

Sexuality, Reproductive Health and Gender Equality Issues in Textbooks

Total of 27 textbooks / workbooks/ task books used in primary and secondary schools for following subjects: Science, Biology, Ethics, Psychology, and only those used in certain grades was analysed. The textbook analysis was conducted in March and April 2010. Textbooks were chosen on basis whether they contained sexuality, reproductive health or gender equality issues, which was established after reviewing primary and secondary schools' curriculum.

Through analysis, we wanted to establish whether textbooks included stereotypes, prejudices, or gender- or sexual orientation – based discrimination, and to examine ways of representing and handling.

In majority of textbooks, **gender sensitive language is not being systematically used** throughout whole book. Namely, in textbooks used in junior school, some of the used words are "pupils" and class-master/class-mistress (page 8), "actors", "opera singers", "ballerinas and ballet dancers" page 35)¹, "doctor/female doctor", "dentist" (page 69). In majority of cases, professions are listed in male form: "woodsman", "cattle breeder", "farmer", "tourist worker" (page 77). It is when stereotypically female profession is involved, and men are part of it, that gender sensitive language is being used, for example "stewardess / stewards" (page 97)²

Textbooks and workbooks used in primary schools' second grade portray professions mostly in stereotypical manner and in majority of cases, women are under-represented. Here, we name just a few of examples for stereotypic portraits of professions. For example, in lesson entitled "Professions", women are portrayed as nurse, librarian and teacher, while men are portrayed as factory worker, doctor, cook, waiter, postman, driver, street sweeper, salesman, fisher, tourist worker, mill worker, forest-man (pages 32/3).³ In lesson "Travelling", all professionals are men, except for traditionally female profession – stewardess. Driver drives the bus, conductor checks tickets; train engineer operates train, conductor validates tickets, and rail traffic controller is in charge of arrivals and departures; ship captain navigates ship; pilots operate planes, and stewardesses or stewards take care of passengers, while air traffic controllers are in charge of safety (pages 46/7)⁴

Lesson "Professions of Homeland People" is also the one that reflects stereotypical portrait of professions. The only two professions for women, that were listed in female form are "teacher" and "hair-dresser" (accompanied with illustrations, depicting female characters), while remaining ten vocations are written in male form, and accompanied with men figures in illustrations:

¹Translator's note: majority of nouns referring to living beings in Croatian language have male and female form.

Sanja Ćorić, Snježana Bakarić Palička: EUREKA 2, science textbook, 2nd grade, primary school, Školska knjiga, 2009

² Ivan De Zan, Tamara Kisovar –Ivanda: NAŠ SVIJET (Our World), science textbook, 2nd grade, primary school, Školska knjiga, 2008

³ EUREKA 2, science textbook, 2nd grade, primary school, Školska knjiga, 2009

⁴ Ibid

"fireman", "street sweeper", "physician", "car mechanic", "farmer", "winegrower", "cattle breeder", "fisherman", "fruit grower", "tourist worker" (pages 82,83)⁵

In 2009, Centre for Human Rights conducted the research **Human rights in Primary Schools – Theory or Practice?**⁶, with conclusion, as follows: "... In majority of analysed textbooks, **household chores** are separated to male and female. Specific examples of household chores, performed by both women and men, are provided in History, Literature and Science textbooks". When it comes to **performing tasks in works surroundings**, "...it is obvious that in most of existing examples women and men do not perform same tasks. Along with examples of police women, most prevalent examples are women housewives, teachers, doctors and hairdressers. Furthermore, although textbooks contain **examples of historical and social women's achievements**, such as women astronauts, famous painters, women's movement leaders, these examples are more sporadic in comparison with examples of men's achievements". Analysis of textbooks used in fourth grade has revealed that **women do not exist / are invisible in history-related contents**.

Lesson "Croatia in 20th Century" does not include reference to a single woman. Women are present solely as illustration, and there is no explanation who is depicted woman, unlike illustration showing Stjepan Radić, with photo and full name underneath. Section "Eminent Persons in Croatian History" contains only references to men. (Pages 74-75)⁷.

Katarina Frankopan is mentioned in lesson "Centuries of Struggle for Keeping Autonomy", as Fran Krste Frankopan's sister and, at the same time, author of "Putni tovaruš" ("Travelling Companion") (page 77). Women are either invisible, or defined in relation to a man. Illustration for that is story of injustice, with heroine defined as nameless "*illiterate peasant*", i.e. "*Stjepan Radić's mother*", who reacted to imposed injustice, during imposing forced labour (page 81).⁸ Lessons "Hilly Parts of the Republic of Croatia", "Lowland Parts of the Republic of Croatia", "Coastal Parts of the Republic of Croatia", and "Upland Parts of the Republic of Croatia" contain part entitled "Prominent Persons", bringing only one woman, in comparison with 14 men (pages 87, 97, 107, 117)⁹

In second grade, children learn about important dates and **holidays**, but the criterion for their selection is not clear. Lesson "Holidays" contains public holidays (Independence Day), while others are religious holidays (Christmas and New Year, Easter). In addition to these holidays, Bread Days are mentioned, and they do not have broader social or political impact (pages 102-105).¹⁰ Other textbook's lesson "Holidays", besides state holidays, contains some other dates, as well, without clear criteria for their selection. For example, Days of Bread and Gratitude for

5 Ivan De Zan, Tamara Kisovar –Ivanda: NAŠ SVIJET (Our World), science textbook, 2nd grade, primary school, Školska knjiga, 2008

6 <http://www.human-rights.hr/odjel-za-informiranje-i-istrazivanje/istrazivanja/>

7 Ivan De Zan, Ivo Nejašmić, Božena Vranješ-Šoljan, Jasna Jedličko, Tamara Kisovar-Ivanda: NAŠ SVIJET 4, (Our World 4), Science workbook, used in fourth grade, primary school, Školska knjiga, 2009

8 Ivan De Zan, Ivo Nejašmić, Božena Vranješ-Šoljan: NAŠ SVIJET 4, (Our World 4), Science textbook, used in fourth grade, primary school, Školska knjiga, 2008

9 Sanja Čorić, Snježana Bakarić Palička: EUREKA 4, Science textbook, used in fourth grade, primary school, Školska knjiga, 2009

10 Ivan De Zan, Tamara Kisovar –Ivanda: NAŠ SVIJET (Our World), Science textbook, used in second grade, primary school, Školska knjiga, 2008

Land's Gifts, International Animals' Day, Earth Day, World's Sports and Non-smoking Day, while, for example, International Women's Day and Human Rights Day are not mentioned (pages 68/9).¹¹

Also, in lesson "Population of Croatia", fourth-grade pupils learn that all national minorities in Croatia are members of certain religion, and one can notice religious influence in explanation of population of the Republic of Croatia. Therefore, it is stated that "Croatian people mostly belong to Roman Catholic religion", while Serbs are "orthodox", and "Bosniacs visit mosques (Islam religion) (page 74)¹²

Family is portrayed in idealistic manner in textbooks, i.e., in textbook used in second grade¹² in lesson "Pupils' Rights and Duties", "right to living in family" is discussed, accompanied by illustration of desirable / ideal family, composed of father, mother and child. In other textbook, in part "Family and Relatives", family is discussed as union between man and woman ("*Man and woman enter into marriage. They want to live together and have children because they are in love. That is how families are formed*", page 16). At the same time, they acknowledge that there's deviation from "ideal" (and tolerate differences), when stating: "*Some families do not live together. That does not mean that they do not love each other*". (Page 17)¹³

There are also positive examples, stating importance of gender equality. In lesson "Child", importance of equality is stressed, "regardless of sex, all people have equal rights". However, in the very same lesson, when discussing **boy's and girl's body parts**, it is stated that boys and girls have different genitalia, but they fail to name sex organs. (Pages 56/7)¹⁴

Chapter "Child and Health" provides very limited information on sexuality. Illustration of boy and girl contains generic description "male sex organ" and "female sex organ", without concrete names (page 60). It is also stated that "*boy and girl have different genitalia. Boys will grow into men and girls into women*". (page 61)¹⁵ Chapter "*Mother gave birth to me – for curious ones*" also provides incomplete information on reproduction. The very title "for curious ones" suggests that this is not part of basic knowledge, but area of interest for those who want additional information, which excludes sexuality domain from corpus of important / necessary knowledge and information. The explanation completely excludes sexual act and starts only with mother's pregnancy and giving birth, as it is stated: "*Parents expect a child. Mother is pregnant*". (Page 62) Further explanation is provided in following way: "*Mothers give birth to*

¹¹Sanja Ćorić, Snježana Bakarić Palička: EUREKA 2, Science textbook, used in second grade, primary school, Školska knjiga, 2009

¹² Sanja Ćorić, Snježana Bakarić Palička: EUREKA 2, Science textbook, used in second grade, primary school, Školska knjiga, 2009

¹³ Ivan De Zan, Tamara Kisovar –Ivanda: NAŠ SVIJET (Our World), Science textbook, used in second grade, primary school, Školska knjiga, 2008

¹⁴ Sanja Ćorić, Snježana Bakarić Palička: EUREKA 2, Science textbook, used in second grade, primary school, Školska knjiga, 2009

¹⁵ Ivan De Zan, Tamara Kisovar –Ivanda: NAŠ SVIJET (Our World), Science textbook, used in second grade, primary school, Školska knjiga, 2008

children. You have grown in your mother's body for nine months. Then your mother gave birth to you." (Page 63)¹⁶

In fourth grade textbook, in lesson "Human Body", only in one place, when listing organ systems "sex organ system" is mentioned, but without any further explanations (page 46)¹⁷. There are no references whatsoever to sex organs neither in lesson "Puberty", which discusses heterosexual love /attraction exclusively: *"Interest in opposite sex appears, as well as first infatuations and first loves"* (page 49)¹⁸

In other textbook, lesson "My Body" does not include any information on sex organs, therefore, not even names of male and female sex organs (p.66-67). In the same lesson, when discussing bodily changes, the authors state stereotypic opinion on body changes: *"Because of that, girls consider themselves to be too fat, and they are unsatisfied with their appearance. Boys are confused by their changing voice – voice mutation"* (page 66), which can also imply that possible boys' dissatisfaction with their looks is out of question. Another stereotypical view on young women and men is also presented in the lesson: *"During puberty, little girl's body is gradually changing into lean young woman's body. Young boy's body is changing into brawny young man's body"* (page 66). Exclusively heterosexual attraction appearing during puberty is discussed in the lesson: *"Greater interest in opposite sex appears"*. (Page 67)¹⁹

In eight grade, at age of 14, lesson "Sex Organs' Structure and Role" provides the very first explanation on what sexual organ (penis) is (page 28). Contraception is only mentioned in the lesson, without further explanation *"Besides restraining oneself from sexual relations, i.e. abstinence, fertilisation can be prevented by natural methods, and by using contraceptive instruments"* (page 31)²⁰ Sexuality is being discussed in one-dimensional manner, i.e. only from biological perspective (structure and role of sex organs). Key human-sexuality related terms, for example, "erection", "ejaculation", "clitoris", "intercourse" are situated at the very end of the lesson, under part "Titbits", what implies that those are insignificant or meant for those who want to know more (page 32). In lesson entitled *"Conception and Pre-natal Baby Development"*, solely biological processes are discussed. At the very beginning of the lesson "sexual act" is mentioned, and immediately followed by explanation of the process of conception: *"During sexual act, sperm passes through man's sexual organ, and pours into birth canal, in front of uterine cervix"* (p.33).²¹ When discussing condoms, incorrect, i.e., not explained enough, information that condoms do not provide full protection – *"... prevent sperms' penetration into birth canal, and, at the same time, provide protection from sexually transmitted diseases, but not completely"*. (Page 44) Also, very troublesome attitude towards contraception

¹⁶ Ibid

¹⁷ Sanja Ćorić, Snježana Bakarić Palička: EUREKA 4, Science textbook, used in fourth grade, primary school, Školska knjiga, 2009

¹⁸ Ibid

¹⁹ Ivan De Zan, Ivo Nejašmić, Božena Vranješ-Šoljan: NAŠ SVIJET 4 (Our World 4), Science textbook, used in fourth grade, primary school, Školska knjiga, 2008

²⁰ Damir Bendelja, Đurđica Culjak, Žaklin Lukša, Renata Roščak: BIOLOGIJA 8 (Biology 8), Biology textbook, used in 8th grade, primary school, Školska knjiga 2009

²¹ Ibid.

is being expressed, which can cause more damage, than good, as it can decrease young people's inclination to use contraception: *"However, not a single contraception method can prevent neither conception, nor sexually transmitted diseases with hundred percent certainty. (Page 44)"*²²

Male and female sex organs, as well as menstruation and pollution (pages 48 and 49) are discussed for the first time in lesson entitled "Puberty". However, next to the schematic presentation of male sex organ (page 49), word penis is not mentioned, but *"ejaculatory duct", "seminal vesicles" and "urethra"*.

The very same lesson elides homosexuality, in a part, stating *"Sexual hormones change girls' and boys' bodies and prompt changes when it comes to behaviour, emotions, and also foster interest for opposite sex"* (page 47). Also, lesson "From Birth to Death" discusses heterosexuality only. *"Sex hormones affect secondary sexual characteristics of boys and girls and entice changes in behaviour, emotions and reflections, and interest in opposite sex"* (page 39).²³, as well as the lesson "Responsible Sexual Behaviour". *"Interest in opposite sex increases during puberty because of sex hormones' activities."* (Page 42). Necessary maturity for sexual activities, knowing partner, respecting other party's emotions, and lack of coercion are discussed, but not sexual pleasure; instead, perils are being discussed – different types of sexually transmitted diseases (pages 42/3). In this part, natural methods of contraception are being discussed, omitting information on lack of their reliability.

The same lesson includes description of the case of teenager, eager to get piercing and tattoo, which is not consistent with the lesson's topic, which is responsible sexual behaviour (page 30)²⁴

Already quoted Centre for Human Rights' research has also established that "people of different sexual orientation are not even mentioned in primary school textbooks"²⁵

Subject of analysis were biology textbooks for secondary vocational and grammar schools. We find vocational school textbook **"BIOLOGY" by P. Springer** to be written in unintelligible and overly scientific language. Lesson "Sexual and Reproductive System" is written using biological-medical discourse, as this system's primary role in reproduction is discussed, while other dimensions, such as its function in reaching pleasure, are omitted. This lesson puts emphasis on detailed and exceedingly scientific description of male and female sex organs and processes of onset of certain types of cells (for example, *"spermatogonia", "primary spermatocyte", "spermatids", "gonadotropic hormones produced in pituitary gland anterior lobe", "oogony", "primary oocyte", "haploid cells", "luteinizing hormone"*), while the intercourse itself has been described in very mechanical and vague manner: *"During intercourse, erected sex organ (erection) penetrates birth canal and pours sperm in it"* (page 87). Similarly, language used in lesson *"Insemination, Pregnancy, Giving Birth"* is incomprehensible and overly scientific. For example, *"Sperm is carrying enzymes for creating egg cell's outer envelope (Corona radiate)"*

22 Ibid

23 Ibid

24 Ljiljana Matulec: BIOLOGIJA 8 (Biology 8), Biology taskbook, used in 8th grade, primary school, Školska knjiga 2009

25 <http://www.human-rights.hr/odjel-za-informiranje-i-istrazivanje/istrazivanja/>

(page 92). Terms such as "decidual cells", "gastrulation", "blastocyst", "yolk sac", "chorion", "allantois", "amnion", "placental gonadotropine-releasing hormones".²⁶

Part "Young Men's Sexual Maturation" brings overview of psychological changes in young men. *"When it comes to psychological changes in young men in puberty, what is typical is appearing of more aggressive forms of behaviour. More active attitude towards life issues appears, as well as interest in opposite sex. Young man wants to know everything about female sex. Later on, he focuses his attention to his female peers. It is followed by period of choosing partner, towards who he directs his affection. During puberty, imaginations and dreams are especially vivid, in which desire for sexual union with person of opposite sex is often present."* (Page 91) This description is stereotypical and hetero-centric. The similar part, discussing "Young Women's Sexual Maturation", does not include anything on psychological changes during young women's puberty, but focuses exclusively on breast and hair growth, and menarche. When it comes to their psychological changes in puberty, information that girls receive is very skimp, and it says: *"Imagination and dreaming is typical for both sexes".* (Page 91)²⁷ Lesson "Male Reproductive System Structure", in other textbook, is concentrated exclusively on heterosexuality, and linking boys' aggressiveness to extra testosterone: *"Insecurity is common in puberty, as well as inclination towards mood swings, interest in opposite sex, more aggressive forms of behaviour (in boys, because of extra testosterone), "generation gap"."* (Page 102)²⁸

What's positive in lesson "Family Planning" is pointing out how unreliable natural methods of contraception and interrupted coitus are. When discussing condom use, it is stated that condom provides *"... partial protection from sexually transmitted diseases, and it is wise to combine condom with spermicides, with efficiency of about 85%"* (page 112). What is problematic, is the fact that term "partial protection" is not further explained, as, when written in this manner, it more implies that condom is inefficient, than efficient.²⁹

Lesson "Family Planning" in biology textbook "Man, Health, Environment" leaves out any other sex organs' function, but reproductive one: *"Sexual organs' basic task is to create offspring, i.e. reproduction"* (page 79). What is positive is that they point out how unsafe natural methods of contraception and interrupted coitus are: *"Avoiding sexual intercourse during fertile days is natural, but not reliable way of protection from unwanted pregnancy."* (Page 80) *"Very unreliable method of contraception is interrupted coitus".* (Page 80)³⁰

In part "Sexually Transmitted Diseases", when discussing AIDS, it is stated that *"(...) the most jeopardised persons are those of homosexual and bisexual orientations, promiscuous heterosexuals, and intravenous drugs addicts"* (page 78). Such statement puts stigma on "high-risk" groups, instead of pointing out risky behaviours. The same approach is used when discussing cervical cancer, where they claim that: *"Irresponsible exchange of sex partners*

²⁶ Ibid

²⁷ Ibid

²⁸ Žaklin Lukša, Sanja Mikulić: ŽIVOT 3 (Life 3), Biology textbook, used in third grade, grammar school, Školska knjiga 2009

²⁹ Ibid

³⁰ Milivoj Slijepčević, Milivoj Boranić, Jasna Matekalo Draganović: ČOVJEK, ZDRAVLJE I OKOLIŠ (Men, Health, Environment), Biology textbook, used in vocational schools, Školska knjiga, 2008

increases possibility of viral infection, thus, the risk of cervical cancer". (Page 78) This implies that what is problematic is number of partners and not unprotected sexual intercourse per se.³¹

When discussing masturbation, its positive effects are pointed out, although only within heterosexual setting: *"By understanding sexual functions related pleasure, youth is preparing for normal sexual contacts with opposite sex, which will be realised in time of sexual maturity". (Page 81)³²*

Homosexuality is mentioned in text, but as separated term, which, apparently, is not related to sexuality (i.e. homosexuality is not discussed within relationship or contraception context). Homosexuality is described in following way: *"Same sex preference is called homosexuality (from Greek homoios – equal, same, similar), unlike heterosexuality, i.e. preference of persons of opposite sex (from Greek heteros – other)" (page 82).³³*

Part "Structure and Function of Female and Male Sex Organs" includes elements of fantasy and science fiction, included in task questions: *"d) What would have happened if some other sperm (and there were more than 300 million) has entered egg cell out of which you have come into existence? e) How do you feel after this cognition? (Page 50/51)³⁴*

Lesson "Sex chromosomes and Sex-linked Inheritance" only two sexes are mentioned: man and woman, although one could expect that genetics textbook is going to mention other chromosome variations as well, such as intersexual persons (page 36)³⁵

Ethics textbook³⁶, in lesson "Sexuality as Pleasure" discusses homosexuality, as well, but under symptomatic title "Heterosexuality, Homosexuality and Incest".

Lesson includes biblical story on destroying Sodom and, based on this story, homosexuality is discussed in following manner: *"biblical text describes event when Sodom inhabitants want to harass God's sons. Text warns that sexual acts are involved, which Yahweh does not approve. It is obviously about **homosexual** relations that Sodom inhabitants want to establish with angels. Yahweh destroys Sodom, in accordance with punishment for sin of homosexuality. After this event, homosexuality is named **sodomy**, and that expression is later on used for forms of sexual perversion, and even profligacy." (Page 44)* In addition to this biblical story, Catholic Church's attitude is stated: *"Homosexuality was considered to be form of psychic disturbance, and fruit of immature personality, even sickness. Based on newer researches, lot of people are more prone to see homosexuality as normal, even natural phenomenon, while others – including Catholic Church doctrine (see Catechism text) – consider homosexuality to oppose natural law, and homosexual activity to be morally unacceptable." (Page 44).* They also cite paragraph from Catholic Catechism that points out *"dowdiness of homosexual acts", "serious perversion", and that "homosexual people were called to purity" (page 45).* Finally, homosexuality is discussed from human rights perspective: *"If someone is different, they are still entitled to happiness, respect*

³¹ Milivoj Slijepčević, Milivoj Boranić, Jasna Matekalo Draganović: ČOVJEK, ZDRAVLJE I OKOLIŠ (Men, Health, Environment), Biology textbook, used in vocational schools, Školska knjiga, 2008

³² Ibid

³³ Ibid

³⁴ Krešimir Trojko, Mišo Rašan: ČOVJEK I ZDRAVLJE (Men and Health), Biology workbook, used in vocational schools, Školska knjiga, 2009

³⁵ Dražena Papeš: BIOLOGIJA (Biology), Biology textbook, used in vocational schools, volume D, Profil, 2007

³⁶ Vesna Šipuš: ETIKA (Ethics), textbook, used in fourth grade, grammar school, Školska knjiga, 2001

and acceptance. Homosexuals are therefore entitled to love who they choose, job that they are qualified for, like anyone else, and to piece in private life, just like anyone else. They also have right to make their relationship public, without being discriminated against.” (Page 45). These explanations of homosexuality are intertwined with incest explanation, throughout whole lesson! For example, *“In civilised world, incest is felony, which, when uncovered, results in severe moral and legal sanctions. On the other hand, some developed countries today allow even homosexual marriages and consider them to be completely legal.” (Page 45).* Although one of the approaches is human rights discourse, and even part of book “More than Acceptance” (Griffin, Wirth, Wirth) is cited, where parents of homosexual persons disclose their experience (page 46), prevailing impression is that, when elaborating topic of homosexuality, what’s not provided is critical review of provided examples from literature, and topic presented in this manner presents possibility for forming and / or strengthening homophobic attitude among youth.

In the same textbook, lesson “Right to Happiness” includes paragraph from Jostein Gaarder’s book “Sophie’s World”, with presentation of Aristotle’s sexist opinion on women, and additional comment: *“Of course, it is surprising that such a wise man, as Aristotle is, could have made such a huge mistake when it comes to relations between sexes, sad, even. However, that proves two practical points: as one, Aristotle for sure did not have lots of practical experience when it comes to lives of women and children. Second point is that this shows what can happen when men are allowed to completely rule philosophy and science. Aristotle wrong view on sexes is actually even worse than it seems, because it was his, and not Plato’s, views, that prevailed throughout middle ages.” (Page 49).* What can be seen as a problem, is just quoting, without any additional comments, and without any author’s explanation of the context on women’s being invisible and unequally treated throughout history

As an example of sex-based discrimination, extreme example of retaliation over woman (among Taliban, after woman has killed her husband) is mentioned, while there’s no mention of more common and much more present discrimination that women experience on every-day basis (for example, on labour market, or violence against women, where they are more common victims). In that way, issue of discrimination is put into certain social context (Afghanistan), which can imply that that discrimination is not present in other parts of the world, therefore, not in Croatia. Quote: *“Sex-based discrimination still exists. Public execution of woman who killed husband who abused her and her seven children, done by Taliban on packed stadium, is an example of ultimate sex-based discrimination. Gender equality is necessary for happy living.” (Page 49)*

The same Ethics textbook in chapter “Marriage and Family”, when discussing demands on the occasion of entering marriage that young people have to meet nowadays, states number of stereotypes, but also discriminatory opinions. *“Nowadays, young people have to meet serious demands when entering marriage. Education is prolonged, and entering marriage is postponed more and more. The pressure is extremely strong on woman, who has to take into consideration her “biological clock”, getting a degree, finding employment, and achieving economic maturity. Only when all these are accomplished, she is ready to commit to marriage. Besides, she has to be careful that her partner, future father of her child, is not too old, as old father, or mother, is not*

good for offspring. (...). Due to changed life condition, nowadays, more than ever before, woman has to think about the time when she is ready for motherhood". (Page 54). Furthermore, there is no mention what so ever in this lesson on co-habitation and information on homosexual marriages is present only in questions relating to part: *"In some developed countries, it is possible for two persons of the same sex to enter marriage. What do you think, should Croatia pass such a law? Who would oppose to that, and with which arguments?"* and *"Should homosexual persons cohabitating in Croatia should be allowed to adopt children? In your opinion, could homosexual people be good parents?"* (Page 55). What is problematic, is avoiding homosexuality issue, including homosexual marriages, when bearing in mind high level of homophobia in the Republic of Croatia, and placing this topic on the very end of lesson, in part entitled *"What do you think?"*. Without punctual information on these issues, young people will not be able to form an opinion, and there is greater possibility for them to express homophobic opinions and attitudes.

In part of Ethics textbook entitled "Human Life Dignity", when speaking of responsibility for human life, different information co-exist, un-accompanied with any context or critical review. So, they state that the fact that human being grows out of embryo *"immensely obligates to respecting human life from conception to death"* (page 81), but also *"without any doubt, woman is entitled to her body in every moment of her life. How ever, woman is obliged to take care, constant and responsible care for her body, and all consequences that may appear on that body"*. (Page 81) Also, in case of abortion, *"no one should try to embarrass the woman because of that, as no one is entitled to judge her reasons"*, while *"the only cure for abortion is timely, simple, universally accessible and responsible contraception"*. (Page 81) However, it is also stated that *"still, it is better to accept unwanted child, if there are even minimal circumstances for that decision. Although unwanted, it is still a child, and if born, it might get adopted, or perhaps parents would be eventually able to raise him or her with love."* (Page 81) Further, in the same lesson, under title *"Critical Thinking Exercise"*, the only presented view to abortion issue is religious one, without any critical review, as parts of Catholic church Catechism on abortion were quoted, so it is stated that abortion was *"against moral law"* and that *"church punishes that felony against human life with lawful punishment of excommunication"*, while church *"brings to daylight how severe committed crime was, how irreparable damage has been done to unborn innocent being, its parents and whole society"* (page 82). When discussing cloning, i.e. *"human embryonic cloning"*, very problematic statement, with discriminatory note to it, coming from religious point of view, and referring to children conceived through "in vitro" procedure is given: *"Although children born in that way do not differ from their peers, who were born normally, will they still feel lonely among them? Or: is it moral not to tell them the truth about the way they came into this world?"* (Page 84). Further, if we think about artificial insemination as cloning (and this textbook does so, as it is stated that *"human embryonic cloning begins with standard in-vitro insemination"*, page 84), than the statement that follows is problematic, i.e. discriminatory, as it implies that adopting children is better than cloning: *"Even if we don't call upon Church teachings on cloning (which, without any doubt, condemns such procedures), it is our mind that tells us that, if we ourselves would not want to be clones, what gives us the right to expect our children to be ones? That who cannot fathom their lives without children do not have to*

lead lonely life, adopting parentless child is much greater accomplishment than auto-replications.” (Page 85)

LIST OF ANALYSED TEXTBOOKS

PRIMARY SCHOOL

GRADES 1-4

Age: (6)7 – (10)11

1. Sanja Ćorić, Snježana Bakarić Palička: EUREKA 2, Science textbook, used in second grade, primary school, Školska knjiga, 2009
2. Sanja Ćorić, Snježana Bakarić Palička: EUREKA 2, Science workbook, used in second grade, primary school, Školska knjiga, 2009
3. Ivan De Zan, Tamara Kisovar –Ivanda: NAŠ SVIJET (Our World), Science textbook, used in second grade, primary school, Školska knjiga, 2008
4. Ivan De Zan, Tamara Kisovar-Ivanda, Majda Bučanac: NAŠ SVIJET 2 (Our World 2), Science workbook, used in second grade, primary school, Školska knjiga, 2008
5. Sanja Ćorić, Snježana Bakarić Palička: EUREKA 4, Science textbook, used in fourth grade, primary school, Školska knjiga, 2009
6. Sanja Ćorić, Snježana Bakarić Palička: EUREKA 4, Science workbook, used in fourth grade, primary school, Školska knjiga, 2009
7. Ivan De Zan, Ivo Nejašmić, Božena Vranješ-Šoljan: NAŠ SVIJET 4 (Our World 4), Science textbook, used in fourth grade, primary school, Školska knjiga, 2008
8. Ivan De Zan, Ivo Nejašmić, Božena Vranješ-Šoljan, Jasna Jedličko, Tamara Kisovar-Ivanda: NAŠ SVIJET 4 (Our World 4), Science workbook, used in fourth grade, primary school, Školska knjiga, 2009

Grades 5-8

Age: 11 - 15

9. Damir Bendelja, Edina Operta: MOJA PRIRODA 5 (My Nature 5), Science textbook, used in fifth grade, primary school, Školska knjiga, 2009
10. Damir Bendelja, Edina Operta, Gordana Kalanj Kraljević: MOJA PRIRODA 5 (My Nature 5), Science workbook, used in fifth grade, primary school, Školska knjiga, 2009
11. Damir Bendelja, Edina Operta: MOJA PRIRODA 5 (My Nature 5), Science taskbook, used in fifth grade, primary school, Školska knjiga, 2009
12. Damir Bendelja, Đurđica Culjak, Žaklin Lukša, Renata Roščak: BIOLOGIJA 8 (Biology 8), biology textbook, used in eighth grade, primary school, Školska knjiga, 2009
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SECONDARY SCHOOL

GRADES 1-4

Age: 15 – 18

15. Višnja Šverko: BIOLOGIJA (Biology), biology textbook, used in first grade, grammar school; textbook, used in vocational schools – volume A, Profil, 2009
16. Oskar P. Springer: BIOLOGIJA (Biology), biology textbook used in vocational schools, volume B, Profil, 2009
17. Ljubica Vrčec: BIOLOGIJA (Biology), biology textbook used in vocational schools, volume C, Profil, 2009
18. Dražena Papeš: BIOLOGIJA (Biology), biology textbook used in vocational schools, volume D, Profil, 2007
19. Žaklin Lukša, Sanja Mikulić: ŽIVOT 3 (Life 3), biology textbook, used in third grade, grammar school, Školska knjiga, 2009
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22. Mišo Rašan, Krešimir Trojko: ČOVJEK I OKOLIŠ (Man and Environment), biology workbook, used in vocational schools, Školska knjiga, 2008
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24. Milan Meštrov: EKOLOGIJA (Ecology), biology textbook, used in fourth grade, grammar schools, and in vocational schools, Školska knjiga, 2009
25. Mirjana Pavlica, Josip Balabanić: GENETIKA EVOLUCIJA (Genetics, Evolution), biology textbook, used in fourth grade, grammar school, Školska knjiga, 2009
26. Vesna Šipuš: ETIKA (Ethics), textbook, used in fourth grade, grammar school, Školska knjiga, 2001
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