

MINISTRY OF
EDUCATION AND
TRAINING



Project

"National textbook review and analysis from a gender perspective, including piloting teacher training programmes to incorporate Gender Equality issues in line with the Law on Gender Equality and the Law on Domestic Violence Prevention and Control" (UN/Government of Viet Nam Joint Programme activity 1.3.15)

Guidelines for textbook review and analysis from a gender perspective

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Executive Summary

Textbooks and other learning materials have a key role in shaping the values, attitudes and social skills essential to achieving gender equality, a cornerstone of both the Millennium Development Goals (MDGs) and the goals of Education for All (EFA). Yet, despite efforts to correct disparities in the visibility, status and perceived potential of boys and girls, men and women portrayed in textbooks, such imbalances are common in the materials used in educational systems throughout the world.

The present Guidelines are intended to provide a practical, systematic course of action for educational researchers, curriculum developers, policy makers and others seeking to promote gender equality through education in ways that get at the deeper issues embedded in textbooks as well as the more superficial aspects that impede progress toward meaningful reform. From a methodological standpoint, an analytical framework using both quantitative and qualitative instruments is suggested as a combined strategy for uncovering both subtle and more obvious expressions of gender disparities and biases.

Having emerged from a comprehensive research study¹ conducted by the Ministry of Education and Training of Viet Nam (MOET), in partnership with the UNESCO Ha Noi Office with technical assistance from UNESCO International Bureau of Education (UNESCO IBE), the Guidelines were originally drafted to help shape the process for analyzing primary education textbooks across a spectrum of different learning areas. The study was undertaken within the broader framework of the United Nations/Government of Viet Nam Joint Programme on Gender Equality (UN/GOV JPGE) in support of The Law on Gender Equality (2006) and the Law on Domestic Violence Prevention and Control² (2007). The main objective of the research project was to inform anticipated processes for curriculum and textbook revision in Viet Nam, with special focus on improving the quality of education from a gender perspective.

As the research process on primary education textbooks within Viet Nam reached its final stage in late 2009, the Guidelines were refined and formalized as a set of tools for informing further textbook research agendas, both of different levels and types of learning materials within Viet Nam as well as internationally. Relevant background information on the conceptual underpinnings for carrying out a focused analysis of textbooks and/or other learning materials using gender lenses are included, as are the practical steps for designing, carrying out and sharing the results of the project in ways that precipitate effective action for promoting gender equality on a wider scale. In addition, the Guidelines recommend strategies for immediate awareness raising and training on gender issues among teachers,² parents, and communities that have an immediate impact on creating more inclusive, gender sensitive learning environments.

¹ For a more detailed description, see UNESCO Ha Noi/UNESCO IBE. 2011. 'Textbook review and analysis from a gender perspective: Report of findings'.

² See also UNESCO Ha Noi/UNESCO IBE. 2011. 'Teacher training modules for addressing gender issues and promoting Gender Equality' (TTMS).

1. Introduction

1.1 Project context and background

1.2 The Project's contribution to revising textbooks in Viet Nam

1.3 Rationale for textbook review and analysis from a gender perspective

1.1 Project context and background

In the context of the UN/Government of Viet Nam Joint Programme on Gender Equality (UN/GOV JPGE) which brought together 12 UN Agencies in Viet Nam for the purpose of coordinating activities promoting Gender Equality, the Vietnamese Ministry of Education and Training (MOET), in partnership with the UNESCO Ha Noi Office launched the Project, 'National Textbook review and analysis from a gender perspective, including piloting teacher-training programmes to incorporate Gender Equality issues in line with the Law on Gender Equality and the Law on Domestic Violence Prevention and Control' (JPGE activity 1.3.15).³ As a first major step, MOET established a Technical Team, as well as a broader Advisory Group, to design and carry out a national textbook study (focusing on primary education textbooks) in 2009 with technical support from the UNESCO International Bureau of Education.⁴

The UNESCO and MOET Project targets education as one major domain where gender equality can be enhanced through specific modalities, including textbook revision and new teacher training programmes integrating gender issues and promoting gender equality. The Project explores aspects of the educational system that may hinder gender equality and, therefore, should be addressed in processes of revising textbooks and improving in-service teacher training courses. The Project advocates capitalizing on existing positive experiences, while simultaneously promoting innovative and inclusive practices of providing equitable and fair access to quality education for all through revised textbooks and innovative teacher training programmes.

The present Guidelines⁵ have emerged both as an integral component and a concrete result of the above mentioned study. In their preliminary version, they were developed collaboratively by the implementing partners as procedural tools in the absence of a previously validated model for conducting textbook review and analysis using gender lenses in the Vietnamese education context. Subsequently, following completion of the study, the implementing partners felt it necessary to refine and formalize the Guidelines both as a reflective capacity building tool and as a means of informing future studies anticipated in the coming years (for example on textbooks and other learning materials used at the secondary level). In their present form, these Guidelines are also intended to serve

³ Henceforth in this document referred to as 'the Project'.

⁴ Documented in 'Textbook review and analysis from a gender perspective: Report of findings' (UNESCO Ha Noi, 2011).

⁵ Henceforth in this document referred to as 'the Guidelines'.

as a generic roadmap for researchers, curriculum development specialists, textbook authors and all education stakeholders in other countries with parallel agendas for promoting gender equality.

1.2 Rationale for textbook analysis from a gender perspective

Why is textbook analysis from a gender perspective important? Textbooks are usually the most visible component of a curriculum and also very often the only learning resource teachers and students use. In many parts of the world, textbooks are still effectively driving teaching and learning, instead of being used as only one possible resource among others.

Textbooks represent the ‘tangible’ curriculum that is closest to students’ hearts and minds, thus the messages that textbooks deliver have a powerful impact on learners (especially in early years) and on the society more broadly. As printed materials, they benefit from the respect people commonly have for the printed word: in many societies, one tends to think that whatever is written or printed in a book, including a textbook, must be right and true.

Given their important potential as learning resources especially in contexts where assessment is commonly very much focused on the rote memorization and reproduction of prefabricated discourses, textbooks can easily become vehicles for promoting biases, including gender biases. Such biases can be promoted in an explicit or a more subtle way. Consequently, it is important to explore what elements in textbooks (such as gender biases) may hinder gender equality and make specific recommendations on what should change so that textbooks can contribute more to the development of open-mindedness and gender-sensitive attitudes and approaches.

Textbooks may influence users in many ways: through their content (concepts; factual information; value judgments) and language, but also their design, visual elements, pedagogical approach and other aspects. A gender analysis of textbooks should consequently take into account all these issues in a comprehensive manner.

A textbook may be judged as good in compliance with some explicit quality criteria, such as the accessibility of its content or the values and attitudes it promotes. However, even textbooks deemed good based on specific textbook evaluation processes can be used in inappropriate ways by inexperienced or poorly trained teachers. For instance, textbooks may be free of biased content and convey positive messages, but like all learning media they are only as good as the teachers who use them. Vice-versa, a good teacher may be able to overcome the poor quality of textbooks that they use.

Textbooks are not the only factor leading to success in learning. Teachers and other actors, such as parents, community leaders as well as the school and community environment, play important roles in implementing curricula and textbooks. While acknowledging that textbooks produce their effect in a mediated way, it is nevertheless important to stress the importance of developing high-quality textbooks in compliance with clear and relevant quality criteria, among

which the promotion of gender equality and the avoidance of gender biases should play a central role.

While used principally in formal schooling, textbooks can also play an important role in adult literacy programmes, as well as in other forms of community-based and lifelong learning, such as adult education. Consequently, learning materials, including textbooks, as well as learning processes that are free from gender biases and promote gender equality are both a good practice in education and may contribute to more inclusive and cohesive societies in the long run.

1.3 The Project's expected contribution to revising textbooks in Viet Nam

While no impending revision of primary and/or secondary textbooks is foreseen for the near future, the exercise of analyzing primary education textbooks in Viet Nam from a gender perspective was envisaged as a necessary step in preparing for upcoming cyclical textbook revisions for all education levels.

Given that the Project tackled both conceptual and methodological aspects pertaining to textbooks analysis from a gender perspective, its results are expected to contribute to textbook revision in Viet Nam in the following ways:

- Textbook analysis from a gender perspective is supported by comprehensive and collaboratively developed Guidelines that address the conceptual and methodological aspects related to gender issues in education. The Guidelines also address approaches and findings of similar international studies that may be taken into account in the conceptualization and implementation of research projects focusing on reviewing curricula and textbooks from a gender perspective.
- Textbook analysis from a gender perspective is based on a coherent and comprehensive strategy that allows for relevant research findings. The Guidelines suggest a variety of research methods from 'text analysis'⁶ to inquiring the opinions of stakeholders, users and beneficiaries⁷.
- The Guidelines were developed with a view to supporting the analysis of primary education textbooks in Viet Nam. Nevertheless, given their potential as a capacity-development tool, they may also be used in other contexts and for other capacity-development related purposes, such as in teacher education.
- The Guidelines also constitute a valuable support for the adequate processing of research findings, based on which sound recommendations can be drafted to MOET for revising textbooks from a gender perspective. Recommendations to improve textbooks by integrating gender issues and

⁶ 'Text analysis' refers to the analysis of the textbook discourse, delivered through its various components (i.e. authors; titles; lesson content; student activities; illustrations).

⁷ Nonetheless, owing to the many challenges of inquiring stakeholder opinion, such as the need of more time and trained human resources, the actual research on primary textbooks carried out in 2009 focused on analyzing the discourse in textbooks (i.e. narrative text; examples; illustrations, messages passed to learners).

promoting gender equality will take into account the need for tackling textbook revision not as a goal *per se*, but from the broader perspective of ensuring that textbooks enhance the quality of learning processes and outcomes altogether.

- The Guidelines, together with the research process and findings on gender issues in education (and more specifically in textbooks) may provide an example of good practice for other (cross-cutting) fields, such as education for sustainable development or health education. This can help foster synergies among different education domains and thematic approaches while at the same time supporting MOET in integrating and enhancing cross-cutting issues in primary and secondary education in a more coordinated way.

2. Quality learning, gender mainstreaming and the role of textbooks

- 2.1 *Quality learning*
- 2.2 *Gender mainstreaming in education*
- 2.3 *The role of textbooks in promoting quality learning and gender mainstreaming*

2.1 Quality learning

Learning, as fundamental to education, is the process through which learners acquire and develop knowledge, skills, attitudes and behaviors. As a fundamental and universal human capacity, learning induces changes in learners by facilitating the integration of new acquisitions (i.e. knowledge, skills, attitudes) into existing cognitive and behavioral structures. In the process of learning, learners cope with various challenges and tensions that need to be overcome effectively in order to produce sustainable quality results.⁸

The issue of quality learning applies to all aspects and dimensions of education, namely:

- **Quality of inputs** (such as teachers, curricula, textbooks, facilities, and assessment systems);
- **Quality of processes** (such as teaching and learning processes, and processes of developing curricula and textbooks);
- **Quality of outputs** (i.e. learning outcomes/student competencies, broader impact of education on individual and social development).

As stated in the *2005 EFA Global Monitoring Report*, there is no universally accepted definition of education quality. Nevertheless, there are often common denominators:

Two principles characterize most attempts to define quality in education: the first identifies learners' cognitive development as the major explicit objective of all education systems. Accordingly, the success with which systems achieve this is one indicator of their quality. The second emphasizes education's role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development. The achievement of these objectives is more difficult to assess and compare across countries (p. 17).

The quality of education and learning is implicitly or explicitly associated with all of the six EFA goals adopted in Dakar, Senegal, in April 2000. More specifically, Goal 6 calls upon countries to improve all aspects of the quality of education, especially through:

⁸ With reference to textbooks and gender issues in education, an example of such challenges to learners is constituted by the clash between the hidden curriculum (i.e. traditional beliefs about girls and women to be inferior to boys and men) and the current approaches of the formal curricula and textbooks in countries promoting gender equality.

- Early childhood, literacy and life-skills programmes;
- Reducing gender disparities in education and addressing all forms of inequalities in the classroom;
- Students acquiring in primary and secondary education the knowledge, skills and values necessary for the exercise of responsible citizenship.⁹

By naming access to quality education as the right of every child, the *Dakar Framework for Action*¹⁰ came up with an expanded definition of quality that takes into account the following criteria:

- Desirable characteristics of learners (healthy, motivated students);
- Processes (competent teachers using active pedagogies);
- Content (relevant curricula); and
- Systems (good governance and equitable resource allocation).

While reinforcing these priorities and criteria set forth in Dakar, the 2005 EFA-GMR clearly shows that countries may follow different models and strategies to achieve quality results. However, several key factors that are deemed essential to quality learning everywhere were also identified,¹¹ including:

- Teachers (pre- and in-service training system; status; incentives);
- Learning time (instruction time is a crucial correlate of achievement - minimum of 850-1,000 hours of instruction per year for all pupils);
- Core subjects (such as giving priority to literacy – reading and writing, as a critical tool for the mastery of other subjects);
- Pedagogy (teaching styles that accommodate student needs, contexts and backgrounds);
- Language (the choice of the language of instruction, preferably the learner’s first language especially in early years);
- Learning materials (of quality, available and affordable);
- Facilities (appropriate classrooms; clean water; sanitation; access for disabled students);
- Leadership (school autonomy; equitable distribution of resources; clear responsibilities and accountability systems).

International research documents the importance of textbooks in providing quality education and learning especially in countries where students and teachers have little or no access at all to other learning resources. Consequently, it is crucial that textbooks are designed, developed and used in a quality way, in compliance with criteria such as those mentioned in the checklist below:

⁹ *Idem*, Foreword by Koïchiro Matsuura, former Director-General of UNESCO.

¹⁰ See World Education Forum, 2000, *The Dakar Framework for Action: Meeting Our Collective Commitments*. Paris, UNESCO, para 44, p. 17.

¹¹ See UNESCO, *Idem*, Chapter 1: ‘Understanding educational quality’, pp. 27-28.

Figure 1: Quality criteria for textbook development and implementation checklist

Aspects pertaining to textbook development and implementation	Quality criteria
Content	<ul style="list-style-type: none"> - Well selected and organized - Relevant - Meaningful for learner’s needs, context and background - Accessible - Interesting and stimulating/motivating - Supporting competency development, such as higher order intellectual skills (i.e. critical thinking; problem solving; assessment and self assessment; open mindedness); social and emotional skills; communication skills, etc.) - Bias-free
Pedagogy reflected	<ul style="list-style-type: none"> - Learner-centred approaches - Linking theory and practice - Inquiry- and problem-based learning - Encouraging formative and progress assessment
Language and style	<ul style="list-style-type: none"> - Appropriate to students’ age and context - User-friendly - Interesting and motivating - Bias-free
Illustrations & graphical elements	<ul style="list-style-type: none"> - Appropriate to students’ age and context - User-friendly - Interesting and motivating - Bias-free
Values promoted and messages delivered	<ul style="list-style-type: none"> - Sound values, such as tolerance and respect; inclusiveness; social justice; constructive management of diversity and conflicts; gender sensitivity and gender equality - Proactive and future-oriented

2.2 Gender mainstreaming in education

Gender mainstreaming in education refers to a strategy and planned process for addressing gender issues in all education stages and forms with a view to fighting against gender discrimination and promoting gender equality as a fundamental dimension of social justice, inclusiveness and social cohesion. Textbook review and analysis should be seen as one component of an overall plan for gender mainstreaming throughout an education system.

In order to prepare a 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 issues in education, such as ‘sex’, ‘gender’, ‘gender equality’, ‘gender biases’.¹²

2.2.1 ‘Sex’ and ‘gender’

‘Gender’ differs from ‘sex’ for the reason that ‘sex’ refers to ‘the biological differences between males and females’ while ‘gender’ relates to ‘culture and the social division into <masculine> and <feminine>...[in other words]...to the

¹² See also the Glossary at the end of the document.

qualities, ... aptitudes, roles and responsibilities associated with men and women in a society.' (Brugeilles & Cromer, 2009, p. 27).

2.2.2 Gender differences

'Gender differences' are one category of differences people may experience among many others, such as differences pertaining to culture (including language, religion and tradition), ethnicity, skin color, age, social and geographical background, upbringing. As in the case of many other differences, the question of their natural and/or social and cultural foundation can give rise to heated debates and are quite often the sources of positive and negative prejudices leading to a sense of distance in each group's perception of the 'other'. Such prejudices, in turn, can engender discrimination, marginalization and violence grounded in the belief that the 'otherness' is inferior, threatening, or both.

2.2.3 Gender biases

Biases are regarded as flaws in judgment caused by different factors, including people's tendency to draw premature conclusions based on insufficient or irrelevant data, opinions and/or beliefs. While quite common as part of human knowledge, they represent distorted images and understandings of people, objects, processes and phenomena. Prejudices (distorted and unfair characterization of a person, situation, idea, etc.) and stereotypes (i.e. distorted and unfair application of group characterizations to individuals) are widespread forms of such biases.

In order to steer clear of biases, textbooks should thus avoid 'oversimplified views of characteristics attributed to persons, groups, objects and situations, based on fallacious generalizations ignoring individual cases' (Georgescu & Bernard, 2008, p. 16) and should promote instead a nuanced, 'multi-layered' concept of identity(ies). Such a multi-layered concept of identity acknowledges that personal, as well as collective identities are a dynamic and ever-evolving result of the interaction of multiple factors, such as genes, environmental conditions, historical developments, current socio-economic and cultural processes.

More generally, textbooks should avoid biases of all kind, such as those identified by Blumberg (2007, p. 52–54):

- **Invisibility** (complete or relative exclusion of a group);
- **Stereotyping** (unfair assignment of characteristics to a group, at the cost of individual attributes and differences);
- **Imbalance and selectivity** (presenting only one interpretation of an issue, situation, or group of people);
- **Unreality** (ignoring unpleasant aspects in favor of flattering ones);
- **Fragmentation and isolation** (presenting non-dominant groups as peripheral members of society);
- **Cosmetic bias** (things seemed to have been 'corrected'/'improved' in books, but bias persists in different ways; cosmetic biases reflect in fact superficial changes, such as in the case of textbooks that seem to address women's participation in, and contribution to society, however by associating them merely with secondary or supportive roles).

2.2.4 Gender equality

‘Gender equality’ is a crucial facet of social justice, inclusiveness and social cohesion based on the values and practices of Human Rights, such as the fundamental respect of human dignity and the right to equal and fair treatment regardless of differences (such as gender differences) among people. Theories such as feminism consider gender inequalities as the matrix of all social inequalities. Consequently, eliminating gender inequalities is seen as a precondition and leverage of eliminating other disparities/inequalities, such as those related to skin color, ethnicity, social and economic background, culture and religion.

Different international documents and instruments underpin the struggle for gender equality the world over, especially with regard to affirming and protecting women’s rights and equality as the “gender” more likely to suffer from discrimination, violence and marginalisation:

- The 1948 Universal Declaration of Human Rights;
- The 1979 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW);
- The 1989 Convention on the Rights of the Child (CRC);
- The 1993 Declaration and Programme of Action of the World Conference on Human Rights (Part 3 – The equal status and human rights of women);
- The 1995 Beijing Declaration adopted at the Fourth World Conference on Women (stating ‘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’).

While from a historical and sociological perspective women have generally been more affected by inequalities than men, ‘gender equality’ addresses just as much the situation of boys and men in today’s and tomorrow’s world. In some countries, for instance, the proportion of low achieving boys and boys that drop out of education are increasing as against the proportion of girls. A new trend is also indicated by the increase in some countries of men’s (long term) unemployment as against higher rates of (also sometimes better paid) employability in women. Such phenomena draw the attention on the need to address gender inequalities comprehensively by taking into account the many changes occurring in the situation of both women and men.

Gender inequality has a negative impact on both individual and societal development. For individuals, inequalities related to gender may trigger low self-esteem, frustrations and resentment. At the same time, it hinders boys and girls from achieving their full potential and restricts their roles in society and family because of biased expectations. On a community and societal scale, gender inequalities impede economic growth, social cohesion and social justice. Gender inequalities in family and the broader society also provide negative models for children and young people of ‘legitimate’ ways of treating others unfairly, of exploiting them and depriving them of their human rights.

On the contrary, in countries where gender equality has been truly embraced from the perspective of both Human Rights principles and practices (for example, in the Nordic countries), the benefits for individuals, communities and the society at large are quite obvious. In such societies, gender equality is indeed a leverage for personal and societal growth, social cohesion, social justice and inclusiveness based on a balanced and interchangeable distribution of roles among women and men in all areas of private, professional and public life.

Internationally, gender issues in education can be summarized as follows:

- In many countries, access to quality education (especially to upper stages/grades) is still not granted for all girls of school age;
- Girls are usually more likely to drop out than boys and they usually have lower achievement rates;
- There is still a predominance in curricula and textbooks of a male-driven perspective, where women are given little space and/or a low profile;
- Negative biases about women (i.e. women are not ‘technical’; they are too emotional; they are not good leaders) are quite widespread even though not always intentionally; such biases tend to reflect a rather traditional and inflexible gender roles as an influence of the ‘hidden curriculum’;
- Only cosmetic changes are made in curricula and textbooks by focusing on superficial and/or less relevant aspects of gender equality, such as ‘quota representations’ of girls and women in different areas. Changes of this type also include exceptional contributions of women to different domains (cases of women’s leadership, for instance), since they are being presented as exceptions, such cases may instill in students’ minds the idea that women’s leadership does not represent the norm).

In Viet Nam, while equal access to education (including to higher stages/grades) does not generally represent a problem, there are still several gender issues that education should address, such as:

- The prevalence, in some situations, of traditional views about women as inferior to men, thus having to totally obey men (as well as elderly persons), and be assigned only some traditional roles, such as those of mothers and housewives;
- The need to more actively encourage the promotion of women in leadership positions in different areas of public and professional life;
- The need to make more transparent and disseminate more effectively women’s contributions to community and social development, including in non-traditional areas, such as science, technology, culture, education, politics, sports and the media;
- The need to fight against domestic violence, as well as against discrimination against women as well as gender-based marginalization and exploitation in all forms.

2.3 The role of textbooks in promoting quality learning and gender mainstreaming

While textbooks are not the only learning resource in most countries, they continue to be quite influential given that ‘...at the interface between the curriculum and the classroom, policy and practice, theory and implementation – at the crux of government efforts and private initiative – textbooks have a lot of practical and symbolic importance’ (Braslavsky, 2006, p. 21).

Textbooks are obviously not the only place where biases of all kinds (including gender biases) may occur. However, given their powerful role especially in the early years of schooling, it is critical to identify aspects (both intentional and unintentional or unreflected prejudices and stereotypes) hindering gender equality.

As the most visible expression of the curriculum, textbooks play an important role in the transmission and internalization of values, and the acquisition and development of knowledge, skills and attitudes. As such, if well designed and implemented, textbooks can facilitate quality learning processes and outcomes. However, in the absence of reliable quality checks based on clear and sound quality criteria they can also become vehicles of biases and/or misconceptions, including gender biases.

Gender biases, as all other biases, are usually inculcated quite early in both school and out-of-school (such as family or peer) settings. Consequently, textbooks, especially in early years, may be central to the way learners shape their understanding of themselves, the others and the world, based on which they develop their attitudes and patterns of behavior.

3. Textbook analysis from a gender perspective: Conceptual and methodological framework

- 3.1 Overview of the research methodology and expected outcomes*
- 3.2 Developing an analytical framework*
- 3.3 Methods and instruments for textbook analysis from a gender perspective*

3.1 Overview of the research methodology and expected outcomes

Textbook review and analysis from a gender perspective aims to collect evidence of gender biases in textbooks as well as examples of good practice in promoting gender equality. In most cases of international research on gender equality, the methodology is comprised of both quantitative and qualitative instruments, with an emphasis on qualitative aspects. The data collected tends to point to relevant examples and cases of gender biases that need to be avoided in the future and to examples of good practice that can be built upon in the context of curriculum and textbook revision processes.

Textbook analysis can be performed by examining the textbook discourse as such (i.e., messages delivered in, and through textbooks based on wording, examples, illustrations, working methods) and by collecting the opinions of textbooks users, beneficiaries and stakeholders on aspects in textbook development and implementation that may hinder or foster gender equality.

Based on the review and analysis on primary school textbooks carried out by MOET in Viet Nam in 2009 with the support of UNESCO (UNESCO Ha Noi Office and IBE) and the assistance of broader Advisory Group,¹³ it was anticipated that several important aspects could be identified with regard to the contribution of textbooks to promoting gender equality. Framed as research questions such as those listed below, consideration of each of these aspects helped construct the scope and conceptual framework of the study.

- What are the main issues in the current primary education textbooks that hinder gender equality and thus need attention?
- What are the main issues in current primary education textbooks that foster gender equality and consequently need to be reinforced?
- What are the learning areas, textbooks and grades that need most attention with regard to the prospect of revising textbooks from a gender perspective?

¹³ See ‘Textbook review and analysis from a gender perspective: Report of findings (MOET and UNESCO, 2011) for a detailed description of the process and results of the study.

- What lessons can be learned so as to inform comprehensive processes of textbook revision by taking into account relevant quality criteria from cross cutting issues (i.e. education for sustainable development; health and sex education; life skills) in an integrated, consistent and coherent way?
- What lessons can be learned for the capacity development of policy makers, curriculum and textbook specialists, as well as teachers, headmasters and other stakeholders in order to enhance synergies between policy design that supports the promotion of gender equality and its effective implementation at community, school and classroom level?
- What processes should be put in place in order to ensure that education, curricula and textbooks promote gender equality as a leverage for advancing Learning to Live Together, inclusiveness and social justice?

In preparation for the analysis exercise, the capacity development of the MOET Technical Team and the Advisory Group also included an overview of international examples of textbooks analysis from a gender perspective. Among the examples which informed the study were:

(a) *Promoting Gender Equality through Textbooks – A methodological guide.*
(UNESCO, 2009)

The methodological guide recently published by UNESCO summarizes the results of a (rather quantitative) research project on gender representation in textbooks focusing on mathematics textbooks from four countries (Cameroon, Côte d'Ivoire, Togo, and Tunisia). The researchers provided an inventory of characters in the text disaggregated by sex and age, using the following categories:

- ungendered or sex unspecified
- female, age unspecified
- girls
- women
- male, age unspecified
- boys
- men

Different types of grids were developed to count male and female characters in text and illustrations while also recording their associated characteristics. For instance, it was observed whether male and female characters are presented static or in interaction. In the case of interactions, observations were also made with regard to their nature (i.e. family interactions; professional interactions; cooperative interactions; interactions reflecting hierarchical relations)

Figure 2: Example of Grid No. A1: Women and Men

Text													
Individual characters													
Women						Men							
Character no.	Lesson/ Exercise	Designations	Activities	Attributes	Interactions		Char. no	Lesson/ Exercise	Design.	Act.	Attr.	Interactions	
					Yes/No	Nature						Yes/No	Nature

Source: UNESCO, 2009, p. 31

Based on the counting of such male and female characters in association with different characteristics, such as whether they are represented as individuals or groups; their position in the text and chapter (whether they appear in the context of activities; attributes; or interactions), the findings led to the conclusion that in the textbooks analyzed a masculine world is still predominant:

Female role models are rare. Girl pupils have little foundation for identification and projection, and boys have no role models from the opposite sex, which is barely visible. The subject – mathematics in this case is taught by men rather than women. Mathematical knowledge is used mainly by men and boys. Consequently, pupils of both sexes, together with their parents and teachers, perceive that knowledge is legitimate for the male sex rather than the female sex. The textbooks are thus unlikely to make girls interested in learning mathematics (*Idem*, p.33).

The methodological guide proposes different analytical categories for monitoring gender representations in textbooks, as shown below:

Category, sex and age of the character	<ul style="list-style-type: none"> - Women - Men - Boys - Girls
Designations	<ul style="list-style-type: none"> - First name/Surname or title - Family relationship (mother, uncle, etc.) - Other relationship (neighbor, friend) - Occupational status (occupation, political or religious office) - Other status (customer, traveler, etc.)
Activities	<ul style="list-style-type: none"> - School activity - Occupational activity, formal or non-formal - Domestic activity - Buying activity - Care or caring activity - Leisure, recreational or sport activities

	<ul style="list-style-type: none"> - Social activity - Routine personal activity (washing, eating) - Negative activity (making a mistake, breaking something, doing something inappropriate, causing problems) - Successful activity
Attributes	<ul style="list-style-type: none"> - School materials - Occupational equipment or item - Domestic team - Money - Food - Leisure, recreational or sports equipment or item - Physical characteristics - Psychological characteristics
Interactions	<ul style="list-style-type: none"> - Occupational interactions - School interaction - Cooperative interaction (acting together, helping each other) - Affective interaction (talking, celebrating, inviting, sharing) - Violent interactions (quarreling)
Location in the lesson	<ul style="list-style-type: none"> - The parts concerning lessons - The parts concerning exercises

The guide also contains suggestions for textbook design and production strategies that may bring about better gender balance and promote gender equality more effectively.

The counting in this research of the male and female characters in association with different characteristic is underpinned by the hypothesis of gender imbalances in textbooks. The way the results are presented in the research points to imbalances resulting in the detriment of women/girls. However, there is less emphasis in this research on pointing out gender biases, which are discussed merely in the context of interpreting the results of factual counts of the male and female presence in different textbook-related situations, meaning how often women and men are represented in different situations.

*(b) The UNESCO Bangkok Office work in gender in education*¹⁴

The Gender in Education in Asia (GENIA) Toolkit for promoting gender equality was indicated as a valuable resource for conceptualizing research on textbooks from a gender perspective or 'lens'. Different parts of the Toolkit were taken into account in designing the analysis of the Vietnamese primary education textbooks, especially the chapters highlighted in Figure 2 below:

¹⁴ See <http://www.unescobkk.org/education/appeal/programme-themes/gender/>) as well as their Gender in Education Network, GENIA Toolkit for promoting gender equality, <http://www.unescobkk.org/education/gender/resources/genia-toolkit/>.

Figure 3: Contents of the GENIA Toolkit (2002)¹⁵

Title	File Type
1. How to Use Your GENIA Toolkit	Microsoft Word
2. The 'more-than-an-agenda'	Microsoft Word
3. Gender Definitions	Microsoft Word
4. Statements about Women and Men	Microsoft Word
5. Gender Equality Donkey	Microsoft Powerpoint
6. Climbing the Steps: Gender Equity to Gender Equality	Microsoft Powerpoint
7. Background 'What is a Gender Lens?'	Microsoft Word
8. Definition of Gender Mainstreaming & Gender Mainstreaming Cycle	Microsoft Word
9. Guidelines for Implementing, Monitoring and Evaluating Gender Responsive EFA Plans.	Acrobat PDF
10. Gender Lens for Education Projects	Microsoft Word
11. Gender Lens for Measuring the Child-Friendliness of Schools	Microsoft Word
12. Gender Lens to Create Curriculum and Textbooks Free of Gender Bias	Microsoft Word
13. Gender Lens to Measure the Gender-Friendliness of MoE Departments	Microsoft Word
14. Gender Lens to Measure the Gender Responsiveness of Community Learning Centres (CLCs)	Microsoft Word
15. Classroom Observation Tools: Guidelines for How to Conduct Classroom Observations from a Gender Perspective.	Microsoft Word
16. Slide Show: Gender in Education Network in Asia (GENIA)	Microsoft Powerpoint
17. Eleven Ways to Obtain Participation	Microsoft W

As a capacity development instrument, the GENIA Toolkit tackles both the theory and practice of gender equality with a view to enhancing the competencies of both duty bearers and rights holders especially in the Asia-Pacific region. Through covering a wide range of issues, including the promotion of gender equality via appropriate curricula, textbooks and classroom practice, the GENIA Toolkit offers a comprehensive overview of gender issues in different realms of societal life, as well as of solutions to enhance gender equality in a sustainable way through the active participation of each and everyone.

¹⁵ There is now a new 2009 version of the Toolkit available on-line, with a different table of content (See Figure 4).

Figure 4: Contents of the GENIA Toolkit (2009 edition)

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3.2 Developing an analytical framework

A review and analysis of textbooks from a gender perspective should be based on an agreed upon analytical framework (i.e., hypothesis; concepts – such as gender biases; analytical criteria; indicators) that addresses the gender biases in textbooks in their various forms. The underpinning research hypothesis consists of the expectation that gender biases or prejudices can be found in primary textbooks owing especially to customary/traditional conceptions of gender roles that are mainly detrimental to women and girls.

Gender biases, which a major factor that hinders gender equality in textbooks, reflect distorted perceptions of gender ‘differences’. As in the case of other perceived differences among people, gender differences are often sources of positive and/or negative prejudices (biases) that may engender discrimination, marginalization and violence on the ground of beliefs that the ‘otherness’ is either threatening and/or inferior.

For the 2009 analysis of gender biases in Vietnamese primary school textbooks, a model proposed by Blumberg (2007, p. 52-54) was taken into account. The model identifies the following analytical categories:

Category of gender biases	Definition	Examples
Invisibility	Complete or relative exclusion of a group	<p>For instance,</p> <ul style="list-style-type: none"> - In some languages, the terms used for different occupations suggest that either women or men are excluded from practicing them (i.e. in English, minister; doctor; lawyer are associated with men because for a long time only men could carry out such occupations – more recently though for some professions a feminine alternative started to be used, such as ‘doctress’; on the contrary, nurse and babysitter were traditionally associated with women) - a powerful gender imbalance (or total lack of one or the other gender characters) in examples and/or illustrations, such as pictures of a scientific congress where men are predominant, suggesting that science is typically a male occupation
Stereotyping	<p>Unfair assignment of characteristics to a group of people, at the cost of individual attributes and differences</p> <p>Stereotyping may contain and produce either offensive or flattering statements and situations, depending on the positive or negative prejudices they promote</p>	<p>For instance,</p> <ul style="list-style-type: none"> - the belief that women are usually emotional, while men are not - the belief that men are good with technology, while women are not - the belief that women like gossiping - the belief that men are better organized than women and more efficient leaders

Imbalance and selectivity	Presenting only one interpretation of an issue, situation, or group of people	For instance, <ul style="list-style-type: none"> - while talking about heroism or excellence in areas like science and technology, only men are mentioned - while referring to household, only women are being referred to
Unreality	Ignoring unpleasant aspects in favour of flattering ones	For instance, <ul style="list-style-type: none"> - avoiding portraying sensitive and unpleasant aspects in family life, such as domestic violence, especially against women - avoiding portraying issues such as women's exploitation or the fact that women are sometimes considered as socially inferior - presenting individual cases as rules, such as suggesting that (quite rare) cases of women leadership or achievements in the society are the rule
Fragmentation and isolation	Presentation of non-dominant groups as peripheral members of society	For instance, <ul style="list-style-type: none"> - narrative and illustrations of different situations where women are always underrepresented
Cosmetic biases	Things seemed to have been 'corrected'/improved in books, but biases persist in different ways	For instance, <ul style="list-style-type: none"> - the fact that while there appears to be an equal number of men and women in illustrations, no relevant examples are given of significant achievements of women in different areas

These biases may be generated by customs or traditions, which can have the effect of making them be part of women's self-perception. Examples of widespread gender biases in textbooks include traditional expectations for boys and girls in life and work (for instance, housework assigned to women/girls; specific attitudes associated with boys/men, such as being aggressive; economic pressure on boys to provide income and security to their families).

Textbook analysis aimed at identifying gender biases in textbooks should consider different aspects and components of textbooks, such as:

- **Textbook authors** - it is important for learners to notice that both men and women can be textbook authors. The predominance of one gender (and the absence of the other) in the case of different subjects may trigger the belief that gender is associated with excellence in certain areas. Moreover, if only men are authors, women's voice and experience may be excluded.

- **Textbook lessons (narrative text)** - how male and female characters are presented; what examples are given (for instance, is reference made to both male and female thinkers, political figures, media figures, etc.).
- **Suggestions for student activities** – whether there is a good balance in supporting and challenging both boys and girls; whether both genders are trusted with leadership and organisational capacities.
- **The philosophy of learning reflected in teaching and learning methodologies** – whether different learning styles are taken into account; whether teaching and learning methodologies suggested in textbooks promote gender equality.
- **Assessment procedures** – whether the assessment takes into account gender issues (for instance, whether both boys and girls are trusted to be able to carry out complex tasks instead of suggesting that they should be challenged differently – different learning styles should be associated with individuals, not with gender).
- **Illustrations & graphic design** – how men and women are depicted in textbooks; whether there is always a quantitative and qualitative balance of representations of men and women; whether graphic elements avoid positioning different characters (especially women) in a marginalized and inferior situation; whether illustrations or graphic design are offensive to men or women.

Based on the elements mentioned above, several **indicators** can be defined to structure the research, such as:

- the presence of different categories of biases in the way the learning content and titles are formulated;
- the presence of different categories of biases in the way teaching and learning methodologies are suggested;
- the presence of different categories of biases with regard to assessment situations;
- the presence of different categories of biases with regard to illustrations and graphic design;
- the presence of biases with regard to textbook authors.

In addition to the tools for indicating the mere presence of biases in textbooks, **comparative indicators** should also be developed, such as:

- indicators comparing the presence of different categories of biases in different primary subject areas and grades (research question: which are the subject areas and grades most affected by gender biases?);
- (if possible) indicators comparing the presence of different categories of biases from a historical/time perspective (research question: are there

significant changes over time with regard to the presence of gender biases in textbooks?);

The research on primary textbooks from a gender perspective in Viet Nam was designed to take into account both textbooks themselves (using methods such as text analysis), as well as the perception of users, beneficiaries and stakeholders regarding the role of textbooks in addressing gender issues and promoting gender equality.

3.3 Research methods and instruments

Once the research scope and objectives have been defined, an analytical framework constructed and indicators defined, the research team must next decide on the methods and instruments to be employed for (1) carrying out the text analysis and (2) investigating the perceptions of users, beneficiaries and stakeholders.

3.3.1 Carrying out a text analysis

In order to carry out a text analysis of textbooks at any level and in any subject area, matrixes should be developed to help identify and register the different aspects connected to the presence of different biases and in association with different textbook components.

For instance, in order to identify and record (count) stereotypes (a type of bias), a matrix like the one below can be used (examples from the 2009 study on Vietnamese primary education textbooks are provided inside the matrix):

Research question: What stereotypes are present in the content and student activities in Vietnamese language textbooks?

What bias?	Textbook authors	Titles	Content (statements; examples)	Illustrations & Graphic design	Student activities	Assessment
Example Biases in the form of stereotyping	Not applicable (N/A) (If no examples could be found)	Not applicable (N/A) (If no examples could be found)	Stories about little girls being ordered and clean, while boys are not	Depicting women/girls crying	N/A	N/A

Research question: What biases in the form of imbalance and selectivity can be identified in math textbooks (grade 5)?

What bias?	Textbook authors	Titles	Content (statements; examples)	Illustrations & Graphic design	Student activities	Assessment
<p>Example:</p> <p>Biases in the form of imbalance and selectivity</p>		<p>Applications of measurement: engineers (men) building bridges and roads</p>	<p>Text box: Great mathematicians (men) of our nation</p> <p>Text box: Students (boys) that won medals in international math olympiads</p>	<p>Students (boys) solving math problems on the black board, while girls are passively looking</p>	<p>Group work instructions suggest that the group leader should be a boy</p>	N/A

Research question: What invisibility biases are present in the science textbook (grades 1–3)?

What bias?	Textbook authors	Titles	Content (statements; examples)	Illustrations & Graphic design	Student activities	Assessment
<p>Example:</p> <p>Biases in the form of invisibility</p>	<p>Textbook authors are only men.</p>	N/A	<p>Examples of experiments performed only by men</p>	<p>Men being depicted in laboratories in dynamic situations, while women are absent or playing secondary roles, such as secretaries or librarians</p>	<p>Project work introduced by a picture depicting only boys handling scientific instruments, such as microscopes</p>	N/A

Research question: What aspects of unreality biases can be found in civics textbooks (grades 1–5)?

What bias?	Textbook authors	Titles	Content (statements; examples)	Illustrations & Graphic design	Student activities	Assessment
Example: Biases in the form of unreality	N/A	N/A	Proverbs stating that you can always trust the head of the family (man) Stories about women to like gossiping and not being reliable	Illustrations showing only harmonious, happy families	N/A	N/A

Steps in preparing the text analysis to identify and record biases:

Step 1: Prepare analytical matrixes for different subject areas and grades by associating different types of biases expected to be found with different textbook elements/components (i.e. prepare to identify invisibility biases in titles; lesson narrative text; examples; illustrations; activities suggested). The matrixes should be based on a common template, however it might be that in some subjects or stages the textbooks have more or less components to be analyzed than in other, which may lead to different types of matrixes for different subjects or education stages (i.e. textbooks in upper grades may contain more assessment and self-assessment exercises than in lower grades);

Step 2: Go carefully and methodically through the textbook(s) of a specific subject and note down the examples of biases you can identify (be also careful with more subtle biases)

Step 3: Count your examples for different grades, and compare with the data from other grades to see whether biases are more present in specific grades.

Step 4: Share your findings (data) with your colleagues analyzing other subject areas and draw preliminary conclusions. This is also an opportunity to validate the accuracy of your findings by comparing the identification of biases associated with different textbook elements/components with your colleagues. In some cases, the different categories of biases are slightly overlapping (such as fragmentation and isolation with cosmetic biases; or imbalance and selectivity with invisibility).

In such cases of apparent overlapping, you should decide where to place your findings.¹⁶

Step 5: Interpret data and draw conclusions: the findings will give information with regard to:

- what kind of biases are more common for each subject/grade;
- what are the most common biases;
- which textbook elements/components are most affected;
- whether there are significant differences between subject areas and grades.

3.3.2 Investigating the perception of users, beneficiaries and stakeholders

Several relatively simple methods can be used to investigate the opinions of the stakeholders, users (such as teachers, parents and learners) and beneficiaries with regard to the role of textbooks in addressing gender issues and promoting gender equality, including:

- (a) Focus groups based on a structured list of questions
- (b) Interviews with stakeholders and users based on a set of questions or using a semi-structured approach
- (c) Questionnaires sent to stakeholders and users
- (d) Analysis of textbooks and their usage by gender specialists

(a) *Focus groups*

Focus groups are usually held with a small target group (not more than 10-15 people) who are invited to join a structured discussion, based on questions such as following (the questions may also address general quality aspects of textbooks):

- Do you consider that textbooks address gender issues in an appropriate way?
- In your view, what are the strengths of textbooks in addressing gender issues and promoting gender equality?
- What are the main weaknesses?
- What should be done to revise textbooks so as to address gender issues and promote gender equality more effectively?

Prerequisites:

- the participants should be familiar with the textbook(s) that are discussed;
- they should be oriented to the procedures and ground rules for the focus group;

¹⁶ Given the overlapping of the six Blumberg categories, during the actual textbook analysis the MOET Technical Team decided to reduce them to three main categories as follows: (a) Visibility/Invisibility (including imbalance and selectivity; and fragmentation and isolation); (b) Stereotypes; and (c) Cosmetic/Apparent changes & elimination of gender biases (see Report of findings).

- the moderator of the discussion should address questions in sequence and exhaust the subject in a certain amount of time (for example, maximum 20-30 minutes per question) and then move to the next question;
- the discussion should be concluded by identifying both (a) the common elements and recurring issues that surfaced during the discussion as well as the singular opinions and/or suggestions of interest and which have the potential to produce positive effects.

(b) Interviews with stakeholders and users based on a set of questions or using a semi-structured approach

Opinions about gender issues in primary textbooks can be also gathered through interviews with education stakeholders and users, including teachers, learners and parents. The interviews can be structured or semi-structured. In the first case, the interviewer follows a predetermined list of questions, while in the second case the discussion can flow freely and touch on different topics including questions regarding gender issues in textbooks. With the interviewee's agreement, the discussion can be recorded. If requested, the interviewees can receive the questions in advance.

The questions to be asked may include the following examples:

- What do you understand by gender equality?
- In your opinion, how should textbooks promote gender equality?
- Do the textbooks you know/are using promote gender equality?
- If yes, please provide examples. If no, please provide examples.
- What should be done/changed, so that primary textbooks integrate and promote gender equality in a more explicit and effective way?
- What do you think are the consequences of enhancing gender equality in textbooks for individual and societal development?

The information collected through interviews ought to be systematized around key and/or recurrent issues addressed by the interviewees. Such key or recurrent issues should be coded by using numbers, names, colors, etc. to designate types. The frequency of such types should be counted as to determine commonalities or important trends among the answers. While commonalities are important, it is nevertheless useful to also consider isolated outstanding responses that may be inspirational for textbook analysis and revision.

The interviewees can also be asked to share some identification data (such as age; gender; rural or urban environment) based on which the correlation of answers with the different interviewees' characteristics can be explored.

Prerequisites:

- The interviewees should be knowledgeable about the textbooks they are referring to;
- The interviewer should be well prepared for the interview, able to manage the discussion flexibly, and to take notes/record the answers accurately;
- The interviewer should not suggest/induce answers;

- The atmosphere of the interview should be professional, however friendly;
- The interview should not be too long - however, it should last as long as is needed to gather relevant responses to all planned questions.

(c) Questionnaires sent to stakeholders and users

Questionnaires can also be prepared to gather the opinion of education stakeholders and users of textbooks with regard to the way textbooks promote/should promote gender equality.

The questionnaires should not be too long so as to motivate respondents to take time and fill them in. There should be a good balance between closed questions (where answers are to be selected from a list); semi-closed questions (where, in addition to selecting answers from a list, there is also a possibility for the respondent to add his/her own comments); and open questions (where the respondents can make their own comments freely). Too many open questions may make it difficult for analysts to quantify the relevant answers. Different scales can be used in order to collect more nuanced opinions that allow for a more quantitative analysis in the context of a qualitative approach (i.e. such as very poor; poor; average; good; very good).

Depending on the case, identification data can be asked from the respondents as to explore correlations between different categories of answers/opinions and respondents' characteristics, such as age, gender, education, rural/urban environment, working experience. Usually, the respondents feel more at ease to complete a questionnaire anonymously – however, those who want can mention their names and coordinates.

The questionnaire should be introduced by a short clarification of the purpose of the questionnaire and the way the answers will be processed and used.

Figure 5: Example of a questionnaire addressing gender issues in textbooks:

Questionnaire on gender issues in textbooks

Identification data

Name (optional)

Age 20–30 30–40 40–50 50–60 over 60

Gender F M

Education: Primary school Lower secondary Upper secondary Tertiary

Occupation(could be open ended)

Working experience in education:(could be open ended)

Residence Rural Urban

Purpose of the questionnaire

Dear.....

The Ministry of Education and Training (MOET) is carrying out a study on gender issues in primary education textbooks. The study aims at identifying the aspects in primary education textbooks that may promote or hinder gender equality. Given your experience in the education area, your opinion on this topic is highly valued. The responses to the questionnaire will help identify both achievements and shortcomings in the way primary textbooks address and promote gender equality. Your opinions will also be taken into account in the formulation of recommendations for textbook revision to the relevant education authorities.

Sincerely,

Mr/Ms, on behalf of the research team

List of questions and instruction for completing the questionnaire

5 – Very satisfied/Very good/Extremely well

4 – Satisfied/Good/Well

3 – Average

2 – Only little satisfied/Poor/Somehow

1 – Not at all satisfied/Very poor/Not at all

Item	Responses				
1. In your opinion, do primary textbooks promote gender equality? Please tick the number corresponding to your choice and provide comments.	1 Not at all	2 Somehow	3 Average	4 Well	5 Extremely well
	Your comments/Please explain:				

2. In your opinion, which textbooks are the best in promoting gender equality? Please rank the first three textbooks of your preference.	Which textbooks?	Why?				
	2.1 Vietnamese					
	2.1 English (1)	Hypothetical example				
	2.3 Mathematics					
	Sciences (2)					
	2.4 Social studies					
	2.5 Ethics (3)					
	2.6 Other					
3. In your opinion, what are the aspects in primary textbooks that may contribute to gender equality – please rate. Please tick the number corresponding to your choice and provide comments		1 Not at all important	2 Not very important	3 Average	4 Important	5 Very important
	3.1 The authors' gender					
	3.2 Titles					
	3.3 Statements about women/girls and men/boys					
	3.4 Examples used in lessons (i.e. life situations, achievements)					
	3.5 Illustrations					
	3.6 Suggestions for student activities					
	3.7 Assessment strategies					

	3.8 Other					
	3. 9 Your comments:					
4. Textbooks may contain gender biases (i.e. stereotypes and prejudices). Please give examples of such biases you have identified in different textbooks	4.1 Examples and your comments					
5. Please make suggestions to improve textbooks from a gender perspective	5.1 Your suggestions....					
6. What are more generally your ideas about a good textbook?	6. 1 Your comments...					

Thank you!

Prerequisites:

- The questions should be clear;
- Answers should not be suggested in the way the questions are formulated;
- The respondents should not be intimidated or influenced.
- In order to facilitate the data processing, answers to semi-closed and open-ended questions should be coded similarly to the coding of closed questions (for instance, people’s ideas about a “good textbook” could be coded based on the main types of answers received, as follows: supposing “8” is the number of the question, “8. 1” may be “easy to read”; “8. 2” may be “easy

to understand”; and “8.3” could be “it contains all what is needed to do exercises and homework”);

- The respondents should have enough time to complete and return the questionnaire;
- Questionnaire can be completed by post, face-to-face or online;
- In case statistical relevance is sought with a view to extrapolating the results to the entire population, the respondents should be selected based on statistical sampling.

(d) Analysis of textbooks and their usage by gender specialists

Gender specialists from universities, national and/or international NGOs and international organizations can be asked to give their expert opinion on how textbooks promote gender equality through both the messages they pass on and the way they are used in real situations of teaching and learning. Their expert reports can be corroborated with the findings of other types of research, such as those by focus groups or questionnaires.

4. Preparing the process: Overview of the review and analysis of primary education textbooks in Viet Nam

In order to facilitate the analysis of primary education textbooks in 2009, MOET set up a Technical Team composed of a Team Leader (National Consultant) and experts for different primary learning areas. With the support of UNESCO Hanoi Office and UNESCO IBE, the Technical Team and a broader Advisory Group of education specialists participated in a two-day workshop in Do Son (22–23 July 2009) where the scope of the textbook analysis from a gender perspective was clarified, and the outlines of the present Guidelines developed.

It was envisaged that, based on the preliminary guidelines for textbook analysis from a gender perspective proposed at the 2009 Do Son workshop, the Technical Team, working in close cooperation with the broader Advisory Group and other stakeholders, would carry out an in-depth analysis of primary education textbooks in several primary education learning areas. The research findings were to be presented in a consolidated Report and shared during a national consultation workshop at the end of 2009. Based on the consolidated Report and the national consultation, recommendations for textbook review from a gender perspective were to be submitted to MOET.

It was further envisaged that the recommendations from this project would contribute to enhancing the integration of cross-cutting issues¹⁷ in curricula and textbooks in a consistent and coordinated way.

In agreement with MOET, the following primary learning areas were selected for textbook analysis:

- Vietnamese (Grades 1-5)
- mathematics (Grades 1-5)
- natural and Social studies (Grades 1-3)
- science (Grades 4-5)
- history and geography (grades 4-5)
- civics (Grades 1-5)

The research process took several weeks in the fall of 2009. It was followed by the sharing with education stakeholders of the consolidated Report of findings in December 2009 in the context of a one-day national workshop in Ha Noi. After the workshop, in the first part of 2010, the team revised the Report by incorporating the feedback received from education stakeholders. Based on the research findings, the group of experts (MOET Technical Team) subsequently organized national and local dissemination and sharing with a view to contribute to public awareness raising on the need and possibilities for promoting gender equality through education.

¹⁷ Such as education for sustainable development; intercultural education; life skills; citizenship education; health education; gender.

Figure 6: Overall calendar of the research on primary textbooks in Viet Nam from a gender perspective

Project inception (i.e. establishment of agreements and of working groups) & capacity development	Development of comprehensive guidelines and preparation of the process	Actual textbook analysis	Data collection, interpretation and preparation of a consolidated report on findings	Sharing, dissemination and revision in the light of the feedback received
<i>July – August 2009</i>	<i>September-October 2009</i>	<i>October 2009</i>	<i>November 2009</i>	<i>December 2009 and onwards</i>

5. Preparing a consolidated Report of findings, including recommendations to improve textbooks that promote gender equality

5.1 Data collection and processing

5.2 Interpretation of data to draw conclusions and recommendations

5.1 Data collection and processing

In the case of research encompassing a strong statistical component¹⁸ specialized software can be used for introducing, presenting, analyzing and drawing inferences from the data collected, such as the Statistical Package for the Social Sciences (SPSS).

In other cases involving a more limited scope and a balanced approach between quantitative and qualitative approaches (such as the research on primary education textbooks in Viet Nam), data can also be managed manually – however, specific steps have to be taken into account, as follows:

Steps in analyzing and interpreting combined quantitative and qualitative data

Step 1: The data identified as relevant from the textbook analysis should be entered in the matrixes prepared for this purpose for each subject (see 3.3.1). The matrix should include space for each textbook element/component investigated (such as textbook titles; lessons/narrative text; student activities; assessment procedures; illustrations and graphics; overall tone of the textbook and messages delivered);

Step 2: Data collected by the researchers and entered into the matrices (see pp. 24-26) should be validated based on some cross-checking methods by consulting colleagues and/or by comparing findings in other subjects. Such cross-checking may help identify some errors made in the process of primary data collection and their appropriate correction (for instance, corrections on important data left out/ignored; data misplaced);

Step 3: Critical examination of the data collected for each subject with a view to identifying relevant aspects to be considered, such as significant commonalities or trends; important indicators that may be reported; relevant examples to be reported (for instance: male /female percentage of textbook authors; most common biases identified; indicators comparing the biases present at different

¹⁸ And depending also on the size and the nature of the text analysis, i.e., how many textbooks were analyzed, how many grades, how many aspects investigated, how many quantitative indicators selected...

grades). The primary findings should be categorized and coded to allow for counting their frequency and relevance across different subjects and grades;

Step 4: Developing a synthesis of findings per subject that includes comparisons among different grades (i.e. what are most obvious and common biases; whether there are significant differences between grades and between different aspects analyzed in the textbooks: for instance, the lessons may contain biases, but the illustrations may be balanced).

Step 5: Pulling together a consolidated synthesis of the findings in all the learning areas/subjects analyzed that point to commonalities and differences (i.e., whether some subjects are more free of gender bias than others; which components of textbooks are most affected by gender biases; whether certain subjects can constitute examples/models of good practice in the way they promote gender equality);

Step 6: Corroboration of the data obtained from the text analysis with the data obtained from investigating the opinions of stakeholders (through focus groups; interviews; questionnaires; and requesting expert opinions)¹⁹;

Step 7: Drawing conclusions with regard to the main findings that may support the formulation of valuable recommendations to improve primary textbooks from a gender perspective. The conclusions should be supported by graphic representations wherever possible (tables, diagrams, graphs).

Step 8: Making recommendations for curriculum and textbook revision from a gender perspective that target different stakeholders (i.e., policy and decision makers; curriculum and textbook developers; teacher trainers; teachers).

Step 9: Public presentation of the findings, as well as of the conclusions and recommendations for textbook improvement from a gender perspective. Such public sharing and discussions may contribute to the validation and enrichment of the findings. They may also contribute to the dissemination of the project outcomes and public awareness raising in preparation for the textbook revision process. Based on the results of such public discussions, the research report and recommendations may be refined in view of their broader dissemination and usage.

Errors to avoid:

- Disregarding or ignoring relevant primary data that may be valuable to the overall analysis and interpretation of the collected data pool and therefore to the recommendations for textbook revision – for instance, even if isolated, some examples of gender bias may still be relevant in terms of cases/situations to avoid in textbooks; more subtle forms of biases should be also considered, not only the explicit ones;

¹⁹ In the social sciences, **triangulation** is often used to indicate that more than two methods are used in a study with a view to double (or triple) checking results. It is also called “cross-examination.”

- Inappropriate categorization and coding of primary data that may hinder its proper interpretation;
- Rushed and superficial treatment of the primary data owing to the researchers' own biases;
- Being contradictory about findings – i.e. what is stated in one section of the research report, may be contradicted in other sections;
- Drawing conclusions and recommendations that are not sufficiently supported by primary data/facts and/or cannot be extrapolated from specific situations/contexts.

5.2 Interpretation of data to draw conclusions and make recommendations

Interpreting the data (Steps 7-8 above) involves assessing what data is important and why, as a basis for drawing conclusions and making recommendations to improve textbooks from a gender perspective. If the purpose of the research was to investigate relationships between certain results and their possible determinants or causes, conclusions may be drawn based on statistical correlations between independent and dependent variables. However, if such correlations are complex to investigate or deemed irrelevant to the research hypothesis²⁰ or if insufficient data was collected, the report of findings should rely mainly on the researchers' common sense and talent to point to relevant, reliable and valid research outcomes by interpreting the data in appropriate and nuanced ways.

A comprehensive report on findings could be based on the following structure:

Figure 7: Outline of a consolidated report of findings

Section of the report	Main points/summary
Introduction	<ul style="list-style-type: none"> - The context of the research on primary education textbooks from a gender perspective (i.e., new laws promoting gender equality; the UN/GOV Joint Programme on Gender Equality; previous/existing gender programmes one can build upon) - Research scope and usability: why is textbook analysis from a gender perspective important
Research methodology	<ul style="list-style-type: none"> - Partners involved (i.e., MOET/Technical Team; technical assistance/UNESCO; other) - Methodologies used to analyze textbooks in five subject areas (Vietnamese; mathematics; sciences; social studies; moral and civic education) - Methodologies used to analyse the opinions of stakeholders about gender issues in primary education textbooks
Main research findings per subject	<ul style="list-style-type: none"> - What are the most common biases found in primary textbooks? - What comparisons can be made with regard to the

²⁰ Or if insufficient data was collected owing to, for example, an unexpectedly small number of responses to questionnaires.

<p>area and consolidated findings across subject areas</p>	<p>presence of such biases in different textbook components?</p> <ul style="list-style-type: none"> - What comparisons can be made with regard to the presence of such biases in different subjects and grades? - What examples of good practice can be given with regard to the promotion of gender equality in textbooks?
<p>Conclusions</p>	<ul style="list-style-type: none"> - What can be said with regard to the nature and frequency of gender biases in (level of education/learning area) textbooks in _____? (i.e., What are most frequent biases; What are the most important textbook components concerned; What are the subjects and grades mostly affected)? - Conclusions should be supported by graphic elements (i.e. graphs, charts, tables, etc.); - (If possible) What can be said about the possible causes of such biases in primary education textbooks?
<p>Recommendations to policy makers, textbook authors and teachers</p>	<p>Recommendations for policy makers</p> <p>(For instance):</p> <ul style="list-style-type: none"> - How to use the research findings to inform gender sensitive policy making for different levels of education; - How to develop/revise textbook policies that integrate the promotion of gender equality as a main quality criteria; - How to cater for capacity building strategies of textbook authors and teachers that integrate an explicit and strong gender component; - How to launch and support campaigns to sensitize the public to gender issues in general and in education more specifically. <p>Recommendations for textbook authors</p> <ul style="list-style-type: none"> - How to be sensitive to factors that may promote or hinder gender equality in textbooks; - How to build on existing good practices of promoting gender equality in education i.e., through textbooks; - How to integrate the promotion of gender equality as a main quality criterion for textbook development and use - How to integrate and promote in textbooks teaching and learning strategies that foster competencies in students such as critical thinking, open mindedness, cooperation, problem solving, constructive management of diversity and conflicts; - How to learn from both successes and failures in addressing gender issues in education/textbooks, and be ready to improve textbooks from a gender perspective; - How to use gender lenses to improve other cross-cutting

	<p>issues in textbooks.</p> <p>Recommendations for teachers</p> <ul style="list-style-type: none"> - How to be gender sensitive in the context of school and classroom practices; - How to cope with gender biases in textbooks in a constructive way; - How to develop gender sensitive teaching and learning materials; - How to develop teaching and learning strategies that address gender issues and promote gender equality by taking into account local conditions and needs.
Annex 1	Glossary
Annex 2	(If needed) More detailed examples/illustrations of different gender biases in primary textbooks

6. Using the research outcomes to promote advocacy and change

6.1 Strategies for awareness raising and advocacy

6.2 Involving stakeholders in processes of education/curriculum change

6.1 Strategies for awareness raising and advocacy

The consolidated and finalized report on the research findings should be disseminated among education stakeholders and partners in both paper copies and electronic form. It should be discussed with the stakeholders in dissemination and sharing events. Media coverage can be used as a means to inform the broader public.

The research findings should be presented as constructive criticism and lessons to be learned for improving textbooks from a gender perspective. However, gender issues and gender equality can also be approached as leverage for discussing education quality more broadly: what makes a good textbook from a gender perspective may also be important for enhancing the overall quality of textbooks, as well as of teaching and learning strategies. Good practices for promoting gender equality through primary textbooks should be also highlighted as a basis for building on local and national expertise in the matter.

In order to plan for and carry out effective strategies for awareness raising and advocacy with regard to the needs and possibilities of improving textbooks from a gender perspective, the following aspects should be taken into consideration:

- The dissemination and sharing of the report should take place as much as possible in a proactive way through events that allow face-to-face discussions among diverse stakeholders representing ministries, unions, NGOs, university professors, teachers, parents, students and local communities. Just sending it out to the public is not sufficient for the report to produce an impact.
- Such events should be carefully planned. The target public should be invited in a timely manner and should have a chance to get familiarized with the report beforehand. Especially for the media, it is important to prepare user-friendly summaries that avoid technical jargon and present the conclusions and recommendations in an accessible way.
- Discussions of the report should be embedded in a broader strategy on the part of education authorities to promote gender equality as a leverage for enhancing overall education quality and gender equality. If possible, concrete action plans should be shared with education partners and stakeholders that enable the recommendations of the report to be translated into practice.

- Such discussions should also facilitate exchanges among education partners and stakeholders on valuable education initiatives as a basis for mutual learning and enrichment.

6.2 Involving stakeholders in processes of education and curriculum change

In order to provide a credible basis for educational change in general and curriculum change in particular, the recommendations in the report of findings should mainly address the issue of textbook revision from a gender perspective (while also tackling overall aspects of quality textbook development and implementation). The involvement of a large number of stakeholders in the discussion of the textbook review findings can also pave the way for their active participation in the revision of textbooks as part of a longer term curriculum and textbook revision process.

Cross-sectoral synergies among different agencies, stakeholders and partners in the broader society are crucial for education changes in the curriculum and textbooks to be effective and sustainable. The report is envisaged as a concrete contribution of the education sector to the creation of appropriate prerequisites for such needed synergies.

Parents and community representatives, as well as students themselves, are important education stakeholders and should be consulted with regard to enhancing gender equality in and through textbooks. All those who have a role in textbook design, production, distribution and use should be part of constructive debates with regard to revising the primary and secondary textbooks.

While textbook revision is a longer-term objective in some countries (as in Viet Nam), the report could in the short- and medium- term contribute to awareness raising on gender issues in education, as well as to the gradual implementation of teaching and learning strategies that address gender issues and promote gender equality.

In addition to calling attention to gender issues in textbooks, the discussions of the report can help identify areas of priority action in the broader societal context, as well as provide a means of fighting against gender biases wherever they occur more effectively.

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Annex 1: List of primary education textbook titles reviewed

Grade 1

Bui Phuong Nga (Ed.), Le Thi Thu Dinh, Doan Thi My, Nguyen Tuyet Nga & Pham Thi Sen. 2009. Tự nhiên và xã hội lớp 1 [*Nature and society Grade 1*]. Hanoi: Educational Publishing House.

Dang Thi Lanh (Ed.), Hoang Cao Cuong & Tran Thi Minh Phuong. 2009. Tiếng Việt 1- Tập Một: Học vần. [*Vietnamese 1 Vol. 1: Spelling*]. Hanoi: Educational Publishing House.

Dang Thi Lanh (Ed.), Hoang Hoa Binh, Hoang Cao Cuong, Tran Thi Minh Phuong & Nguyen Tri. 2004. Tiếng Việt 1- Tập Hai: Học vần [*Vietnamese 1 Vol. 2: Spelling*]. Hanoi: Educational Publishing House.

Do Dinh Hoan (Ed.), Nguyen Ang, Do Trung Hieu & Pham Thanh Tam. 2009. Toán 1 [*Mathematics, grade 1*]. Hanoi: Educational Publishing House.

Luu Thu Thuy (Ed.), Nguyen Thi Viet Ha, Le Thi Tuyet Mai, Tran Thi To Oanh & Mac Van Trang. 2009. Vở Bài tập Đạo đức 1 [*Civics 1, Practice book*]. Hanoi: Educational Publishing House.

Grade 2

Bui Phuong Nga (Ed.), Le Thi Thu Dinh, Doan Thi My, Nguyen Tuyet Nga & Pham Thi Sen. 2009. Tự nhiên và xã hội lớp 2 [*Nature and society Grade 2*]. Hanoi: Educational Publishing House.

Do Dinh Hoan (Ed.), Nguyen Ang, Do Tien Dat, Dao Thai Lai & Do Trung Hieu. 2009. Toán 2 [*Mathematics, grade 2*]. Hanoi: Educational Publisher - MOET.

Luu Thu Thuy (Ed.), Nguyen Huu Hop, Tran Thi Zuan Huong & Tran Thi To Oanh. 2008. Vở Bài tập Đạo đức 2 [*Civics 2, Practice book*]. Hanoi: Educational Publishing House.

Grade 3

Bui Phuong Nga (Ed.), Le Thi Thu Dinh, Doan Thi My & Nguyen Tuyet Nga. 2009. Tự nhiên và xã hội lớp 3 [*Nature and society Grade 3*]. Hanoi: Educational Publishing House.

Do Dinh Hoan (Ed.), Nguyen Ang, Do Tien Dat, Dao Thai Lai, Do Trung Hieu, Tran Dien Hien, Pham Thanh Tam & Vu Duong Thuy. 2009. Toán 3 [*Mathematics, grade 3*]. Hanoi: Educational Publishing House.

Luu Thu Thuy (Ed.), Nguyen Huu Hop, Nguyen Thi Viet Ha & Tran Thi To Oanh. 2009. *Vở Bài tập Đạo đức 3 [Civics 3, Practice book]*. Hanoi: Educational Publishing House.

Grade 4

Bui Phuong Nga (Ed.) & Luong Viet Thai. 2009. *Khoa học lớp 4 [Science Grade 4]*. Hanoi: Educational Publishing House.

Do Dinh Hoan (Ed.), Nguyen Ang, Vu Quoc Chung, Do Tien Dat, Do Trung Hieu, Tran Dien Hien, Dao Thai Lai, Pham Thanh Tam, Kieu Duc Thanh, Le Duc Thanh & Vu Duong Thuy. 2009. *Toán 4 [Mathematics, grade 4]*. Hanoi: Educational Publishing House.

Luu Thu Thuy (Ed.), Nhuyen Viet Bac, Nguyen Huu Hop, Tran Thi To Oanh, Mac Van Trang. *Sách đạo đức 4 [Civics 4]*. Hanoi: Educational Publishing House.

Nguyen Anh Dung (Ed.), Nguyen Tuyet Nga, Nguyen Minh Phuong & Pham Thi Sen. 2009. *Lịch sử và Địa lý [History and Geography Grade 4]*. Hanoi: Educational Publishing House.

Grade 5

Bui Phuong Nga (Ed.) & Luong Viet Thai. 2009. *Khoa học lớp 5 [Science Grade 5]*. Hanoi: Educational Publishing House.

Do Dinh Hoan (Ed.), Nguyen Ang, Dang Tu An, Vu Quoc Chung, Do Tien Dat, Do Trung Hieu, Tran Dien Hien, Dao Thai Lai, Tran Van Ly, Pham Thanh Tam, Kieu Duc Thanh, Le Duc Thanh & Vu Duong Thuy. 2009. *Toán 5 [Mathematics, grade 5]*. Hanoi: Educational Publishing House.

Luu Thu Thuy (Ed.), Nhuyen Viet Bac, Nguyen Huu Hop, Tran Thi To Oanh & Mac Van Trang. 2008. *Sách đạo đức 5 [Civics 5 – Practice book]*. Hanoi: Educational Publishing House.

Nguyen Anh Dung (Ed.), Nguelyn Huu Chi, Tran Viet Luu, Nguyen Tuyet Nga, Nguyen Minh Phuong & Phạm Thị Sen. 2009. *Lịch sử và Địa lý 5 [History and Geography Grade 5]*. Hanoi: Educational Publishing House.

Annex 2: Glossary

Advocacy (in education)	Process of persuading stakeholders and the broader public of the importance of introducing, promoting and supporting changes in education
Analytical framework	Conceptual and methodological support of, and guidance for research in a specific area based on research hypothesis and questions; analytical concepts; analytical criteria; indicators, including comparative indicators
Assessment	Process of judging something in accordance with specific quality criteria
Attitudes	Internal preparation or disposition to face and address challenges and tasks in a certain way – attitudes are influenced by knowledge and values and are usually triggering behaviors (though the links between attitudes and behaviors is not that linear)
Audit (from a gender perspective)	Evaluating something (i.e. policies, practices, documents, materials, situations) to see whether it addresses gender issues; is gender sensitive; promotes gender equality
Bias	An opinion, feeling or attitude that is not based on facts and/or neutral (i.e. an opinion that is subjective, one-sided, tendentious or partisan)
Capacity development	Process of developing the people's knowledge, skills and attitudes in compliance with their working needs, based on building on their strengths and identifying and addressing weaknesses/lacks that need to be overcome
Competencies	Outcomes of learning as articulation of knowledge, skills and attitudes that learners can mobilize independently and efficiently to solve problems
Content analysis	Analysis of a text or discourse (i.e., oral or written communication) from the point of view of the elements that constitute its content and the messages delivered

Cosmetic change	Change that is only superficial and occurs at the surface of things (while the deeper levels/layers stay unchanged)
Curriculum	Systematic and intentional articulation of knowledge, skills and attitudes in the context of learning experiences and opportunities for students in both formal and non-formal education
Discourse analysis	Analysis of oral or written (or imagistic) communication. (The discourse - or written text - of textbooks is usually composed of narrative text; illustrations; graphic design; activities for students and visual and other support elements for learning, such as definitions, explanations, examples)
Domestic violence	Verbal, emotional and/or physical violence that is exerted against family members
Education policy	Coherent set of visions and decisions with regard to the directions education should follow in compliance with certain goals and in order to attain certain results
Gender	Cultural differences between males and females
Gender biases	Prejudices or distorted images/characterizations generated by gender difference – they can be positive (generalizing features considered valuable) or negative (generalizing features considered bad or appalling)
Gender equality	Aspiration and practice of considering that, despite differences, men and women are equal and should be treated equally (i.e. equal chances; equal rights; equal responsibilities; equal entitlements) – gender differences should not legitimate gender discrimination
Gender lens or perspective	Looking at different things/issues by taking into account the gender dimension

Gender mainstreaming	The process and outcome of integrating gender issues throughout the formal and non-formal curriculum
Gender parity	Equal participation or representation of women and men in education, professions, decision-making bodies, etc.(rather from a numeric point of view). Opposite: <i>gender disparity</i> , meaning that one gender is under-participating or underrepresented.
Hidden curriculum	The values, knowledge, skills and attitudes that students and teachers share in private – they can be different from the ones promoted by the official curriculum
Implemented curriculum	The curriculum that results from classroom interactions between teachers and students (applied curriculum)
Inclusive education (IE)	(In a broad sense) Education theories, policies and practices that address the diversity of learners and of their contexts/environments by promoting fair opportunities for quality learning for all based on principles such as participation, sharing, and social cohesion. (In a narrow sense: special needs education – the broader sense, which is today actively promoted by UNESCO, includes special needs education while tackling nonetheless all sorts of differences, including cultural and social)
Indicators	Qualitative or quantitative expressions of the findings on characteristics of the situations, populations, processes or phenomena analysed
Intended curriculum	The curriculum that is envisaged by education authorities and is usually official and written – it can be laid down in the form of curriculum frameworks; syllabuses; textbooks; teacher guides
Interactive pedagogy	Teaching and learning that is based on students' active participation in the context of classroom interactions (i.e. peer and group work; project work)

Interchangeable roles	Refers to the fact that men and women can take on similar/identical roles meaning they are not confined to segregated, static and rigid functions and expectations in work, studies, communities and families
Knowledge	Component of learning that includes information about concepts, facts and opinions as well as procedural aspects pertaining to reasoning
Learning	The process and outcome of acquiring and integrating new knowledge, skills and attitudes into existing structures that trigger changes at cognitive, emotional and/or motor level
Learning area	A particular part of the curriculum that is comprising of subjects and cross-curricular issues that share some common features and foster specific competencies in learners (for instance, Languages or Sciences)
Learning inputs	Items that are indispensable for a learning process to happen (i.e. teachers, curricula, textbooks, education facilities)
Learning outputs	Results of learning processes, such as student competencies or the impact of learning on individual and societal progress
Matrix	(In the context of the present research) A double-entry table where elements mentioned in the columns are checked against elements in the rows
Sex	Biological differences between women and men
Skills	Operational side of knowledge; knowledge in action about how to do things (know-how)
Stakeholders (in education)	Those who have an interest in education, support education and have a (legitimate) say on education matters
Statistical sampling	An important aspect of data collection based on the principle of statistical inference, i.e. the believe that from the characteristics of a smaller but relevant group one can learn

about the characteristics of a much broader population. It means the selection of a subset of individual observations within a broader population of individuals intended to generate some knowledge about the broader population of concern, especially for the purposes of making predictions based on.

Stereotypes

Rushed and unfair attribution of group characteristic to a person, situation, item

Subject

Well-defined part of the curriculum (i.e. based on epistemological, psychological/pedagogical or cultural grounds) devoted to the learning of specific knowledge, skills and attitudes in a certain grade/education stage. In present-days curricula, subjects are usually part of a broader Learning area, grouping different subjects that share some common features and contribute to the development of specific competencies in learners. Subjects can be discrete or integrated (i.e. integrated sciences or social studies)

Textbook

Resource for students that pulls together the content of learning for a specific learning area/subject/grade in a systematic way. Textbooks are usually developed based on a syllabus and should observe quality criteria such as relevance, adjustment to students' needs and capacity to inspire interactive teaching and learning

Text analysis

See Discourse or Content analysis

Textbook analysis

Process of exploring specific aspects in textbooks based on analytical concepts and criteria developed in compliance with the research purpose and scope

Textbook revision

Process of changing and improving textbooks in line with specific quality criteria, including education/learning goals, expected outcomes (students competencies) and teaching and learning, including assessment, practices

Annex 3: Participants in Hoa Binh workshop (July 2009)