



اللجنة الوطنية الأردنية
لشؤون المرأة
The Jordanian National
Commission for Women

Guidance Note for Using the Gender Equality Analysis Tool in the Jordanian National Curriculum Framework

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1. BACKGROUND

HISTORY OF GENDER AND EDUCATION IN JORDAN

The Hashemite Kingdom of Jordan has made progressive strides in ensuring girls' equal access to education, becoming the first country in the Middle East region to reach gender parity in primary education in 1980¹. Even with the sudden influx of Syrian children stemming from the 2011 crisis (see Table 1 below), Jordan's already overextended education system has continued to retain higher girls' enrollment rates at nearly each schooling level. Primary school enrollment continues to be nearly equal between boys and girls in Jordan (96.9 per cent and 97.3 per cent respectively), and by the secondary level, girls' school enrollment largely exceeds that of their male counterparts (69.3 per cent for boys and 80.7 per cent for girls).

Table 1:
Gross Enrollment Rate (GER) by gender and nationality for the year 2019/2020²

Total enrollment rate for the academic year 2019-2020									
	Syrian Students			Jordanian Students			All Students		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
kindergarten	13.5	13.2	13.4	47.8	46.7	47.3	41.7	40.5	41.1
Elementary	83.5	80.8	82.2	99.9	99.3	99.6	99.3	98.6	99.0
Middle	73.7	73.2	73.4	98.9	98.8	98.8	97.8	97.9	97.9
Secondary	20.2	37.7	27.0	77.5	86.2	81.8	70.8	84.9	77.5

This gender gap in education continues to extend beyond enrollment rates, as further illustrated by the disparity in educational achievement, with girls far outperforming boys in both national and international testing. The 2015 OECD Programme for International Student Assessment (PISA) - the most comprehensive assessment of education systems worldwide - showed that Jordan's reverse gender gap in reading and math was the widest among all 72 participating countries, and the second largest in math³. The testing further showed that on average, girls were nearly two years ahead in "reading" compared to their male peers of the same age.

Though these figures clearly demonstrate that girls are accessing and benefiting from education equally, if not more so, compared to their male counterparts, Jordan's education system itself has also been cited as a critical source for promoting gender inequality, notably through gender bias ingrained in the curriculum and its textbooks.

A 2014 Brookings analysis of Jordanian national curriculum textbooks found that “gender bias in textbooks directs girls and boys toward gendered employment futures.”⁴

And even casual review of teaching and learning materials show little variance from traditional gender roles that often confine women and girls to the domestic sphere. The Brookings analysis also points to a lack of positive gender modeling at the Ministry of Education (MoE), where most leadership positions are still held by men. This imbalance serves as another indicator of how entrenched gendered norms persist within the Ministry and can thus impact and bias the whole system, its key compo, even if unintentionally.

This very specific but less quantifiable form of institutionalized gender bias is one of many hypotheses for the great paradox of Jordan’s education system: with girls far outpacing their male peers by nearly every measure, why are so few women working? Jordan’s female labor participation rate is among the lowest in the world, at only 13.4 per cent⁵. Moreover, the formal labour market is segmented along gendered lines, with opportunities for women primarily based in the civil service sector, particularly health and education. In addition, women have a disproportionately higher representation in the informal labour market; as a result, they often work without job security, social protection and for lower wages than their male counterparts⁶.

HISTORY OF CURRICULUM REFORM EFFORTS IN JORDAN

Recognizing the misalignment of the education system to the needs of a modern economy, the Government of Jordan has undertaken a series of educational reforms, many focused on the national curriculum. The most recent large-scale reform plans were developed in 2003 when the Jordanian Government launched a 10-year Education Reform for the Knowledge Economy Program (ErfKE), implemented in two phases, with the support of the World Bank.

In 2015, with the education system still not meeting the needs of a knowledge economy or the changing labor market, HM King Abdullah II established the National Committee for Human Resource Development⁷. The committee developed and adopted a strategy: “National Strategy for Human Resource Development (HRD) 2016–2025: Education for Prosperity: Delivering Results,” with the aim of improving and modernizing the education system to meet 21st century needs. HM King tasked the Committee with investigating why the education system was failing to produce results, especially in terms of skilled human capital.

The MoE responded with the development of the Education Strategic Plan (ESP) 2018-2022, which was anchored in and aligned with the vision of the HRD. The Plan aimed to move the education system away from rote learning and toward higher level thinking skills and international best practices. The ESP was grounded in the values of: “freedom, justice, equality, good citizenship, belongingness, moderation, respect of opinion and the opinion of others, transparency, accountability, entrepreneurship and building of active partnerships,” with the aim of reaching “internationality.” One of the key areas in achieving these goals is the assessment and reform of the national curriculum. Though the curriculum and assessment frameworks had been revised as recently as 2013, there was a consensus that they still did not meet the objectives of the HRD.

In 2017, responsibility for the development of new curriculum was moved from the Ministry of Education’s Curriculum Directorate to the newly-established National Center for Curriculum Development (NCCD). The NCCD has initiated the assessment and revision of the Jordanian national curriculum, including the development of a new guiding framework. As of early 2020, revisions and the development of the new curriculum are still in the initial stages, with only the 1st and 4th grade math and science curricula completed, with all curricula expected to be completed in the next three years.

MAINSTREAMING GENDER IN THE NEW CURRICULUM FRAMEWORK

In 2019, the MoE developed its Gender Equality Action Plan (see Section 3.2) as part of the ESP, which included the objective to ensure teaching and learning content is free from gender bias and stereotypes. With a mandate to develop the new curriculum for Jordan, the NCCD was an integral partner to this shared objective.

With the shared goal of ensuring gender equality in the new curriculum, the MoE, NCCD and UN Women held a series of consultative workshops from late 2019 to early 2020 to establish the most effective way forward. These consultations resulted in the decision to form a Gender and Curriculum Task Force, comprised of staff from the MoE and NCCD, which would serve as an advisory body in efforts to mainstream gender into the curriculum. The group developed both an implementation Workplan for the first year, as well as a Terms of Reference (ToR) for the Task Force. In January 2020, the Minister of Education approved the Task Force and endorsed its ToR and Workplan.

2. OBJECTIVE OF THIS GUIDANCE NOTE

Purpose

This guidance note aims to provide users with the background and tools needed to operationalize key gender equality concepts throughout the Jordanian national curriculum.

Background

This guidance note was jointly developed by the Gender and Curriculum Task Force, comprised of staff from the Jordanian MoE and NCCD, and with technical expertise provided by UN Women and UNESCO. The Task Force was convened with the aim of ensuring gender is mainstreamed in the new curriculum framework, and the present document represents the Task Force's instrument for achieving this aim. The Gender Equality Analysis Tool endeavors to measure the unquantifiable, giving curriculum designers a concrete means for gauging gender and its dynamic representations. The "tool" component of this document is comprised of four tables for tallying gender and its dynamic representations, and the remainder of the guidance notes gives users the context for understanding both how the tool should be applied and why it is still needed.

The guidance note, including the categories of gender representation used in the tables, was designed specifically for the Jordanian context, but the tool can be adapted for other contexts as well.

Responsibility for curriculum development was transferred in 2017 from MoE's Curriculum Department to the newly established NCDD which has begun evaluating and revising the Jordanian national curricula, including the development of a new guideline. The revisions and development of the new curricula are still in the initial stages in the beginning of 2020, when NCDD completed the mathematics and science curricula for the first and fourth grades only, and it is expected that all curricula will be completed within the next three years.

How

The tool allows users to translate "gender equality" into actionable steps. The document will first outline existing strategies and plans that have been developed by the MoE and NCCD, so users can understand the key concepts anchoring existing frameworks. Key concepts, definitions and examples will be outlined to ensure a standardized understanding of gender, and relevant best practices will be described. Finally, users will be provided with the tool, which is comprised of four tables used to measure gender bias.

Users

The intended users of this guidance note are staff from both the MoE and NCCD who will be working on the development of new curricula. All curriculum designers - for every subject and every grade level - are the intended users of this tool.

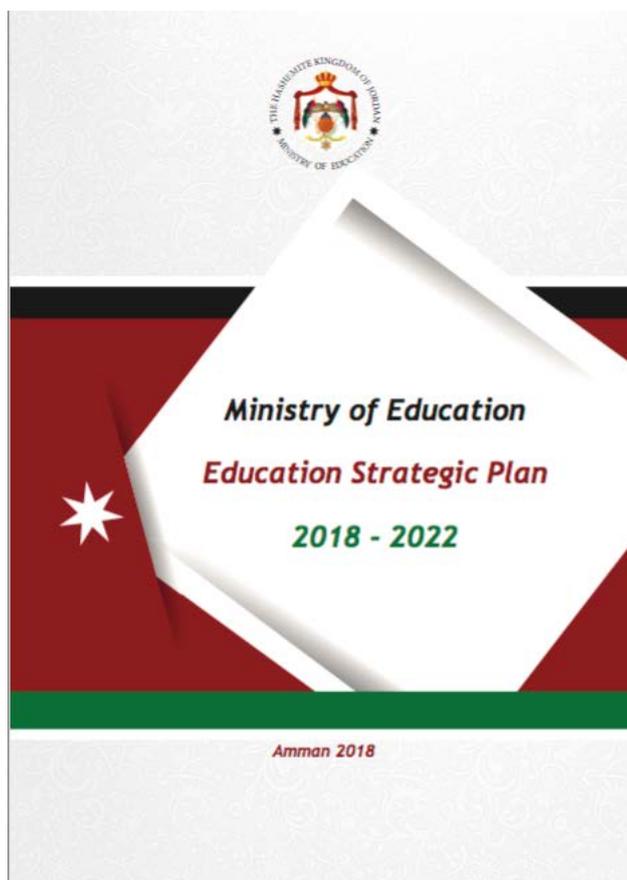
3. GENDER IN KEY GUIDING CURRICULUM REFORM FRAMEWORKS

With the development of the ESP in 2018, curriculum reform efforts have been underway throughout 2019 and early 2020, jointly implemented by the MoE and partners. Each institution stresses gender equality as a guiding principle of any reforms, but operationalizing gender mainstreaming, especially in the national curriculum will require additional technical expertise.

STRATEGIC PLAN 2018-2022⁸

The ESP was developed by the MoE with technical support from UNESCO in 2018. The MoE aimed to align the Plan with the objectives of the HRD Strategy 2016-2025 and Jordan Vision 2025, as well as international frameworks including the 2030 Agenda for Sustainable Development, specifically under Goal 4 to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

The Plan includes an Annex with the Strategy for Mainstreaming Gender Equality in Education, which “aims to guide and support the MoE’s efforts to ensure that gender inequalities in education are identified and appropriate interventions to address them are implemented” (p.77 of ESP).



GENDER EQUALITY ACTION PLAN⁹

Throughout early 2019, the Ministry of Education, with technical support from UNESCO, led in the development of the Gender Equality (GE) Action Plan with the aim of operationalizing the Strategy for Mainstreaming Gender Equality in Education across the six domain areas of the ESP:

1. Early Childhood Education (ECED)
2. Access and Equity
3. Quality
4. Human Resources
5. System Strengthening
6. Vocational Education

Through consultations with donors and development, humanitarian and civil society partners, the GE Action Plan was developed by the Gender and Strategic Partnership Division of the MoE. The GE Action Plan includes fifteen Strategic Objectives across the six domain areas, each with an explicit gender focus. Under the Quality domain, Objective 8 relates to gender equality in the Jordanian national curriculum:

Objective 8: Ensure teaching and learning content is free from gender bias and stereotypes	
8.1. Review textbooks and curricula from a gender lens to ensure they are free from gender bias and stereotypes and that they promote human rights and gender equality.	
8.1.1	Enhance information-sharing and coordination between NCCD and MoE regarding GE mainstreaming in curriculum development.
8.1.2	Clarify roles and responsibilities between NCCD and MoE regarding curricula development, textbooks, teacher materials etc. and GE mainstreaming.
8.2. Develop the capacity of curriculum and textbook authors as well as developers of assessment contents on developing gender-responsive contents.	
8.2.1	Develop the capacity of NCCD and MoE curricula development colleagues in GE mainstreaming through targeted trainings and to ensure the portrayal of both genders are in line with Jordanian values outlined in the HRD Strategy.
8.2.2	Engage needed GE and education expertise to ensure GE mainstreaming in gender reviews (pre- and post-) and during development of the curricula.

COMMON ISSUES AND CONCEPTS FOR THE NEW CURRICULUM FRAMEWORK

In 2018, the National Center for Curriculum Development began developing a new curriculum framework, with the goal of updating all subject areas and all grade levels within the following three years. The institution identified nine thematic areas that would be incorporated throughout the new curriculum, each with sub-concept areas. Gender and Women’s Rights (highlighted below) are among the sub-concept areas. For example, in the subject of Social Sciences, the NCCD has specified that men and women will be portrayed equally, but there is currently no practical way of implementing or measuring what “equal” means.

Table 2:

Common issues and their cross-curriculum and discipline concepts¹⁰

1. Life Skills	2. Thinking	3. Issues of the Environment
Communication Dialogue Decision-making Innovation Etiquette Traffic Awareness Health Awareness Protocol Etiquette	Analysis Reflection & questioning Evidence and Proof Critique Prediction Creativity Philophosizing Doubt & testing Knowledge production Planning Emotional intelligence	Sustainable development Environmental balance National disaster management Conservation Environmental responsibility Environmental safety Pollution Relation with environment
4. National, Political & Human Issues	5. Personality Building	6. Issues related to work
National & world awareness Identity National unity Palestinian people's rights Civil state Gender Diversity Citizenship	Self-management Participation Flexibility & adjustment Stress management Time management Content and aspiration Continuous learning Initiation	Home making Volunteerism Work change & development Project management Safety and security Professionalism Work value Productivity
7. Ethical & Moral Issues	8. Issues related to time	9. Human Rights Issues
Respect Dignity Justice Responsibility Executing duties Beauty Right Freedom Love Truth Apologizing Tolerance	Vision and mission Change Change leadership & management Planning for the future Futuristic planning	World conventions Respecting rights Seeking rights Women's rights Children's rights Rule of law

4. UNDERSTANDING GENDER-SENSITIVE APPROACH

WHY IS GENDER EQUALITY STILL IMPORTANT?

Because it's a prerequisite for prosperity and peace

Achieving gender equality has long been recognized as instrumental to prosperous, peaceful and well-functioning societies. Developed in 2015, the 2030 Sustainable Development Agenda explicitly named 'Gender Equality' as one of its 17 Sustainable Development Goals (SDG). 193 countries, including Jordan, adopted the Agenda, including the pledge to reach Gender Equality.

Because not one country on earth has reached gender equality

According to the SDG Gender Index, not one country of the 129 countries tracked has reached gender equality¹¹. Globally, gender parity remains elusive by every measure, whether in terms of labor force participation, representation in government, rates of gender-based violence or educational access.

Because by nearly every measure, especially in education, women and girls are behind

Gender equality in education has been in the global spotlight in recent years, with many governments, international aid groups and donors investing in girls' education, and recognizing that educating girls is critical to achieving democratic and prosperous societies, as well as a key to lasting world peace. Despite this nearly universal recognition, globally girls still lag their male peers in nearly every measure of education, whether access, enrollment, attainment or literacy¹². While study after study highlight the economic and human cost of gender inequality in education¹³.

Progress toward Gender Equality in Jordan

Every year, the World Economic Forum produces the Global Gender Report, including the Global Gender Gap Index (GGGI), which has served to track progress on relative gender gaps on health, education, economy and politics across most countries in the world. The GGGI is not the only measure of gender equality across the world, but it is considered the most comprehensive, employing a methodology that allows for global comparison while also considering what is "relevant in each specific economic, political and cultural context."¹⁴

According to the most recent GGGI from 2020, Jordan's progress toward gender equality is uneven; shining brightly by some measures but lagging far behind in others. Overall Jordan ranks 138 out of 153 countries in gender parity globally and 10 out of 19 in the MENA region. Jordan is tied for the number one spot in both secondary and tertiary educational attainment, but among the bottom five in women's labour force participation (number 149). This striking disparity, which was also described in the background of this document, precisely highlights the question this document attempts to address:

[why are girls' educational achievements not translating into increased economic opportunity?](#)

GENDER IN CURRICULUM

Gender bias in curriculum has been highlighted as one of the key challenges in promoting equality through education. UNESCO's most recent Global Education Monitoring (GEM) report concluded that while progress has been made in reducing gender bias in textbooks at a global level, "nevertheless, in many countries women remain under-represented or, when included, are relegated to traditional roles such as housework and childcare."¹⁵

Curriculum reform, especially related to culturally sensitive issues like gender is often contentious. The content that is taught to generations of young people is recognized as a tool for creating national identities, as well as for its power to influence and transform entrenched cultural norms. Curriculum is very rarely objective or without bias, as the authors

and publishers are products of the social norms and values their societies propagate.

In order to develop learning materials that promote gender quality, curriculum designers must:

1. Identify and understand their own personal and societal gender biases.
2. Employ tools to measure for and mitigate those biases.

CONSCIOUS VS. UNCONSCIOUS BIASES

It is important to acknowledge that nearly everybody is affected by bias, not only in relation to gender but also toward ethnicity, socio-economic status and disability, among a range of other societal dynamics. Identifying and cataloguing the way stereotypes and prejudice affect your thinking is key to ensuring your end products promote equality among everybody in society. According to Fiona Leach, a foremost scholar on education and gender:

"[Curriculum] is the product of choices and decisions made by those in charge of selecting what knowledge, information, and skills should be passed on to learners."¹⁶

Representation Matters

This guidance note is concerned with gender, but representation of other marginalized groups is also important. Though the tool specifically measures gender representations, a similar tool exercise can be conducted when considering people with disabilities or other groups that are often not represented.

Brainstorming Tip

To think about representation more concretely, make a list of all of the people you can think of from your hometown. After you have made this list, note all of the different identities this group has, whether based on religion, ethnicity, disability, age gender etc. Educational materials should reflect the reality of learners, including the rich diversity of people.

Gender dynamics and hierarchies are central to how societies function. Curriculum developers are not immune to the conscious and subconscious gender biases of their societies, thus often these inequalities and stereotypes become imbedded in the curriculum they produce. The information, stories and perspectives that curriculum authors exclude, whether unintentionally or by design, can also affect the way gender is represented. Often this result is called the “hidden curriculum” and refers to the way these personal biases affect student learning and socialization.

This guidance aims to give users the conceptual tools needed to understand how personal and societal biases manifest, as well as the rationale for why eliminating bias is critically important. Curricula are not created in a vacuum and as curriculum developers charged with shaping the learning of generations of young people, it should be a top priority of all authors to understand how hidden and unhidden biases can affect their work and therefore harm both boys and girls.

THE EFFECT OF GENDER NORMS ON BOYS AND MEN

The effects of gender bias on women and girls are well-noted throughout this document and often perceived to dominate the conversation on “gender.” Gender equality does not only relate to women and girls as gender norms can, and do, but also have deleterious effects on boys and men. The 2017 Global Adolescent Study conducted in 15 countries, ranging from under-developed to highly developed economies, found that gender stereotypes were nearly universal among countries. By age 10 these norms were already deeply entrenched and in early adolescence these norms led to negative outcomes for both boys and girls. The key consequences of gender norms to adolescent boys’ well-being cited in the study include:

- Increased risk of injury or morbidity due to violence
- More likely to engage in health-harming behaviors such as smoking, alcohol and illicit drugs
- Reduced educational achievement compared to female peers¹⁷

The socio-emotional impacts of gendered norms on boys and men are also well-documented. As the study cited above suggests, even among very disparate contexts gender stereotypes and expressions are often consistent. Most often traditional masculinity is characterized as, “assertive, tough, and focused on material success,” according to research on cultural values across 50 different countries¹⁸. Similarly, many societies also place constraints on expressions of masculinity, encouraging boys and men to suppress feelings of hurt, sadness, or outright displays of happiness, and only allowing for the strong display of one strong emotion anger¹⁹.

Norms that require boys and men to repress emotional processing or expression throughout their lifetime can result in grievous psychological consequences. James Gilligan, the former Director of Harvard's Center for the Study of Violence, often links the psychological impact of gender roles with male violence, rejecting the notion that violence is instinctual or genetic, but rather a result of socially determined gender roles in patriarchal societies²⁰. Globally there is a plethora of research that links the suppression of emotion with increased anger, violence and aggression, which is also evident in global statistics:

Suicide: Men are 1.8 times as likely to die from suicide, and in Western countries, men are 3 to 4 times as likely.

Alcoholism: Men are 5 times as likely to suffer from alcohol use disorders compared to women.

Homicide: Men are more likely to be both the victims and perpetrators of homicide, though at home and in intimate partner relationships, women are at considerably higher risk.

These statistics are a stark reminder that the impact of harmful gender socialization is not a "women's issue." It is also important to note that it is not only men who are impacted by harmful masculine norms, as the consequences also affect women and girls. Worldwide women and girls are at considerably higher risk of many forms of violence including domestic, sexual and emotional.

THE DEADLY CONSEQUENCES OF GENDER NORMS: TWO INTERNATIONAL CASE STUDIES

The Missing Women of East Asia²¹

Nobel-prize winning Economist Amartya Sen's work highlighted the disparity in sex-ratio in East Asian where countries has an unnatural high number of males compares to females. Sen posited that this difference could only be explained by deliberate health and nutritional deprivations against females. He argued that the social and cultural biases towards males led to high rates of sex-selective abortions of girls, and prioritized medical care and high quality, nutritional foods going to boys in the family. As a result, Sen's research contended that 100 million women in Asia are missing, either never having been born or through early death. This is an important insight into how gender bias can have monumental effects to both individuals and societies.

The Missing Men of Russia²²

On average, women in Russia live 11.4 years longer than men, the only other country with a wider gender gap is Syria. Similarly, the gender ratio in Russia is 86.8 men per 100 women compared to the global average of 101.8 men per 100 women. Researchers have given many explanations for this phenomenon, mostly tied to high rates of alcohol abuse among Russian men. The WHO argued that the root cause of premature death was tied to the cultural notions of masculinity in Russia, where excess of consumption of alcohol and risk-taking are considered "manly" traits. In Russia, masculinity is also strongly tied to one's ability to provide for the family, which was made more difficult with the collapse of the Soviet Union. For this reason, high rates of substance abuse, suicide and homicide have been linked to unemployment.

GENDER TERMS AND CONCEPTS

Key terms as defined by the Ministry's Education Strategic Plan 2018-2022

SEX: Biological differences between women and men.

GENDER: Roles, responsibilities or other qualities attributed to women or men in a given context. It includes expectations about the characteristics, attitudes and behaviors of both women and men (femininity and masculinity) as well as the relations between women and men, girls and boys. Gender is socially constructed and is determined by social norms, culture, values, tradition, beliefs and practices, it is learned through the socialization process and can change from one context to another.

GENDER EQUITY: Measures taken to reverse the historical disadvantages that prevent female and male learners to be on equal grounds. Also referred to as 'positive discrimination' or 'affirmative action', equity is not necessarily 'fair' per se, but is implemented to ensure fairness and equality of outcome.

GENDER EQUALITY: When female and male learners have equal access to opportunities, are treated, contribute to and benefit from social, cultural, political and economic development equally. Gender equality can be achieved only when all types of discrimination are eliminated and equal conditions, treatment and opportunities are provided to both women and men, girls and boys.

GENDER NORMS: Beliefs or attitudes about what characteristics, behaviors, roles or other attributes are appropriate or not for women and men. They are produced and reproduced in socialization and learning processes, including through laws, culture, tradition, division of labour, social institutions, including families and schools (e.g. through the learning environment, textbooks, teaching practices).

GENDER MAINSTREAMING: Integrating a gender equality perspective in the design, implementation, monitoring and evaluation of interventions in order to ensure that both girls and boys, women and men, have equal benefits and that gender equality is promoted.

GENDER-BLIND: Failing to identify and acknowledge gender-based discrimination or gender differences and inequalities that might cause or result in gender-based discrimination and contribute to the perpetuation of gender inequalities.

GENDER-SENSITIVE: Identifying and acknowledging the existing differences and inequalities between women and men, but not necessarily entailing efforts to address them.

GENDER-RESPONSIVE: Identifying, acknowledging and addressing existing differences and inequalities between women and men. It entails the use of evidence-based gender analysis to identify gender inequalities, including inequalities in participation, process and in deriving benefits.

GENDER-TRANSFORMATIVE: Taking actions that challenge discriminatory policies and practices and introducing changes to improve the quality of life for all. It entails addressing underlying causes of gender inequalities and uses evidence-based gender analysis to identify gender differences and inequalities, as well as the underlying causes and factors producing them. Actions address the different needs, aspirations, capacities and contributions of women and men, girls and boys, challenge existing and discriminatory policies and practices and influence change in social, economic and political contexts.

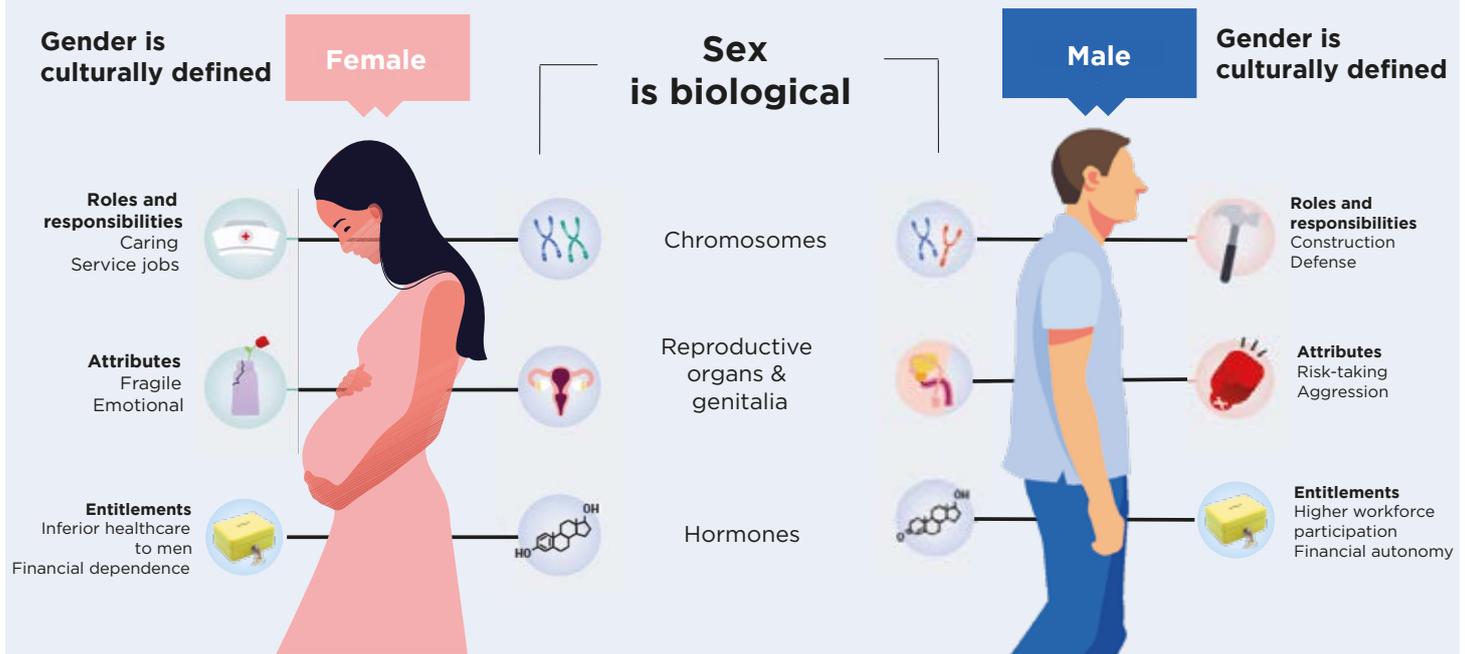
KEY GENDER CONCEPTS

Sex vs. Gender

Sex	Gender
Biological	Socially constructed
Born with	Not born with
Universal from society to society or time to time	Varies from society to society and throughout time periods
Example: only women can breastfeed	Example: men should be the breadwinners in the family

In summary: At birth, the difference between boys and girls is their sex; as they grow up society gives them different roles, attributes, opportunities, privileges and rights that in the end create the social differences between men and women²³.

Sex vs. Gender



Gender Equality vs. Gender Equity

Gender Equality

Non-discrimination between men and women

The state or condition that affords women and men equal enjoyment of human rights, socially valued goods, opportunities and resources, allowing both sexes the same opportunities and potential to contribute to, and benefit from, all spheres of society (economic, political, social, and cultural).



Every person is treated the same and given the same support, whether under the law or within a society. In the above image, this is represented by three people of different heights being given equal size boxes to stand on, but this still does not allow each person to see over the fence.

Gender Equity

Fairness and justice regarding benefits and needs

Justice and fairness in the treatment of women and men in order to eventually achieve gender equality, often requesting differential treatment of women and men (or specific measures) in order to compensate for the historical and social disadvantages that prevent women and men from sharing a level playing field.



Every person is given support based on their need in order to secure equal opportunity, access and treatment, whether under the law or in society. In the above image, this is represented by three people being given different sized boxes based on their height, which results in each person being able to see over the fence, which leads to gender equality.

What does the picture on the right represent?

The picture on the right represents an aim beyond either equity or equality. In this image, none of the three people require any supports to see over the fence because the barrier itself was removed.

When a systemic barrier is removed and the cause of inequity is addressed, this is called **justice**.



Patterns of Gender Inequality

Type of Inequality	Description	Progress toward SDGs ²⁴
Political power and representation	Women are often underrepresented in formal decision-making structures, including governments, community councils, and policy-making institutions.	 <p>5 GENDER EQUALITY</p> <p>Women hold just 23.7% of parliamentary seats, an increase of 10 percentage points compared to 2000 - but still way below parity.</p>
Economic participation and opportunities	In most countries, women and men are distributed differently across sectors. Women are receiving lower wages for similar work, are more likely to be in low-paid jobs and unsecured work (part-time, temporary, home-based) and are likely to have less access than men to productive assets such as education, skills, property and credit.	 <p>8 DECENT WORK AND ECONOMIC GROWTH</p> <p>The global gender pay gap is 23%. women's labour force participation rate is 63% while that of men is 94%</p>
Educational attainment	In most countries women have lower literacy rates and girls have lower levels of enrollment in primary, secondary and tertiary education.	 <p>4 QUALITY EDUCATION</p> <p>15 million girls of primary-school age will never get the chance to learn, to read or write in primary</p>
Sexual and domestic violence	Women and girls tend to be more often victims in a form a domestic violence by woman's intimate partner, sexual exploitation through trafficking and sex trade, in wars by an enemy army as a weapon of attempted 'ethnic cleansing' etc.	 <p>5 GENDER EQUALITY</p> <p>Only 52% of women married or in a union freely make their own decisions about sexual relations, contraceptive use and health care</p>
Legal status and entitlements	There are many instances in which equal rights to personal status, security, land, inheritance and employment opportunities are denied to women by law or practice ²⁵ .	 <p>5 GENDER EQUALITY</p> <p>Globally, women are just 13% of agricultural land holders.</p>

5. USING THE GENDER EQUALITY ANALYSIS TABLES

OVERVIEW

The gender analysis tool described in this section provides curriculum developers with a practical instrument for analyzing learning materials for gender equality. The tool consists of three tables that developers can employ to track a specific curricular item for gender representations in their work.

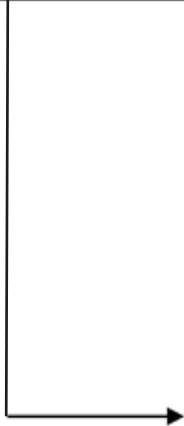
Gender Analysis Tool

Table 1: Prevalence of Characters			
	Unit	Lesson	Total
Woman			
Man			
Girl			
Boy			
Neutral/Unclear			
Male Crowd			
Female Crowd			
Neutral Crowd			
Total			

Table 2: Role of Characters					
	Female	Male	Group (male)	Group (female)	Group (mixed)
Reproductive					
Productive					
Community					
Political					
Total					

Table 3: Portrayal of Characters

	Female	Male	Group (male)	Group (female)	Group (mixed)	Total
Positive						
Neutral						
Negative						
Total						



Only for characters marked as “negative + violent”						
Sub-Table 3.1: Violent or Harmful Portrayal						
Types of Violence	Female	Male	Group (male)	Group (female)	Group (mixed)	Total
Physical						
Sexual						
Economic						
Emotional/ Psychological						
Total						

Content is relayed through **text and illustrations**, both of which present characters that can be assessed qualitatively and quantitatively. The tool focuses on both the **prevalence and attributes** of these.

Using the Tool with Textbooks

Gender bias in textbooks can be transmitted in a multitude of ways, both directly and indirectly. In the case of Jordan, two key components have been found to promote gender bias: **content and language**. Content relates to the information that curriculum designers decide to include in a textbook but can also refer to the information designers opt not to include (as described in the section above). The tables measure content, while a later section will outline guidance for ensuring language is gender neutral.

These **four tables** can be used on any learning or teaching item, though they are designed precisely for printed items. The tool can be adapted for other educational programming, including songs, shows or radio programs.

This section will focus on the **application of the tool to textbooks**, thus will default to the term “textbooks;” however, there would be little or no adaptation required to apply the tool to other learning or teaching materials.

Who

The tool is designed for practical use by curriculum designers, as well as an instrument of oversight and guidance for any staff from the MoE or NCCD overseeing curriculum development. The tool can also be used by teachers or facilitators when developing their own supplemental learning or instructional materials.

When

The tool should be used throughout the development of any learning material. As curriculum designers develop materials, they can use the tables to measure how gender is represented in publication. As a secondary use, the tool can be used to analyze gender representations in materials that have already been published.

For What

The tool can be used for any material that a teacher or facilitator employs in the learning process. The tool mainly refers to textbooks but can be used when designing any material intended to assist or supplement in the learning or instructional process including workbooks, posters, presentations, songs, stories etc.

Why

Gender bias in curricula can be intentional but it is also often the result of the societal and personal biases of the curriculum developers, thus this tool aims to ensure those biases do not preclude the learning materials employed in classrooms.

General instructions for applying the gender analysis tables in practice

Please read all instructions carefully before starting

* The **function** of the tables is to measure representation of boys, girls, men and women.

* The **purpose** of the tables is to ensure equal representation of boys, girls, men and women, both in terms of visibility and attributes (as measured by each character's role, portrayal and power relations). The tool gives the user the information required to ensure equal gender representation, as well as the opportunity to self-correct or revise when the tool shows an imbalance.

***Subjective vs. Objective**

Subjective definition: based on or influenced by personal feelings, tastes, or opinions.

Objective definition: (of a person or their judgement) not influenced by personal feelings or opinions in considering and representing facts.

- The tool aims as much as possible to reduce subjectivity and ensure objectivity.

For each table, definitions of terms are provided, as well as instructions on how to standardize your approach. As you will see, in many instances it can be unclear how to categorize a specific character, so read closely through all definitions and instructions and use your best judgement.

***Refer to other sections of the guidance note regularly**

The guidance note is intended to be used holistically together with the tables in this section. It is critical that users have read and understand the broader view of why this gender analysis is critical, both generally and in the context of Jordan.

Section 4 is especially useful as you measure and analyze findings from the tables.

The section provides recommendations to:

1. Identify, challenge and reduce your personal biases on gender;
2. Recognize portrayals of gender normativity or inequality in your own or others' works;
3. Revise normative or unequal portrayals in favor of gender equality, gender responsiveness and gender transformation.

***One analyzer/team per textbook**

It is critical that the same person or team completes the entire analysis of each textbook. Applying the same user's worldview throughout the analysis can reduce subjectivity as the same person/team is likely to categorize subjective items consistently

***Characters in illustrations should be measured separately from representations in text**

These 4 tables can be used to measure representations in either text or illustrations. It is simplest to analyze text and illustrations separately, thus resulting in 8 distinct tables:

1. Table 1: Prevalence of characters (in illustrations)
2. Table 2: Roles of characters (in illustrations)
3. Table 3: Portrayals of characters (in illustrations)
4. Table 3.1: Power relations between or among characters (in illustrations)
5. Table 1a: Prevalence of characters (in texts)
6. Table 2a: Roles of characters (in texts)
7. Table 3a: Portrayals of characters (in texts)
8. Table 3.1a: Power relations between or among characters (in texts)

Tips: Text vs. Illustrations

Measure simultaneously. It is advisable to analyze both illustrations and text simultaneously, whether going through the content page-by-page or lesson by lesson.

Characters in texts are considered separate and distinct from the same character in illustrations. If the text talks about Ahmed Barakat and then there is an illustration of him - you would count him once in the illustration and once in the text.

Keep in mind!

The end goal of this exercise is not to perfectly fill in each table or exactly identify each character. The end goal is to ensure gender representations are balanced and free of gender stereotypes. When you are unsure of how to categorize a character or attribute, try to think of it with this end goal in mind and not focus too much on finding the perfect categorization.

General Instructions for applying the gender analysis tables in practice

Table 1:

PREVALENCE OF CHARACTERS

Instructions:

The purpose of this table is to measure the prevalence of girls/boys, men/women in illustrations and text, which can then be analyzed to ensure equal representation and visibility. Characters can be portrayed individually, in small groups and in large groups.

	Unit	Lesson	Total
Woman			
Man			
Girl			
Boy			
Neutral/Unclear			
Male Crowd			
Female Crowd			
Neutral Crowd			
Total			

Unit/Lesson

You can adjust how you systemize the sections of the book, whether it is lessons /excercies /units /page numbers. You can change the sections to match the book you are analyzing. but stay consistent throughout the book.

Total

The total should represent the sum of all characters of each category throughout all sections of the book.

Table 1 Definitions

Woman

Female 18+ who appears or partakes in adult-related activities such as working, teaching, purchasing, caretaking, socializing with other adults etc.

Man

Male 18+ who appears or partakes in adult-related activities, such as working, purchasing, care-taking, socializing with other adults.

Girl

Female under the age of 18, a girl refers to a female child, who appears to be doing activities typically associated with childhood.

Boy

Male under the age of 18, a boy refers to a male child, who appears to be doing activities typically associated with childhood.

Gender neutral or unclear

The gender of the character is completely indeterminate, whether because the child is a baby or because there are not enough social cues to determine the gender.

Mostly male crowd

A crowd or group of people where individuals are difficult to descent, but largely the group appears male.

Mostly female crowd

A crowd or group of people where individuals are difficult to descent, but largely the group appears female.

Gender neutral crowd

A crowd that does not seem to have more males or females.

Tips for applying definitions in practice

Understanding these definitions will ensure your work is as consistent and objective as possible. Though the definitions appear simple, you will find that a certain degree of subjectivity or judgement is still required to categorize characters.

Tip: Adult vs. Child

For some characters, it is difficult to determine the exact age of the person, therefore making a classification between adult or child is challenging. Look for clues based on what the character is wearing, carrying, doing and how the character is interacting with other characters.

Tip: Crowd vs. Groups and Individuals

Groups or individuals refer to images where each person is clearly visible. You should be able to easily distinguish between each person and reasonably determine which definition they fit under.

In this case: categorize each person individually

In some images, there is a large group or crowd where each person or the number of people is not easily apparent. For these images, you simply want to determine if the crowd appears to be mostly made up of males, females or evenly gendered.

In this case: mark the entire image as a crowd and do not mark any of the characters individually

Table 1: Examples of Illustrations

Individuals in a small group

In this image, there is a man and a woman (presumed to be the parents) and 1 girl and 1 boy (presumed to be the children). Though the girls are more clearly represented as feminine with long hair and feminine clothing, the boy can also be assumed to be male based on traditionally male associated color of his shirt and short hair.



Table 1: Prevalence of Characters			
	Unit	Lesson	Total
Woman		1	
Man		1	
Girl		1	
Boy		1	
Neutral/Unclear			
Male Crowd			
Female Crowd			
Neutral Crowd			
Total		4	

Individuals in a large group

In this image there are 8 people but each person's characteristics, including gender, relative age and activity, are easily discernible, so you should still categorize each person individually. It may be unclear whether certain adolescent-seeming characters are adults or children, thus use the clues you have to make your best guess.



Table 1: Prevalence of Characters			
	Unit	Lesson	Total
Woman		3	
Man		1	
Girl		2	
Boy		2	
Neutral/Unclear			
Male Crowd			
Female Crowd			
Neutral Crowd			
Total		8	

Mostly Male Crowd

A crowd or group of people where individuals are difficult to discern, but largely the group appears male.



Table 1: Prevalence of Characters			
	Unit	Lesson	Total
Woman			
Man			
Girl			
Boy			
Neutral/Unclear			
Male Crowd	1		
Female Crowd			
Neutral Crowd			
Total			

Mostly Female Crowd

A crowd/group of people where individuals are difficult to discern, but largely the group appears female, whether girls or women.



Table 1: Prevalence of Characters			
	Unit	Lesson	Total
Woman			
Man			
Girl			
Boy			
Neutral/Unclear			
Male Crowd			
Female Crowd	1		
Neutral Crowd			
Total			



Gender Neutral Crowd

A crowd or group of people where individuals are difficult to discern, but largely the group appears to be a mix of male and female, but not necessarily completely equal.

Applying Table 1 to Text

For historical or non-fiction texts, you also have the advantage of often knowing the characters involved. For example, if a text says, “all former Prime Ministers of Jordan met to discuss women’s empowerment,” you know that this would be a largely male group. You can use this background knowledge to classify, as it is likely similar to how students and teachers perceive the same characters or groups to increase their gender awareness..

World War II A Brief History Lesson

World War II was fought between the **Axis Powers** (Germany, Italy, Japan) and the Allied Powers (Britain, United States, Soviet Union, France).

Franklin D. Roosevelt announced that the United States would send **soldiers** to join the war after the bombing of Pearl Harbor,

It was the deadliest war in all of human history with around 70 million **brave men** killed. World War II historian, **Andrew Roberts**, contends that **women** in every country played a vital role in war efforts and keeping morale up.

World War II started in 1939 when Germany invaded Poland. Great Britain and France responded by declaring war on Germany. The war in Europe ended with Germany's surrender on May 7, 1945. The Pacific Theater continued for months after, finally ending in September 1945.

Here “Axis Powers” refers to the populations of the countries listed, thus it is safe to assume these populations are somewhat gender balanced and can be identified as “Neutral crowd.”

“Franklin D. Roosevelt can be assumed to be a man based on his masculine name, and you may have the background knowledge to identify him unequivocally as a “man.”

Here “soldiers” is gender neutral, especially given modern conditions where women are also likely to serve in many countries. Generally, soldiers would thus be “neutral crowd,” but if you’re aware of the historical context that limited female soldiers during World War II, you can mark it as “male crowd.”

Here “brave men” is very clear and should be marked as “male crowd.”

“Andrew Roberts” can be identified by his masculine first name, thus should be categorized as “man.”

“Women” here refers to all women from nations participating in World War II. This representation is quite clear as “mostly female crowd.”

This paragraph only refers to countries and not their populations, thus should not be counted toward any of the character categories.

Table 1: Prevalence of Characters

	Unit	Lesson	Total
Woman			
Man	2		
Girl			
Boy			
Neutral/Unclear			
Male Crowd	2		
Female Crowd	1		
Neutral Crowd	1		
Total			

Table 2:

ROLE OF CHARACTERS

Instructions

The purpose of this table is to provide insights into the types of roles, whether reproductive, productive, community or political, that males and females take on in the home, community and society, and ultimately to ensure equal representation of gender across different types of roles.

Role is defined by Cambridge Dictionary as “the position or purpose that someone or something has in a situation, organization, society, or relationship.”

Why is it important to measure “roles”?

In most societies, roles can be strongly gendered, resulting in highly biased representations of one gender or another. Ensuring there is balanced representation of who is taking on different roles is especially important for young people as they are still being socialized to gender norms.

Representation matters! It is important for both boys and girls to see themselves represented in all types of roles. If “political” roles are mostly portrayed as men, then young girls will have a harder time imagining themselves in those roles. If only women are shown as caregivers, boys will view this type of work as a woman’s role. Positive and gender balanced modeling of roles benefits both boys and girls.



As you will see in the definitions of each category, the “roles” are most often carried out by adults as they often require some level of responsibility. This is not always the case though, so the categories for this table only include male and female, without differentiation based on age. As with other tables, different types of roles should not be viewed as negative or positive, but there should be a gender balance in the representation of each type of role.

Table 2: Role of Characters						
	Female	Male	Group (male)	Group (female)	Group (mixed)	Total
Reproductive						
Productive						
Community						
Political						
Total						

Table 2 Definitions

Reproductive (Domestic, Care, Family)

Involves the care and maintenance of the household and its members including bearing and caring for children, food preparation, water and fuel collection, shopping, housekeeping and family health care. Reproductive work is crucial to human survival, yet it is seldom considered 'real work'. In poor communities, reproductive work is, for the most part manual labor-intensive, and time-consuming.

This role is almost always portrayed as the responsibility of women and girls.

Productive (Economic, Working, Producing)

Involves the production of goods and services for consumption and trade (farming, employment and self-employment). When people are asked what they do, the response is most often related to productive work, especially work which is paid or generates income.

Both women and men can be involved in productive activities, but often their functions and responsibilities will differ according to the gender division of labor. Women's productive work is often less visible and less valued than men's.

Community (Volunteering, Socializing, Community engagement)

Involves the collective organization of social events and services: ceremonies and celebrations, community improvement activities, participation in groups and organizations. This type of work is seldom considered in economic analyses of communities. However, it involves considerable volunteer time and is important for the spiritual and cultural development of communities and as a vehicle for community organization and self-determination.

Both women and men engage in community activities, although a gender division of labour also prevails here.

Political (Government, Law and Policy Making, Political Positions, Traditional Leaders)

This role is summarized by the decision-making authority, which begins the decision making process within the family, and extends to the union, the municipal council, and even the legislative councils.

This role is usually seen as a private role for men despite the storming of space by women, and this role is usually paid, either directly or indirectly (morally) because it is closely related to the center and power.

Table 2: Examples of Illustrations

Try it yourself! Using the examples below, categorize the characters in each of the four images and fill in Table 2 with all the characters you identify and their roles. Compare your answers!

Illustration 1



Illustration 2



Illustration 3



Illustration 4



Suggested categorization of characters in above images

*Numbers are color-coded to match with which of the four images they came from

Table 2: Role of Characters						
	Female	Male	Group (male)	Group (female)	Group (mixed)	Total
Reproductive	2	1				3
Productive	1					1
Community	3	1				4
Political	2	2				4
Total	8	4				12

Table 3:

PORTRAYAL OF CHARACTERS

Instructions

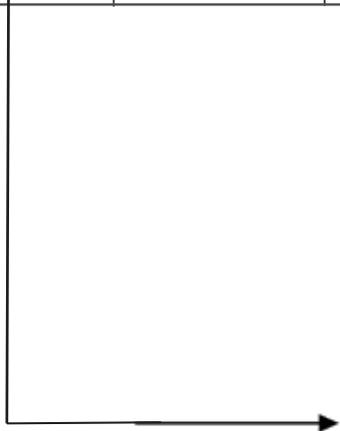
The purpose of this table and its sub-table is to measure the prevalence of positive, negative and neutral portrayals of characters and ensure there is a gender balance.

Portrayal is defined by Cambridge Dictionary as
“the way that someone or something is described or represented in a painting, film, book, or other artistic work”

Portrayal can refer to both the way the creator (or curriculum designer in this case) intends for the work to be perceived, as well as the way the recipient (or viewer or reader in this case) perceives the work. As content in textbooks are meant to be instructive and easily understood by the reader, portrayals are often obvious and simplified, making it easier to determine how each character is meant to be seen.

Table 3: Portrayal of Characters						
	Female	Male	Group (male)	Group (female)	Group (mixed)	Total
Positive						
Neutral						
Negative						
Total						

Sub-table 3.1 is used only for characters identified as “negative” in Table 3 and demonstrates a form of violence or harm, whether physical, sexual, economic or emotional/psychological.



Only for characters marked as “negative + violent”						
Sub-Table 3.1: Violent or Harmful Portrayal						
Types of Violence	Female	Male	Group (male)	Group (female)	Group (mixed)	Total
Physical						
Sexual						
Economic						
Emotional/ Psychological						
Total						

Table 3 and 3.1 Definitions

Types of Portrayals

Positive	Portrayed as: happy, smiling, helpful, caring, healthy
Negative	Portrayed as: sad, angry, crying, manipulative, greedy, unhealthy, violent
Neutral	Portrayed as: no discernible facial expression, no positive or negative effect on other characters

Types of Violence

Physical	Any act which causes physical harm as a result of unlawful physical force. Physical violence can take the form of, among others, serious and minor assault, deprivation of liberty and manslaughter.
Sexual	Any sexual act performed on an individual without their consent. Sexual violence can take the form of rape or sexual assault.
Economic	Any act or behavior which causes economic harm to an individual. Economic violence can take the form of, for example, property damage, restricting access to financial resources, education or the labor market, or not complying with economic responsibilities, such as alimony.
Emotional/ Psychological	Emotional/psychological: Any act which causes psychological harm to an individual. Psychological violence can take the form of, for example, coercion, defamation, verbal insult or harassment.

*****Portrayals of violence should be mostly avoided**

Characters shown or described as violent or committing violent acts, should only be used if violence prevention is specific to that lesson. If that is the case, the depiction of violence should be illustrative of the harm caused and should never glorify or idealize violence or its perpetrators.

APPLYING TABLES TO TEXT

There is little difference between applying any of the four tables to text vs. illustrations.

Table 1, which concerns categorizing people by age and gender, has some nuances that can be portrayed differently between text and illustrations. For the categories of woman, man, girl and boy, you can use exactly the same definitions used for the illustrations. The “crowds” categories - male, female and neutral - may be portrayed in different ways in text compared to illustrations, so it is important to be mindful of this especially when analysing texts. Illustrations limit the number of figures that can be shown, so often groups of people are more specific. In texts, “crowds” or groups of people can be much larger in number and more generic.

Tips for Categorizing Crowds within Text

Crowds in text refers to any mention of a group of people in which individual characteristics cannot be easily discerned. Illustrations limit the number of people who can be represented, but in text, crowds or groups can also mean very generic groups of people. These groups are still important to categorize, as we want to ensure these groups are not only partaking in gender biased activities.

A group in text can be either **specific** or **general**. Both should be counted in the “crowd” category, but make sure you are not making assumptions on the gender make-up of the group based on stereotypes.

Specific examples

- All the kids at the school carnival
- Students from Arabella Primary School
- The 8th grade basketball team
- Nurses working the night shift at Jordan Hospital
- Half of my 8th grade class is girls
- My friends got ready before the school dance
- My friends’ grandparents are very wise
- The congregants of St. Matthews Church
- My extended family decided to go on Hajj together
- My tour group when I visited Petra was very nice

General Examples

- Children love carnivals
- Students are studying less these days
- Basketball players are very talented
- All medical school students sleep less
- Girls often outperform boys in school
- Salsa dancers have the best rhythm
- Elderly patients are the easiest to care for
- Christians go to church on Sundays
- Muslims pray five times a day
- Tourists can be irksome to local residents



Highly specific:

“Mothers attending Arabella painting classes with their babies were unhappy with the results”

Very broad group

“American parents are the most anxious in general, according to top scientists.”

Tips: using text and illustrations together

Compare illustrations and text to clarify a character. If the gender of a group or individual is difficult to discern from the text, see if the illustrations of that same character(s) clarify.

Remember, though, even if the same character is depicted in both text and illustration, the character should be counted separately: once (in Table 1) for illustration and once (in Table 1) for text.

Woman

Fatima went to the store with her **daughter**.

Fatima would be identified as a “woman” as she has a female name and is old enough to have a daughter. “Daughter” could either be categorized as a “woman” or “girl” depending on other context clues.

Man

My dad took our dog to the **veterinarian** because he had a broken leg.

“My dad” would be identified as a “man” as fathers are most often male adults. “Veterinarian” could be a man, but with no other context clues, you would mark this character as “gender neutral or unclear.”

Girl

My classmate, Reem, was the **first student** in our school to run 5 kilometers in less than 20 minutes.

Reem would be identified as a “girl” because she has a feminine name and goes to school, suggesting she is under 18. “Classmate” and “first student” both refer to Reem, so they would not be identified separately.

Boy

The sweet and kind **kindergartener** stayed every day after school to help **his teacher** clean up the classroom.

“Kindergartener” refers to a child and is gender neutral; however, later the pronoun “his” is used making the character boy. The “teacher” might be assumed to be a woman as teachers of younger children are often women, but here there are no other context clues, so the character is “gender neutral/unclear.”

Gender neutral or unclear

The doctor ran down the corridor screaming, “Help! Help.”

Doctors are often perceived as men, but “doctor” is neutral and there are no context clues as to the gender. “Doctor” here would be gender neutral/unclear.

Mostly male crowd

1. The 7th grade boys **football team** won last week.

2. **All the truck drivers** in Aqaba went on strike due to low wages.

3. British men are known to be good cooks.

1. It is clearly that the team is made up of boys, making it a “mostly male crowd”

2. “All the truck drivers” elicits the image of a group of burly men, however, the the term “truck driver” is gender neutral and there are not other clues, thus we would identify this as a “gender neutral crowd”

Mostly female crowd

1. **The team of nurses** were late arriving at the hospital and **the head doctor** had recently sent out an email outlining the repercussions of late arrivals.

2. **Mothers**, no matter your age, religion, level of wealth, understand the heartache of empty nest syndrome.

1. With “team of nurses,” again do not assume they are females, as “nurse” is a gender-neutral term, thus it should be characterized as “gender neutral/unclear.”

2. “Mothers” is straightforwardly a group of women, thus “mothers” in this broad generalization can be identified as “mostly female crowd.”

Gender neutral crowd

The 8th grade students lined up for their graduation ceremony.

There are no clues in this sentence as to the make-up of the group of 8th grade students, thus it should be characterized as a “gender neutral crowd”

Table 3: Examples of Illustrations

Earlier in this section, the purpose of this exercise was described as:

“To ensure equal representation of boys, girls, men and women, both in terms of visibility and attributes (as measured by each character’s role, portrayal and power relations). The tool gives the user the information required to ensure equal gender representation, as well as the opportunity to self-correct or revise when the tool shows an imbalance.”

Table 3: Portrayal of Characters						
	Female	Male	Group (male)	Group (female)	Group (mixed)	Total
Positive						
Neutral						
Negative						
Total						

Only for characters marked as “negative + violent”						
Sub-Table 3.1: Violent or Harmful Portrayal						
Types of Violence	Female	Male	Group (male)	Group (female)	Group (mixed)	Total
Physical						
Sexual						
Economic						
Emotional/ Psychological						
Total						

In filling in Table 1, you can measure the prevalence of different genders, whether these norms can be progressed by representing a more gender balanced worldview in textbooks.

Stereotyping Girls

Girls are often portrayed taking care of younger children, playing with dolls, studying, helping with domestic responsibilities etc. It’s important to note that these characteristics should not be perceived as negative, but that girls should have a wider range of representations.

Stereotypical representation of girls



Non-stereotypical representation of girls



Stereotyping Boys

Boys are often shown playing sports, socializing, fighting/disagreeing with other children, bullying, participating in adrenaline seeking activities, playing outside etc. Portrayals that demonstrate harm to oneself or others should be avoided all together; positive activities like play, leisure and socialization should be equally represented among girls.



Challenging Stereotypes

Stereotypes can be harmful to both girls and boys

To challenge these stereotypes and the harm they can cause:

- 1) Show girls engaging in non-stereotypical activities like sports, playing outside, science etc...
- 2) Show boys engaging in stereotypically feminine activities like caretaking, doing housework etc...

*****A note on social norms*****

Changing the way young girls and boys are portrayed can be very sensitive and controversial. In some countries, an image of a boy playing with a doll can be seen as an attempt to subvert norms and masculinity.

Consider these norms and try to ensure the images you include are not viewed as disrespectful or disrespectful to mainstream views in Jordan.

6. LANGUAGE

Using gender-responsive language means speaking and writing in a way that does not discriminate against a particular sex or gender, nor does it perpetuate the stereotypes of the societal roles of women and men. Given the central role which the language plays in shaping cultural and social attitudes, the use of gender-sensitive language is a powerful way to promote gender equality and combat gender bias.

Language does not only reflect the way of the writer's thinking, but also contributes to shaping the reader's way of thinking. And when there is gender-biased language and biased traditional theories as well, the observation of reality will most likely be biased towards a male or a female. As mentioned previously, it has been found that gender bias in Jordanian textbooks is represented in language and content.

The wording used in textbooks has great importance and a profound influence on the minds of male and female students, especially since these texts accompany them throughout the school year. Accordingly, the role of language emerges in relation to the elimination of gender discrimination in the curricula through the discourse used, which may reflect unconscious ideas and perceptions about gender roles, and it may also not be possible to use gender-sensitive or neutral and systematic language. This is evident in the language used to address both sexes in texts and exercises, and this “duplication” is one of the most prominent features of the discourse addressing the two sexes in this context.

Note: The examples in Arabic show the language's insensitivity to gender, which does not always appear when the text is translated into English.

Thus, the examples will be added in Arabic and, only when applicable, in English.

PRINCIPLES OF USING GENDER-RESPONSIVE LANGUAGE AND PRACTICAL EXAMPLES OF EMPLOYING GENDER-RESPONSIVE LANGUAGE

First: The use of non-biased expressions. This can be achieved through:

1. Forms of Address.

- When using the masculine language for the masculine and the feminine language for the feminine. Avoid using the plural masculine pronoun generic language that includes both females and males. If the term is masculine and not feminine, then the relevant masculine and feminine language is added.

Examples²⁶:

• استمع إلى النص الذي يقرأه عليك معلمك من كتيب نصوص الاستماع، ثم أجب على الأسئلة الآتية.
نستمع للنص الذي سيقرأ من المعلم والمعلمة من كتيب نصوص الاستماع، ثم نجيب الأسئلة الآتية.

• يهدف الأشخاص عند كتابة المقالة إلى إيصال فكرة معينة إلى المتلقين.
يهدف الكاتب والكاتبة عند كتابة المقالة إلى إيصال فكرة معينة إلى القارئات والقارئ.

Describing women as an individual and not through her relationships. Try to avoid forms of address that depict women as the mere appendage of her husband, thereby belittling her person or making her invisible.

Inclusiveness	
More Inclusive	Less Inclusive
Thus, we are open to all possible formats for consultations	Thus, we are open to all possible formats for consultations
وهكذا، فإننا نتقبل الصيغ الممكنة جميعها لإجراء المشاورات	وهكذا، فإننا منفتحون على جميع الصيغ الممكنة لإجراء المشاورات
Dr. Samira Amin and Dr. Nabil Karim attended the meeting	Dr. Nabil Karim and Samira attended the meeting
حضر كلٌّ من الدكتورة سميرة أمين والدكتور نبيل كريم الاجتماع	حضر الدكتور نبيل كريم وسميرة الاجتماع

2. Avoid gender-biased statements.

- Do not use discriminatory expressions that would diminish the status of women or reinforce stereotypes of gender roles, إنها تتحلي بشجاعة الرجال أو امرأة بألف رجل

Examples²⁷:

- ابحث في الشبكة العالمية للمعلومات (الإنترنت) عن أسماء أشهر كتاب القصة العرب والأردنيين
- لنبحث في الشبكة العالمية للمعلومات (الإنترنت) عن أسماء أشهر كاتبي القصة وكاتباتها من الأردن والعالم العربي

Do not encourage discriminatory values and characteristics against women, and promote neutral values, which means that both genders play positive roles such as cooperation, heroism, courage, generosity, etc²⁸.

Example²⁹:

- The characteristic of courage and equestrian skill is limited to males as in the following sample debrief:

نموذج تلخيص فقرة

”امتطى الفارس المقدام الشجاع حصانه العربي الأصيل ، و خرج به مزهواً الى الميدان، معتداً بنفسه، وهو يلوح بكلتا يديه للجماهير المحتشدة التي صفتت له طويلاً تشجيعاً له لحفره على الانتصار، ثم دخل السباق وسط الهتاف المتواصل الذي منحه مزيداً من الدعم والقوة ليكون في مقدمة الفائزين“

Example:

Describing men as cowards in the following text³⁰:

نزل الأصدقاء عن الأشجار، و سألوا صديقهم: رأينا الدب يضع فمه
قرب أذنك، ماذا قال لك؟
أجاب: قال لي: الصديق وقت الضيق، فلا تصاحب هؤلاء الجبناء.

Using a gender-sensitive language³¹ in the following sentence:

Women participated with men in the census.

Second: Disclosure or non-disclosure of the gender according to the necessity:

1. Combining masculine and feminine.

Due to the absence of neutral forms, it is not preferable to use the plural of the masculine to include females and males, and the inclusion of the feminine form is considered a gender-sensitive solution according to the type of text and to facilitate reading and understanding. When referring to men and women, make sure they are addressed in the same manner.

Examples:

- Female and male family members participated in arranging the house.
- Students attended the celebration is replaced with male and female students attended the celebration.

• شارك أفراد الأسرة الإناث والذكور في ترتيب المنزل

• حضر الطلاب الاحتفال. يُستبدل بها: حضر الطلبة الاحتفال، أو حضر الطلاب والطالبات الاحتفال

Examples³²:

بدأ العام الدراسي الجديد. عرضت المعلمة على الطلبة الاشتراك في لجان الأنشطة المدرسية، وكتبت أسماء اللجان على السبورة.

قال عمر: سأنضم الى لجنة النظافة؛ لمتابعة نظافة الصف و المدرسة.

قالت فرح: أحب لجنة البيئة، التي تزين الصفوف، و تعتنى بالحديقة.

رد أحمد متحمساً: أما أنا فأفضل لجنة النظام، للمشاركة في تنظيم اصطفااف الطلبة.

قالت المعلمة: و ماذا عنك يا سارة؟

قالت سارة: أرغب في توعية الطلبة بالاهتمام بغذائهم و أجسامهم

2. Feminization of titles and positions.

It is not permissible in titles of positions and professions to describe the feminine with a masculine.

Examples:

• Chairman	• Chairwoman	• الرئيسة	• الرئيس
• Congressman	• Congresswoman	• النائبة	• النائب
• Spokesman	• Spokeswoman	• المتحدث	• المتحدث

Example of using a gender-sensitive language:

• مديرة المدرسة مخلصه³³
• المشرفات على النوادي الثقافية أسهمن بنشر التوعية³⁴
• اقترحت الدليلة السياحية على السائحين زيارة منطقتي: زي وديين

3. Use of gender-neutral nouns

Neutrality is the use of nouns that do not represent gender in place of persons as long as it does not disrupt the meaning. That is, not to use the term that defines gender, and replace gender-specific words with a gender-neutral word to avoid linking men and women to a particular profession. It is preferable to resort to collective, abstract, or source nouns indicating the position, job, or concept.

استخدام مصطلح (قيادات) عوضاً عن (قادة)، و(دار رعاية الشيوخ) عوضاً عن (دار المسنين)، و(الطبية) بدلا من (الطلاب)

Examples of using non-neutral terms:

• ما أعظم العلماء³⁵

Examples of using a neutral term:

• في الماء الذي يشربه البشر³⁶
• مر كثير من الناس من جانب الصخرة³⁷

TABLE FOR MEASURING GENDER BIAS IN LANGUAGE (TEXTS AND EXERCISES)

Table 4:

Gender Responsive Language

Gender-Insensitive Language:

- Does not consider gender and inclines towards to discrimination against women.

Examples:

العلماء، المفكرون، الكُتَّاب

Neutral Language:

- Does not contain discrimination based on gender.

Examples:

القيادات، الطلبة، الإنسان

Gender-Sensitive Language:

- Equals between the gender.

Examples:

الكاتب والكاتبة، الفاضلية والفاضلي

Table 4.1: Gender Responsive Language – Texts			
	Unit	Lesson	Total
Insensitive			
Neutral			
Sensitive			

Table 4.1: Gender Responsive Language – Exercises			
	Unit	Lesson	Total
Insensitive			
Neutral			
Sensitive			

ENDNOTES

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5. Jordan Ministry of Labor (Q4 2019): Department of Statistics.
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26. Arabic language book, 8th grade, page 16.
27. Arabic language book, 8th grade, page 47.

28. Note: The example above is an enhancement of stereotypical roles; the writing profession is confined to males but not females, and the same approach has been taken in the same book when it comes to writing article, page 16.
29. Arabic Language book, 8th grade, page 84.
30. Arabic Language book, 3rd grade, page 26.
31. Arabic Language Grammar book, 8th grade, page 11.
32. Arabic Language book for the 3rd grade, where a gender-sensitive and neutral language was used, page 6.
33. Arabic Language Grammar book, 8th grade, page 7.
34. Arabic Language Grammar book, 8th grade, page 42.
35. Arabic Language book, 3rd grade, page 72.
36. Arabic Language book, 3rd grade, page 20.
37. Arabic Language book, 3rd grade, page 65.

