



## Annex I

### Executive Summary

The objective of the study is to look at how gender bias is embedded and normalized in school texts for grades 4,5,6. The study argues that the curriculum discourse-in analysis of language, role modeling and accompanying illustrations - does not contribute to the development of a balanced identity that is also equitable and sound from a gender perspective. The discourse of the curriculum clearly sidelines positive gender role models and largely fails to portray the "feminine" identity and therefore role as diverse, proactive and based in real and equal framework. Examples of roles assigned to men but not women include founders, scientists, reformers, mobilizers, leaders and positive contributors to the nation and state in general.

This reductionist representation of women and girls in school text is not haphazard. The study can show how the exclusion from national historical narrative and archiving and the marginalization - if not outright denial - of women's contribution to any scientific progress, intellectual or technological knowledge creation and advances is almost systematic, intentional and structured. The "masculinization" of the language in school curriculum and limiting women and girls' contributions to closed and marginal spaces naturally contribute to the evolution of a national identity for women that are constrained by the male and masculinity. In total, the narrative and framing of the women in text internalizes a perception and an imagination of the society that is based in either the absence of women or their marginalization and subordination of their role.

## Annex II

### Methodology

This paper reports the findings of a study that examines gender disparity with reference to sexist language, content, images and illustrations in current Jordanian school textbooks pertaining to the two subjects in contemporary Jordanian textbooks of Arabic Language and Social Studies. The portrayal of girls and women in these textbooks is, to a large degree, similar to those in many countries, both Arab and non-Arab – which makes the findings relevant to a global readership.

This paper specifically sought answers to the following questions:

- (1) What is the ratio of female to male characters in the school textbooks?
- (2) To what extent are women/men portrayed in social settings and how?
- (3) To what extent are men/women depicted in domestic roles and how?
- (4) What is the visual representation of men and women?
- (5) What linguistic generic constructions are used for both sexes?

Twelve textbooks of Arabic language and social studies for 4-6 grade learners were selected. Each Grade has two books for each subject: one for the first academic semester and another for the second semester. All books were published in Jordan in 2016 and all were in use at the time of the study. Moreover, these books were for native speakers of Arabic language in public schools at the primary level. All chapters from each book were selected for content and linguistic analysis. A systematic analysis was made of the characters and depiction of men, boys, women and girls in written and imaging forms.

First, linguistic analysis focuses on sexism as reflected in language use, in particular with respect to the following:

- 1- Nouns and proper nouns for both sexes
- 2- How nouns identify female and male characters.
- 3- The ratio of subjects and objects for both sexes

Second, the study counted: (1) male and female characters in images and illustrations; (2) male and female depiction and references in sentences, scripts and stories; (3) male and female social roles (e.g. engineer, secretary, coach); (4) male and female domestic roles (e.g. mother, father, brother, sister); (5) sequence of appearance of male and female characters within the body object correlation/articulation. The assignment of a social role to a character did not preclude assignment of a domestic role as well. Hence an individual who was both a mother and manager was entered in both the 'domestic role' and 'social role' categories. Illustrations, which were designed to enhance students' understanding and learning interests, were also examined in this study. The focus of the picture investigation was on the number and proportion of men and women in the pictures.