas the predominant form of employment is in subsistence farming. However, this data highlights the fact that over 99 percent of women in rural areas have little opportunity to use their literacy skills, but are engaged in physical tasks that do not utilize the knowledge they have gained during their education.

Education and literacy

The research on the level of literacy amongst the 1945 women that completed the second individual questionnaire showed that over a quarter of the women surveyed have not attended primary education (25.3 percent). Nearly a third of the women have only completed between 1 and 3 years of primary education (29.7 percent), and 23.3 percent have attended between 4 and 7 years of primary education. The smallest group of female respondents has finished primary school (eight years of education), which stands at 17.7 percent (See Graph 2.1).



Graph 2.1 – Level of education among women in rural Kosovo

The examination of the correlation between age and years of education showed that in general a higher percentage of the new generations are getting some level of education: 32.2 percent of the 16-19 age group has 4-7 years of primary education, compared to 26.8 percent of the 20-27 age group and 15.6 percent of the 28-35 group (See Table 2.1). However, our data suggest that the years of education that the new generation of girls are getting are fewer than older ones: only 12.3 percent of the 16-19 age group has finished primary education, compared to 20.7 percent of the 20-27 age group, 26.1 percent of the 28-35 age group and 21.8.7 percent of women aged between 36-45. On the other hand, the low percentage of 16-19 year old girls recorded in the survey results might be due to purposeful exclusion of these girls in the survey, since they are already getting educated.

			How many years of school completed?				No answer	Total
			Without primary education	1-3 years of primary education	4-7 years of primary education	Primary education		
Age groups	11-15	Count	32	66	37	5	1	141
		Percent	22.7%	46.8%	26.2%	3.5%	0.7%	100.0%
	16-19	Count	71	152	139	53	17	432
		Percent	16.4%	35.2%	32.2%	12.3%	3.9%	100.0%
	20-27	Count	101	144	131	101	11	488
		Percent	20.7%	29.5%	26.8%	20.7%	2.3%	100.0%
	28-35	Count	82	83	48	80	14	307
		Percent	26.7%	27.0%	15.6%	26.1%	4.6%	100.0%
	36-45	Count	101	77	68	72	17	330
		Percent	30.6%	23.3%	20.6%	21.8%	5.2%	100.0%
	46-55	Count	58	40	23	19	11	151
		Percent	38.4%	26.5%	15.2%	12.6%	7.3%	100.0%
	56+	Count	23	10	8	14	3	58
		Percent	39.7%	17.2%	13.8%	24.1%	5.2%	100.0%
	No answer	Count	22	5	5	1	2	35

Table 2.1 – Years of school completed according to age

Question 19, which aimed to reveal other forms of education used in rural Kosovo⁸, has failed to provide any meaningful information about alternative female education in rural Kosovo. The question was left open, which resulted in an overwhelming number of respondents leaving it with no answer (94.1 percent), instead of circling yes or no. Furthermore, instead of structuring the possible responses to multiple choices, it was left to the respondent to describe what activities they had, which has resulted in lack of useful data on alternative education of women in rural areas. The fact that 12.6 percent⁹ of women that have received no formal education have some degree of literacy suggests that there might be some alternative forms of education employed in rural areas (See Table 2.2). It may be worth exploring this area in the future, for these informal practiced methods might be a useful aid to the project activities, both in teaching reading and writing to rural women, as well as maintaining these acquired literacy skills over a longer term.

		Do you know to read and write?					
			Yes	No	Knows a little	No answer	Total
Years of education	No education	Count	35	651	75	112	873
		Percent	4.0%	74.6%	8.6%	12.8%	100.0%
	1-4	Count	1321	107	673	124	2225
		Percent	59.4%	4.8%	30.2%	5.6%	100.0%
	5-7	Count	1370	14	120	113	1617
		Percent	84.7%	0.9%	7.4%	7.0%	100.0%
	7-10	Count	1266	6	23	98	1493
		Percent	84.8%	0.4%	1.5%	6.6%	100.0%
	Over 10	Count	894	1	6	73	974
		Percent	91.8%	0.1%	0.6%	7.5%	100.0%
	No answer	Count	386	547	223	600	1756
		Percent	22.0%	31.2%	12.7%	34.2%	100.0%

Table 2.2 – Level of education in relation to years of education

The family context

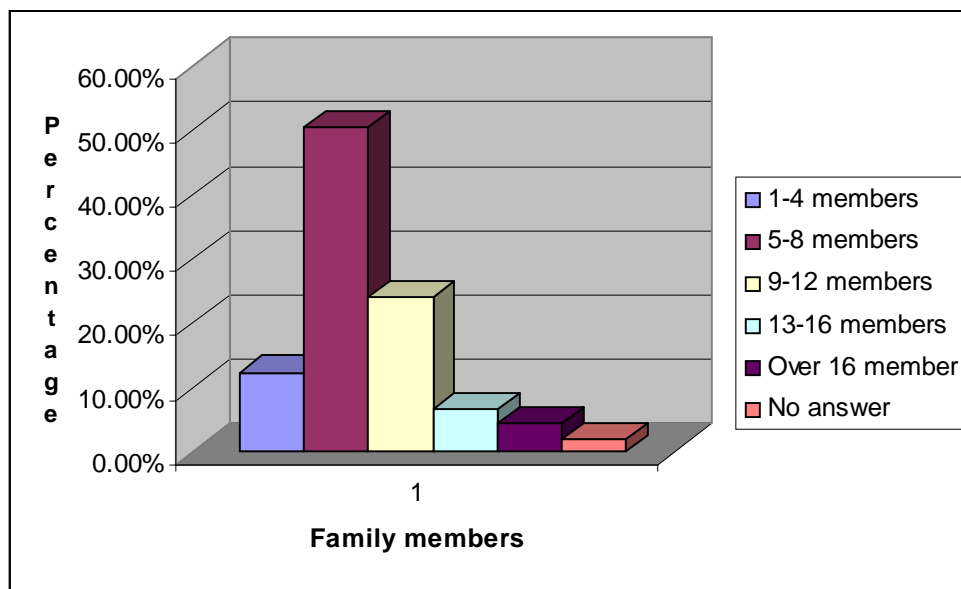
Data results showed that over half (50.5 percent) of the women in rural areas live in families with 5 to 8 members (See Graph 2.2). The percentage of those living in families with 1-4 member is 12.4 percent, just under a quarter (24.1 percent) of women live in families with 9 to 12 members, 6.7 percent live families with 13-16 members and 4.4 percent of women live in families of over 16 members. We have to bear in mind though the comment we made earlier in

⁸ Question 19: “Have you attended any other form of education (courses etc). If yes, describe them!”

⁹ Combination of “Yes” and “Knows a little” among women with no primary education

the text regarding the definition of the family. Thus the data above at best speaks of the family members living in the same house/property, and can range from a classical nuclear family, to one extended to include all the brothers with their wives and children, who live and economize together.

Similar reasoning suggests itself when we look at the number of family members that are employed: 68.5 percent of the women gave no answer to this question, which again suggests that the main source of livelihood for the majority of the rural families is their own farm. The definition of employment, and income for that matter, is somewhat irrelevant to rural Kosovo, where most families engage in subsistence farming. Thus, both employment and income data are difficult to assess in an objective way.



Graph 2.2 – Family members of women in rural Kosovo

Research into the employment of women rural Kosovo show that nearly all of them are unemployed (99.3 percent). This information again supports the assumption that most of these women are engaged in subsistence farming and chores within and around the house. This fact is relevant for the project, as it suggests that even those women in rural areas that undergo some form and level of education are hugely disadvantaged in remaining literate as they are provided with little opportunity and environment to utilize the skills learnt at school.

The results in Table 2.2 (see above) support the argument that women, especially those with only a few years of formal education, are more likely to forget their literacy skills if they are not provided with a incentive to counter this trend. Under 60 percent of the surveyed women that have received 1-3 years of education have declared they are literate, whilst an alarming 35 percent of

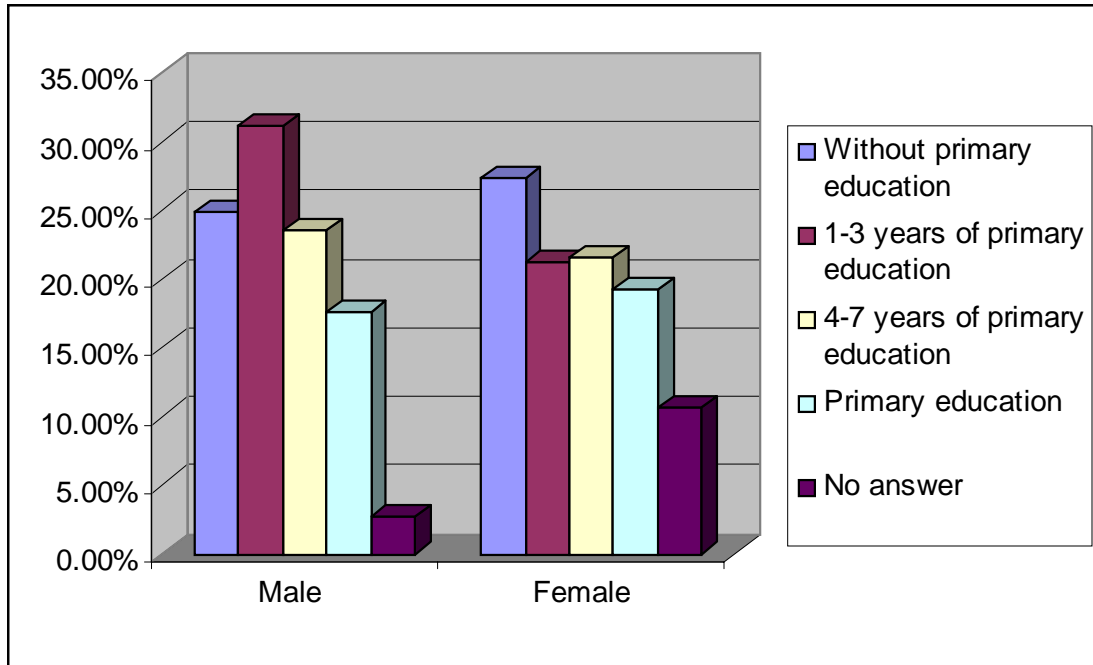
women in the same category at best know very little reading and writing. The day-to-day tasks of rural livelihood do not stimulate women in keeping up with their skills, and as such the project action plan should take into consideration not only providing education to females in rural areas, but also in creating an environment in which they would be able to use their acquired knowledge.

The head of the household

Two questions on the questionnaire attempt to find a correlation between the level of female education in the family and the gender and education level of the head of the household respectively. The assumption made by the author of the questionnaire is that rural Kosovo is based on a patriarchal system, where a head of household exists. His/her prerogatives are to direct, sanction and decide the affairs of the household. It is worth mentioning that this family arrangement has been challenged and modified in the recent history of Kosovar family, where the duties and responsibilities of the family are spread out more evenly across family members. Nevertheless, with varying degrees, some hierarchy is present, especially in rural areas.

The questions revealed that 15.0 percent of the surveyed women are heads of household in rural Kosovo. The largest percentages of these women have no education at all (33.2 percent). 11 have attended 1-3 years of primary education, 15.8 percent have attended 4-7 years of primary education and the 27.1 percent have finished primary schooling. The number of those that have finished secondary and higher education is negligible (0.6 percent and 0.3 percent respectively). This data suggests that the heads of households that are women are in general the elderly ladies in the house, rather than those that are more educated. The situation is different with the men heads of household, 33 percent of which have finished primary education, 7.5 percent have finished secondary education and only 17.2 percent have received no primary education at all.

Results of the cross tabulation between the gender of the head of household and the years of school completed by the females in the house showed no clear indication that gender is the key determinant of female education. In fact, it seems that girls get less education if the head of the household is a woman: 27.3 percent of the females receive no education in these households, compared to 24.7 of them where the head of the household is male (See Graph 2.3). The only exception is the percentage of females finishing primary education (19.1 percent in female dominated households compared to 17.6 in male dominated households), but even this difference is minor.



Graph 2.3 – Level of education of females in household when head of household is male and female respectively

A clear correlation seems to exist though between the levels of education of the head of household and the level of education of the girls in that household (See Table 2.3). The table highlights how the girls in the household are most likely to have the same education status as the head of household, out of all the possible education options. Thus, one can argue with confidence that the support of lack of it in rural households influences the level of education of these girls. This fact should be borne in mind when compiling the Project action plan, which should include some means of socializing the head of households into supporting education for the females in the house.

		How many years of school completed?						
			Without primary education	1-3 years of primary education	4-7 years of primary education	Primary education	No answer	Total
Educational status of the head of the household	Without primary education	Count	233	70	56	10	13	382
		Percent	61.0%	18.3%	14.7%	2.6%	3.4%	100.0%
	1-3 years of primary education	Count	29	133	50	17	5	234
		Percent	12.4%	56.8%	21.4%	7.3%	2.1%	100.0%
	4-7 years of primary education	Count	26	56	113	12	5	212
		Percent	12.3%	26.4%	53.3%	5.7%	2.4%	100.0%
	Primary education	Count	107	175	144	185	13	624
		Percent	17.1%	28.0%	23.1%	29.6%	2.1%	100.0%
	Secondary professional education	Count	61	77	47	73	8	266
		Percent	22.9%	28.9%	17.7%	27.4%	3.0%	100.0%
	Secondary education	Count	18	51	27	25	5	126
		Percent	14.3%	40.5%	21.4%	19.8%	4.0%	100.0%
	Higher education	Count	10	15	14	19	1	59
		Percent	16.9%	25.4%	23.7%	32.2%	1.7%	100.0%
	Unknown	Count	3				2	5
		Percent	60.0%				40.0%	100.0%
	No answer	Count	5	1	3	2	26	37
		Percent	13.5%	2.7%	8.1%	5.4%	70.3%	100.0%

Table 2.3 – Correlation between the educational status of the head of household and the educational status of the females in that household

Education – why stopped?

Before we proceed to analyze the reasons for not going to school or not finishing it, a clarification is necessary. The multiple choices on the question of “Why didn’t she finish her education” separate security reasons and safety.¹⁰ As both of these represent the security concern with regards to the female member of the family going to school, they have been grouped together in the tables.

Economical factors remain the biggest cause of education cessation, regardless of years of education received or generation gaps (See Table 2.4 and 2.5). It is the biggest cause and the one that has diminished little amongst generations (there is just over 10 percent difference between the 11-15 and the 56+ age group). However, in terms of persistence, family obstacles have remained even more prominent than economical reasons: there is only a difference of 8.9 percent in favor of 11-15 year olds in terms of family obstacles to education in comparison to over 56s. All other categories are either in a general trend upwards or downwards in terms of inhibitions to female education in rural Kosovo. This data highlights the need to target family attitudes to female

¹⁰ In fact, the literal translation of the two choices in the Albanian version of the questionnaire is “security reasons” and “security”. See Appendix 2.

education in general, rather than just concentrate on teaching basic literary skills.

			Why didn't she finish her education?								
			Economical reasons	Security reasons/ Safety	Family obstacles	Distance	Early marriage	Other	N/A	Total	
Age groups	11-15	Count	62	24	19	23		11	2	141	
		Percent	44.0%	17.0%	13.5%	16.3%		7.8%	1.4%	100.0%	
	16-19	Count	210	71	76	47	1	22	5	432	
		Percent	48.6%	16.4%	17.6%	10.9%	0.2%	5.1%	1.2%	100.0%	
	20-27	Count	242	48	93	59	21	14	11	488	
		Percent	49.6%	9.8%	19.1%	12.1%	4.3%	2.9%	2.3%	100.0%	
	28-35	Count	131	22	75	31	36	4	8	307	
		Percent	42.7%	7.2%	24.4%	10.1%	11.7%	1.3%	2.6%	100.0%	
	36-45	Count	147	19	81	26	45	2	10	330	
		Percent	44.5%	5.8%	24.5%	7.9%	13.6%	0.6%	3.0%	100.0%	
	46-55	Count	46	6	52	6	29	1	11	151	
		Percent	30.5%	4.0%	34.4%	4.0%	19.2%	0.7%	7.3%	100.0%	
	56+	Count	18	1	13	1	16		9	58	
		Percent	31.0%	1.7%	22.4%	1.7%	27.6%		15.5%	100.0%	
	N/A	Count	10	5	17	1	1		1	35	
		Percent	28.6%	14.3%	48.6%	2.9%	2.9%		2.9%	100.0%	

Table 2.4 – Reasons for stopping education amongst generations

When assessing the reasons for education cessation according to years of school completed, we note that economical factors remain the chief cause of education cessation in all categories (See Table 2.5). Family obstacles are the second main cause of education cessation in girls with no formal education (28.0 percent), which highlights the need to tackle perceptions about female education in rural families. This problem is even more acute with girls that have finished primary education, where a combined percentage of family obstacles and early marriage (40.6 percent) is nearly as high as economical reasons for ceasing education (41.7 percent). Finally it is worth mentioning that distance seems to be an obstacle to women with basic education (1-3 and 4-7 yeas of education), which highlights the need of making education and literacy in general less remote to women in villages.

		Why didn't she finish her education?								
			Economical reasons	Security reasons/ Safety	Family obstacles	Distance	Early marriage	Other	N/A	Total
How many years of school completed?	Without primary education	Count	255	17	138	34	22	11	15	492
		Percent	51.8%	3.5%	28.0%	6.9%	4.5%	2.2%	3.0%	100.0%
	1-3 years of primary education	Count	259	89	116	70	22	18	4	578
		Percent	44.8%	15.4%	20.1%	12.1%	3.8%	3.1%	0.7%	100.0%
	4-7 years of primary education	Count	187	63	93	58	31	20	2	454
		Percent	41.2%	13.9%	20.5%	12.8%	6.8%	4.4%	0.4%	100.0%
	Primary education	Count	144	18	68	29	72	5	9	345
		Percent	41.7%	5.2%	19.7%	8.4%	20.9%	1.4%	2.6%	100.0%
	No answer	Count	22	11	11	3	2		27	76
		Percent	28.9%	14.5%	14.5%	3.9%	2.6%	0.0%	35.5%	100.0%

Table 2.5 – Reasons for stopping education according to level of education

Education - The wish to continue

An overwhelming percentage of surveyed women in all age groups wish to continue education, including those over 56 years of age. There is a clear correlation between the age of the respondents and the desire to continue education. The younger the women, more eager they are to continue education: 92.4 percent of girls between the age of 16-19 wish to continue education, whereas 58.6 of women over 56 have expressed the wish to do so.

Results indicate that women who have been prevented from continuing education for objective reasons, such as distance and security are more eager to continue education (See Table 2.6). Those who have stopped getting education due to subjective reasons, such as family obstacles or early marriage, are less ready to continue education. Marital status plays an important role in this respect (see below). Economic reasons are also important, but because we lack a relevant measure of economic status of rural families¹¹, it is difficult to assess the objective relevance of this factor in further education of rural females. In a situation when nearly 20 percent of females with primary education declare that they do not want to continue their education, which is by far the highest percentage of all education groups (See Table 2.5), the survey results suggest that managing family attitudes should be at the forefront the education package aimed at females in rural Kosovo.

¹¹ Re the debate above about the rural economy and subsistence farming.

		Do you wish to continue education?				
			Yes	No	No answer	Total
Why didn't she finish her education?	Economical reason	Count	751	71	45	867
		Percent	86.6%	8.2%	5.2%	100.0%
	Security reason /Safety	Count	179	12	7	198
		Percent	90.4%	6.1%	3.5%	100.0%
	Family obstacles	Count	368	43	15	426
		Percent	86.4%	10.1%	3.5%	100.0%
	Distance	Count	176	9	9	194
		Percent	90.7%	4.6%	4.6%	100.0%
	Early marriage	Count	78	65	6	149
		Percent	52.3%	43.6%	4.0%	100.0%
	Other	Count	51	2	1	54
		Percent	94.4%	3.7%	1.9%	100.0%
	No answer	Count	53	3	1	57
		Percent	93.0%	5.3%	1.8%	100.0%

Table 2.6 – Reasons for stopping and the wish to continue education

		Do you wish to continue education?				
			Yes	No	No Answer	Total
How many years of school completed	Without primary education	Count	434	38	20	492
		Percent	88.2%	7.7%	4.1%	100.0%
	1-3 years of primary education	Count	491	59	28	578
		Percent	84.9%	10.2%	4.8%	100.0%
	4-7 years of primary education	Count	409	32	13	454
		Percent	90.1%	7.0%	2.9%	100.0%
	Primary education	Count	262	68	15	345
		Percent	75.9%	19.7%	4.3%	100.0%
	No answer	Count	60	8	8	76
		Percent	78.9%	10.5%	10.5%	100.0%

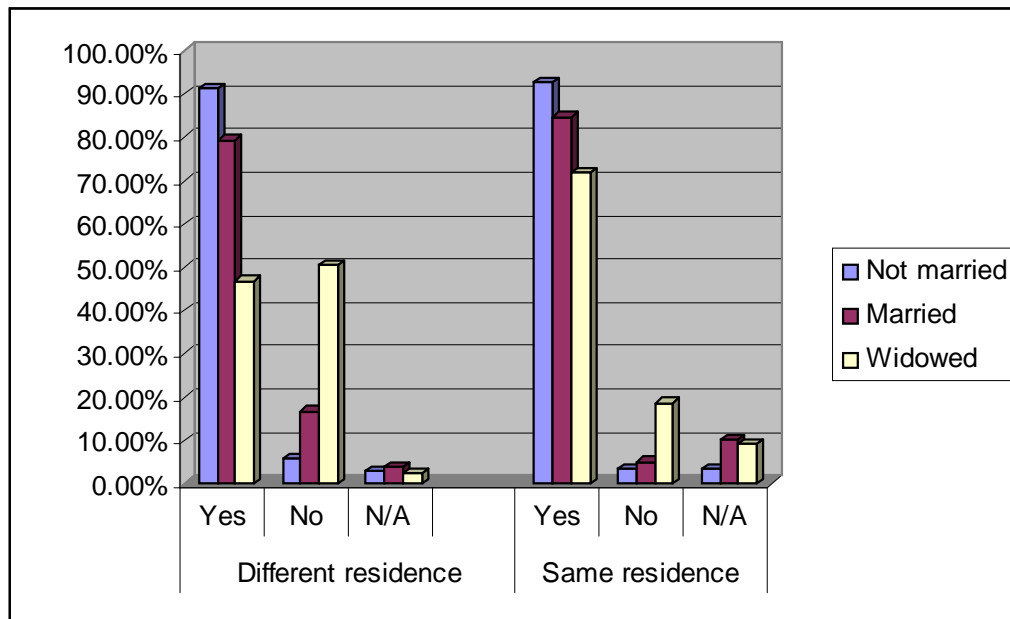
Table 2.7 – Years of education and the wish to continue education

Results suggest that marital status seems to be a relevant factor in the wish to continue education: 14.6 percent of married women have declared they wish to pursue no further education, compared to 3.9 percent of unmarried ones (See Table 2.8). The percentage of those who do not wish to continue education and who entered into an early marriage (43.7 percent) is even more alarming, calling for a strategy to provide incentives for women to continue education even when married (See Table 2.6).

		Do you wish to continue education?				
			Yes	No	No answer	Total
Marital status	Not married	Count	914	38	35	987
		Percent	92.6%	3.9%	3.5%	100.0%
	Married	Count	672	122	42	836
		Percent	80.4%	14.6%	5.0%	100.0%
	Widowed	Count	59	45	5	109
		Percent	54.1%	41.3%	4.6%	100.0%
	Divorced	Count	7		2	9
		Percent	77.8%		22.2%	100.0%
	No answer	Count	4			4
		Percent	100.0%			100.0%

Table 2.8 – Marital status and the wish to continue education

Furthermore, this preference seems to be affected also by the social mobility of the women concerned (See Graph 2.5). Women who move to another village when married tend to be less interested in pursuing further education: 16.8 percent of married women living in a village different from their birthplace do not wish to continue education, compared to 5.1 percent of women living in the same village as born.



Graph 2.5 – Wish to continue education according to social mobility

There seems to be little difference between the educational status of the head of the household and the wish of women to continue education: the wish to continue education ranged within the 80 percent mark in all categories. The only difference is that the women where the head of the household has either

secondary or higher education is more likely to want to continue education (at 88.1 percent) than women in other categories. Again, the role of the family environment in female education is highlighted.

4) Summary

Overall, the results of the survey allow us to reach the following conclusions:

- There has been a **general rise of literacy** amongst women in rural Kosovo, where 76.6 percent of the 11-15 age group can read and write, compared to 28.7 percent of women over 56 years of age.
- Nevertheless, the **level of illiteracy is still high**, with relative illiteracy standing between 25.8 and 25.4 percent in women between 16 and 35 years of age. The situation worsens with older generations, where the level of illiteracy in surveyed women between 36 and 55 is just below 40 percent, and 55.3 percent in women over 56.
- Special attention should be paid to the **level of relative (and absolute) illiteracy within the 16-19 age group**, who are more illiterate than women up to 35 years of age. This data suggests that the political and security situation in Kosovo during the 1990s has had a negative impact on female education in Kosovo, and steps should be taken to minimize the educational disadvantage of this generation of girls.
- The research revealed that **over 99 percent of rural women are unemployed**. This data highlights the fact that women in rural areas have little opportunity to use their literacy skills, but are engaged in physical tasks that do not utilize the knowledge they have gained during their education. Measures should be taken to provide an environment for them to make use of their education. The relevance of supporting the use of their literacy skills is apparent when we consider the high percentage of women who attend some level of formal education, but whose level of illiteracy is still high (up to 35 percent).
- Research into the correlation between the level of education of the head of households and the women in the household has shown that such a correlation indeed exists. **Women are more likely to get the same level of education as the head of the household**. This fact highlights the need to socialize the heads of households into supporting female education.

- ***Economic reasons have persistently been the main reasons for stopping education.*** Also considering the fact that over 99 percent of rural women are unemployed, the Project action plan might look into finding ways of merging the education of women and existential needs of the family, by supplying skills that would utilize their reading and writing, as well as improve the welfare of the household as a whole.
- The ***second main factor for education cessation has been family obstacles***, combined with early marriage to a relevant degree. What is particularly worrying is that this factor has diminished little across generations, which calls for special attention to facilitating a shift in family attitudes towards female education.
- ***An overwhelming percentage of surveyed women in all age groups wish to continue education***, including those over 56 years of age. There is a clear correlation between the age of the respondents and the desire to continue education.
- Results indicate that ***women who have been prevented from continuing education for objective reasons, such as distance and security, are more eager to continue education.***
- Those who have ***stopped getting education due to subjective reasons, such as family obstacles or early marriage, are less ready to continue education.*** Marital status plays an important role in this respect, with married women being less inclined to further education - especially those who have entered into an early marriage.

The above data suggests that there is widespread and intense desire for further education amongst women in rural areas of Kosovo. However, the data also highlight the objective and subjective challenges to a long-term successful education project. Bearing this in mind, the Project action plan should concentrate on devising a broader plan of tackling illiteracy in rural Kosovo, which would stimulate economic, social and general lifestyle benefits for the women living in rural Kosovo as well as their families.