



Gender and Education in Luxembourg and Beyond

Local Challenges and New Perspectives

Sylvie Kerger, Laurence Brasseur (Hg.)

An Intersectional Approach to School Textbooks

Sylvie Kerger
Laurence Brasseur

Gender and Education in Luxembourg and Beyond: Local Challenges and New
Perspectives
Herausgegeben von Sylvie Kerger, Laurence Brasseur



Melusina Press 2021

Veröffentlicht durch die Universität Luxemburg - **Melusina Press**, 2022
11, Porte des Sciences
L-4366 Esch-sur-Alzette
<https://www.melusinapress.lu>

Verlagsleitung: Niels-Oliver Walkowski, Johannes Pause
Lektorat: Carolyn Knaup, Niels-Oliver Walkowski
Cover und Layout: Valentin Henning, Erik Seitz
Umschlagsbild: This cover has been designed using resources from Flaticon.com

Die digitale Version dieser Publikation steht unter <https://www.melusinapress.lu> frei zur Verfügung.
Das PDF und die Druckvorlage werden mit Hilfe von princeXML erzeugt.
Der Druck und Vertrieb erfolgt durch BoD – Books on Demand, Norderstedt.

Bibliografische Information der Nationalbibliothek Luxemburg: Die Nationalbibliothek Luxemburg verzeichnet diese Publikation in der Luxemburgischen Nationalbibliografie; detaillierte bibliografische Daten sind im Internet über bnl.public.lu abrufbar.

ISBN (Online): 978-2-919815-31-9
DOI (Publikation): 10.26298/melusina.k4j9-c733-aiat
DOI (Band): 10.26298/melusina.k4j9-c733

Das vorliegende Werk steht unter einer CC BY-SA 4.0 Lizenz. Informationen zu dieser Lizenz finden Sie unter <https://creativecommons.org/licenses/by-sa/4.0/deed.de>. Die in diesem Werk enthaltenen Bilder und Ressourcen unterliegen der selben Lizenz, sofern sie keiner anderen Quelle entnommen wurden oder mit einer anderen Lizenz versehen sind.



Textbooks, gender, and intersectionality

Textbooks play an important part in children's schooling. They have an obvious educational purpose and exist to convey knowledge, but their worth goes beyond the simple school framework. Teaching materials, and particularly textbooks, have an essential role in the socialisation of children through the values they communicate.

Based on these observations, we conducted an extensive study of gender representations in textbooks used in Luxembourg primary schools (Kerger & Brasseur, 2021). Through a quantitative and qualitative analysis of the number of characters and the type of activities in which they are represented, we were able to uncover the norms and stereotypes found in these textbooks.

This is an important investigation as “textbooks are not a reflection of reality, but an arrangement of the representation of a society that they legitimise”^{1 2 3 4} (Brugeilles & Cromer, 2008, p.42). Indeed, no textbook is neutral, and the realities constructed in them can contribute to challenging, perpetuating, or increasing gender inequalities.

Although our study focused on gender representations, we were aware that gender is one factor among others in social inequalities. Taking intersectionality into account seemed necessary to get a better overview of the values transmitted in textbooks. The term, which originally described the way in which African American women experience sexism and racism simultaneously (Crenshaw, 1989), now also includes other factors such as socio-economic status, religious beliefs, age, or sexual orientation (see also Bates, 2014).

These factors clearly also deserve attention, especially in a multicultural country like Luxembourg where the foreign population represents 47.2% of the total population (STATEC, 2021).

For practical reasons, and due to the resources available to us, we were not able to carry out a complete analysis of all types of characters represented in Luxembourg primary school textbooks. Although our study focused exhaustively on gender, we were however able to make an abridged inventory of two other types of characters: non-white characters and characters with disabilities.

In this chapter, we have decided to concentrate on this representation of non-white characters and characters with disabilities, relating their numbers to the total number of characters in the textbooks. After presenting the methodology used, we will discuss the results of the quantitative and qualitative analyses. Finally, we will move on to our conclusions, which include suggestions for the development of future textbooks and the revision of existing ones.

- 1 Our translation
- 2 Our translation
- 3 Our translation
- 4 Our translation

Methodology

Our approach and methods are based primarily on the flagship studies carried out in France by the Centre Hubertine Auclert (2015, 2020) and by Carole Brugeilles and Sylvie Cromer (2005, 2008). These specialists in the field recommend a quantitative approach, by listing characters of different genders for example, rather than a qualitative approach with an analysis of certain examples (Brugeilles & Cromer, 2008). The quantitative tool also makes it easy to repeat the analysis in the future and thus monitor the evolution of representations in textbooks.

Before proceeding with the actual analysis, we selected the sample used. We limited ourselves to the main textbooks and did not consider possible extra teaching materials (such as exercise books). We analysed the characters present in textbooks used in these subjects:

- German
- French
- Mathematics
- Natural Science
- History
- Life and Society (Citizenship education)

Some of these subjects (German, French, and Mathematics) include different series that teachers can choose from freely according to their preferences and needs.

The main part of our analysis focuses on fictional, anthropomorphic, and real characters, both in the texts and in the illustrations. We did not consider pronouns and pictograms. Using a grid, we identified the following categories of characters:

- Girls
- Boys
- Female
- Men
- Undetermined gender

To distinguish child and adult categories, we used the age limit of 18 years where possible, i.e., where physical features or context allowed. It is important to count children and adults in separate categories as age can result in different representation rates (Centre Hubertine Auclert, 2015): there may be a balance between girls and boys, but a considerable gap between women and men. For characters where an identification of the gender was not possible (or deliberately vague or neutral), we counted them in the “undetermined gender” category, without taking their age into account.

The method we used is also based on a page count to reveal the weight of the different characters in each book, i.e., each page of a textbook was considered as an entity. This means that if a certain character appears several times on a page, they would be

counted only once. However, if the same character appears on 20 different pages, they would be counted 20 times.

In addition to the number of characters, we also categorised the type of activity in which they are found: domestic activities (such as housework), leisure activities (such as sports), and occupations. The results of that part are not the subject of this chapter.

In addition to this quantitative approach, we added a qualitative analysis of a selection of contents to illustrate the results obtained in the quantitative part with concrete examples.

Intersectionality

As described above, our analysis also included non-white characters and characters with disabilities. We limited ourselves to these two categories because of the relative ‘ease’ of identification (which would have been more difficult for categories such as socio-economic status or religious belief). Our aim was not to conduct a comprehensive analysis of the representation of the different characters, but rather to show additional representational inequalities by adopting an intersectional approach, especially as this aspect has seldom been taken into account in analyses of school materials (for rare examples, see Bittner, 2011; Centre Hubertine Auclert, 2015).

The above-mentioned ‘relative’ ease of identification especially applies to non-white characters, even though assessing physical characteristics of characters in illustrations always include a certain bias, for example in the identification of skin colour shades. It is easier to identify non-white characters in texts, for example when they refer to characters living in Africa or Asia. For characters with disabilities, we were able to rely only on aspects that were visible (in illustrations) or described in the texts.

Results

Quantitative analysis

Our analysis of 57 Luxembourg primary school textbooks revealed a total of 26 373 characters for all subjects combined. These are made up of 14 298 male characters (54%), 8 114 female characters (31%) and 3 961 characters of undetermined gender (15%). So, from the outset, a fundamental difference between male and female characters could be noted. The table below shows that these gaps are more marked in some subjects than others.

Table 1: Number of female and male characters in textbooks

	TOTAL	FEMALE	MALE	CHARACTERS
		CHARACTERS	CHARACTERS	OF
				UNDETERMINED
				GENDER
GERMAN	11755	5832	4164	1759
FRENCH	4029	2497	1207	325
MATHEMATICS	6153	3536	1707	910
NATURAL SCIENCE	557	233	180	144
HISTORY	1399	937	226	236
LIFE AND SOCIETY (CITIZENSHIP EDUCATION)	2480	1263	630	587
TOTAL	26373	14298	8114	3961

Non-white characters

Of the 26 373 characters recorded, only 1 045 are non-white characters, which is equivalent to 4.1% of the total amount. These characters consist of 538 male characters, 357 female characters, and 150 characters of undetermined gender.

Table 2: Number of non-white characters by gender

	TOTAL	FEMALE	MALE	CHARACTERS OF
		CHARACTERS	CHARACTERS	UNDETERMINED
				GENDER
NON-WHITE CHARACTERS	1045	357	538	150

The percentages of non-white characters vary from 0.4% to 9.5% depending on the subject.

The percentages also vary between the different textbook series within the same subject. In German, for example, differences can be observed between the *Flex und Flora* series, where non-white characters are rare with 1.9%, the *Mila* series with 6.2%, and finally the *Sprachfuchs* series with 7.6%, where their number is the highest, though still modest.

For French, we note a higher proportion of non-white characters in the new *Salut* series released between 2018 and 2020 (9.5%). In the older series called *Français*, non-white characters represent only 5% of all the characters.

In mathematics, non-white characters are very rare. The lowest percentage is found in the *Flex und Flo* series with only 0.6%. In the *Mathematik* series the percentage of non-white characters is 1.5% and in the *Zahlenbuch* series it is 2.3%.

Non-white characters account for only 0.4% in the science textbooks and 3.3% in the history textbooks. In the relatively recently released (between 2017 and 2018) Life and Society (citizenship education) textbooks they represent 5.6%.

As Table 3 shows, we find a low to very low, if not almost non-existent, presence of non-white characters in Luxembourg's primary school textbooks.

Table 3: Proportion of non-white characters compared total number of characters

	TOTAL	WHITE	NON-WHITE	PERCENTAGE
		CHARACTERS	CHARACTERS	
GERMAN				
Flex und Flora	5488	5388	100	1,9%
Mila	1481	1394	87	6,2%
Sprachfuchs	4786	4449	337	7,6%
FRENCH				
Français 6ème année	1734	1651	83	5,0%
Salut	2295	2096	199	9,5%
MATHEMATICS				
Flex und Flo	2796	2779	17	0,6%

Mathematik	877	864	13	1,5%
Zahlenbuch	2480	2425	55	2,3%
NATURAL SCIENCE				
Mensch und Natur	557	539	18	3,3%
HISTORY				
Zeitmaschine	1399	1394	5	0,4%
LIFE AND SOCIETY (CITIZENSHIP EDUCATION)				
Leben und Gesellschaft	2480	2349	131	5,6%
TOTAL	26373	25328	1045	4,1%

Characters with disabilities

In the 57 primary school textbooks in Luxembourg, 47 characters with disabilities were identified out of a total of 26,737 characters, or 0.2%. This figure is made up of 20 female characters, 15 male characters and 12 characters of undetermined sex.

Table 4: Number of characters with disabilities by gender

	TOTAL	FEMALE	MALE	CHARACTERS
	CHARACTERS	CHARACTERS	CHARACTERS	WITH
				UNDETERMINED
				SEX
CHARACTERS	47	20	15	12
WITH				
DISABILITIES				

The percentages of characters with disabilities vary between 0% and 0.7%, depending on the subjects. Proportionally, their number is highest in the Life and Society textbooks (0.7%). One chapter in one of these textbooks deals specifically with disabilities, which could explain the slightly higher number.

Overall, characters with disabilities are hardly represented in the primary school textbooks.

Table 5: Proportion of characters with special needs in relation to the total number of characters

	TOTAL	CHARACTERS	CHARACTERS	PERCENTAGE
		WITH NO	WITH	
		DISABILITIES	DISABILITIES	
GERMAN				
Flex und Flora	5488	5482	6	0,1%
Mila	1481	1478	3	0,2%
Sprachfuchs	4786	4786	1	0,0%
FRENCH				
Français 6ème année	1734	1734	0	0,0%
Salut	2295	2289	6	0,3%
MATHEMATICS				
Flex und Flo	2796	2794	2	0,1%
Mathematik	877	877	0	0,0%
Zahlenbuch	2480	2472	8	0,3%

NATURAL SCIENCE				
Mensch und Natur	557	557	0	0,0%
HISTORY				
Zeitmaschine	1399	1396	3	0,2%
LIFE AND SOCIETY (CITIZENSHIP EDUCATION)				
Leben und Gesellschaft	2480	2462	18	0,7%
TOTAL	26373	26326	47	0,2%

Qualitative analysis

As described above, we have supplemented our quantitative analysis with a qualitative component. We will present some concrete examples of how non-white characters and characters with disabilities are represented in textbooks, in an often-unequal manner (see also Kerger & Brasseur, 2021, pp.107-111). This part of the analysis is not intended to be exhaustive. Its aim is to provide food for thought for the future development of textbooks and to act as a basis for future studies on the subject. A more in-depth qualitative and quantitative analysis is still needed to study the different roles (in terms of gender, professional activities, etc.) in which these characters are found.

Examples relating to non-white characters

German

Example from Sprachfuchs 3, Band 1 (pp. 124-125): In this section, the pupils are presented with texts about two countries: China and Ghana. What is found in these texts – which are supposed to provide information about foreign countries – is not only outdated and incorrect data (already present when the textbook was last updated in

2014), but also generalisations and stereotypes. For example, it is reported that the Chinese and Ghanaian populations live mainly in rural areas and work in agriculture, which does not correspond to the real situation. Some of the text about Ghana focuses on the rudimentary living conditions and does not consider the diversity of Ghanaian society. The illustrations accompanying the texts reinforce clichés: the pupils are confronted with the image of a group of Ghanaians playing drums and a Chinese girl eating rice.

Example from Flex und Flora 1, Buchstabenheft 1 (p. 30): One of the words that accompanies the children in learning the letter ‘i’ is the German word *Indianer* (“Native American”). The word is illustrated by pictures of Native Americans in traditional (stylised) dress – a view of the indigenous population that refers to the past and to myth, not to contemporary social life. In other textbooks, there are also characters who ‘dress up’ as Amerindians (e.g., *Flex und Flora 2, Sprache untersuchen*, p. 56).

Life and Society (Citizenship Education)

Example from Vie et Société, Cycle 3 (pp. 72-73): In this section of the book, students learn about the life of little Lorenzo and his family who live in a garbage dump in Mexico City. The children are encouraged to compare their lives with Lorenzo’s and are asked if there are also poor children in Luxembourg. By providing only the size of the population of Mexico City as information, the impression is created that the living conditions of this family are the norm in Mexico.

Examples relating to characters with disabilities

As far as characters with disabilities are concerned, we have seen above that they appear only in very small numbers in school textbooks. On rare occasions, a child using a wheelchair is shown in illustrations of school classes. As with non-white characters, disabled characters are also often depicted in chapters dealing specifically with disability rather than in everyday situations.

Life and Society (Citizenship Education)

Example from Vie et Société, Cycle 3 (pp. 37-41): The Life and Society classes are well-fitted to introduce children to different societal topics. The chapter we are referring to here describes the experiences of different people with disabilities, including topics such as the difficulties they face in their daily lives, sign language, and service animals. However, it is important to make these characters more widely present in the textbooks and not to confine them to separate texts. Another element that should be given more attention is the use of inclusive terms. For example, the term *Menschen mit Behinderung* (‘people with disabilities’) should be preferred to *Behinderte* (‘the disabled’) (p. 41).

German

Example from Flex und Flora 3, Lesen (p. 13): In this exercise from a German reading book, there is also a separate text about a blind woman who visits a class with her service dog. Here, too, the number of characters in everyday situations should be increased. If we analyse the 16 textbooks in the *Flex und Flora* series, we can see that only 6 characters out of a total of 5 488 have disabilities. This exercise also illustrates the need for careful word choice. Choosing a text about a blind person for an exercise entitled *Stolperwörter finden und ersetzen* (which can be loosely translated as ‘find and replace stumbling words’, i.e., words that are out of place or superfluous) seems insensitive at best and offensive at worst.

History

Example from Die Zeitmaschine - Lëtzebuerger Geschichtsbuch (p. 129): In this history textbook we are faced with a problematic representation. The only time characters with disabilities appear is the context of medieval life. A reproduction of an old painting shows a group of people depicted in a contemptuous way accompanied by the text *Behinderte waren auf das Betteln angewiesen* (‘The disabled were forced to beg’). Not only is the use of the term ‘the disabled’ instead of ‘person with a disability’ problematic, but this type of representation should also be addressed in the classroom and its origin and implications explained to deconstruct it.

Conclusion

The representation of non-white characters and those with disabilities in the textbooks that constitute our corpus tends not only to adopt an androcentric but also an ethnocentric viewpoint. Thus, non-white characters are often portrayed in the role of the ‘other’, more likely to belong to a foreign country or culture than to be part of our society. African countries in particular are often portrayed as rural and lacking in access to basic resources (African water carriers are a recurring image, for example). These representations are based on simplistic views and clichés and do not convey the realities of societal complexities. The problems in textbooks therefore lie mainly at three levels: the failure to represent non-white people as an integral part of our society, the tendency to represent countries of the South primarily as rural societies with people living in rudimentary conditions, and, in some cases, the use of discriminatory imagery or language.

The primary aim of our study was to analyse gender representations. Here, to achieve fairer and more equitable textbooks, we recommend ensuring a coherent, equal distribution of the number of girls and boys, women and men in texts and illustrations. Care should also be taken to ensure that characters of different genders occupy the same space in textbooks (e.g., the size of characters in illustrations). In terms of physical appearance, stereotypical representations should be avoided and/or preference should be given to characters of undetermined gender. The use of gender-neutral characters is a simple tool to avoid many gender-equality issues. These recommendations on gender

inequality are of course also valid for character types, whether they are white, non-white or with disabilities.

Our intersectional analysis also emphasised the importance of ensuring that the diversity of characters on different levels (gender mix, ethnicity, disability status, etc.) is respected. As far as non-white characters and characters with disabilities are concerned, it is essential to increase their number to reflect societal realities, integrate them into everyday situations, and represent them in a multitude of professional and private activities.

To contribute to the development of an egalitarian society, textbooks must stop reproducing stereotypes and prejudices that exist in society. Progressive textbooks must be designed to emphasise gender equality and societal diversity, and represent different genders in equivalent roles, activities, and professions.

Corpus analysed

German

Mila Series

- Biltgen, C., Brosius, E., Hilger, M., Letsch, J., Neuens, O., Reding, P., Vanolst, F., & Welbes, F. (2015). *Mila 1 – Mein erstes Lesebuch*. Éducation nationale.
- Biltgen, C., Brosius, E., Hilger, M., Letsch, J., Neuens, O., Reding, P., Vanolst, F., & Welbes, F. (2015). *Mila 2 – Mein Lesebuch*. Éducation nationale.

Sprachfuchs Series

- Honnef-Becker, I., & Kühn, P. (2014). *Sprachfuchs 3 – Sprach- und Lesebuch Deutsch. Zyklus 3, Band 1*. Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse.
- Honnef-Becker, I., & Kühn, P. (2014). *Sprachfuchs 3 – Sprach- und Lesebuch Deutsch. Zyklus 3, Band 2*. Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse.
- Honnef-Becker, I., & Kühn, P. (2019). *Sprachfuchs 4 – Sprach- und Lesebuch Deutsch. Zyklus 4, Band 1*. Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse.
- Honnef-Becker, I., & Kühn, P. (2019). *Sprachfuchs 4 – Sprach- und Lesebuch Deutsch. Zyklus 4, Band 2*. Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse.

Flex und Flora Series

- Odersky, E. (2013). *Flex und Flora 1 – Buchstabenbeft 1*. Diesterweg.
- Odersky, E. (2013). *Flex und Flora 1 – Buchstabenbeft 2*. Diesterweg.
- Odersky, E. (2013). *Flex und Flora 1 – Buchstabenbeft 3*. Diesterweg.
- Odersky, E. (2013). *Flex und Flora 1 – Sprachforscherbeft*. Diesterweg.
- Baligand, H., Föhl, A., Holtz, T., & Pistor, N. (2013). *Flex und Flora 2 – Sprache untersuchen*. Diesterweg.
- Baligand, H., Föhl, A., Holtz, T., & Pistor, N. (2013). *Flex und Flora 2 – Richtig schreiben*. Diesterweg.
- Baligand, H., Föhl, A., Holtz, T., & Pistor, N. (2013). *Flex und Flora 2 – Texte schreiben*. Diesterweg.
- Baligand, H., Föhl, A., Holtz, T., & Pistor, N. (2013). *Flex und Flora 2 – Lesen*. Diesterweg.
- Baligand, H., Föhl, A., Holtz, T., & Pistor, N. (2014). *Flex und Flora 3 – Sprache untersuchen*. Diesterweg.
- Baligand, H., Föhl, A., Holtz, T., & Pistor, N. (2014). *Flex und Flora 3 – Richtig schreiben*. Diesterweg.
- Baligand, H., Föhl, A., Pistor, N., & Sievert, B. (2015). *Flex und Flora 4 – Texte schreiben*. Diesterweg.
- Baligand, H., Föhl, A., Pistor, N., & Sievert, B. (2015). *Flex und Flora 4 – Lesen*. Diesterweg.

French

Salut Series

- Vanthier, H., & Schmitt, S. (2018). *Salut, c'est parti ! Cycle 2*. CLE International ; Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse.
- Bechtold, C., Bettinelli, D., Biesdorf, A., Biver, P., Boever, J., Coremans, V., Feinen, C., Frieseisen, C., Hastert, C., Krier, G., Lang, C., Leistel, A., Marini, D., Metz, L., Rod, D., Rollin, N., Troes, S., Turmes, N., & Weydert, M. (2020). *Salut, c'est magique ! 1. À l'école*. CLE International ; Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse.

Bechtold, C., Bettinelli, D., Biesdorf, A., Biver, P., Boever, J., Coremans, V., Feinen, C., Frieseisen, C., Hastert, C., Krier, G., Lang, C., Leistel, A., Marini, D., Metz, L., Rod, D., Rollin, N., Troes, S., Turmes, N., & Weydert, M. (2020). *Salut, c'est magique ! 2. C'est la fête*. CLE International ; Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse.

Bechtold, C., Bettinelli, D., Biesdorf, A., Biver, P., Boever, J., Coremans, V., Feinen, C., Frieseisen, C., Hastert, C., Krier, G., Lang, C., Leistel, A., Marini, D., Metz, L., Rod, D., Rollin, N., Troes, S., Turmes, N., & Weydert, M. (2020). *Salut, c'est magique ! 3. Mon chez-moi*. CLE International ; Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse.

Français Series

Adam, M., Arend, C., Bentz, M., Fantini, E., Flammang, M., Heinen, S., Kipgen, A., Letsch, J., Mach, A., Melan, F., Obertin, M., Portante, D., & Reding, P. (n.d.). *Français 6ème année d'études*. Ministère de l'Éducation nationale et de la Formation professionnelle.

Mathematics

Mathematik Series

Eckelt, I., Herling, J., Krewer, G., Krewer, R., Reelfs, B., Scheele, U., Tiedt, K., Wilke, W., Antoine, J., Gnad, G., Houwen-Greischer, E., Jähne, J., Kolb, F., Schmit, J.-P., Storoni, A., & Welfringer-Staudt, M. (2019). *Mathematik 5*. Westermann Schulbuchverlag ; Ministère de l'Éducation nationale.

Eckelt, I., Herling, J., Krewer, G., Krewer, R., Kuhlmann, K.-H., Neuerbourg, U., Reelfs, B., Scheele, U., Tiedt, K., Wilke, W., Gnad, G., Houwen-Greischer, E., Jähne, J., Kolb, F., Schmit, J.-P., Storoni, A., & Welfringer-Staudt, M. (2019). *Mathematik 6*. Westermann Schulbuchverlag ; Ministère de l'Éducation nationale.

Das Zahlenbuch Series

Wittmann, E. C., & Müller, G. N. (2012). *Das Luxemburger Zahlenbuch 1*. Ernst Klett Verlag ; Ministère de l'Éducation nationale et de la Formation professionnelle.

Wittmann, E. C., & Müller, G. N. (2009). *Das Luxemburger Zahlenbuch 2*. Ernst Klett Verlag ; Ministère de l'Éducation nationale et de la Formation professionnelle.

- Wittmann, E. C., & Müller, G. N. (2010). *Das Luxemburger Zahlenbuch 3*. Ernst Klett Verlag ; Ministère de l'Éducation nationale et de la Formation professionnelle.
- Wittmann, E. C., & Müller, G. N. (2010). *Das Luxemburger Zahlenbuch 4*. Ernst Klett Verlag ; Ministère de l'Éducation nationale et de la Formation professionnelle.
- Affolter, W., Amstad, H., Doebeli, M., & Wieland, G. (2019). *Das Luxemburger Zahlenbuch Zyklus 4 – Grundlagen*. Klett und Balmer ; Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse.
- Affolter, W., Amstad, H., Doebeli, M., & Wieland, G. (2017). *Das Luxemburger Zahlenbuch Zyklus 4 – Vertiefung*. Klett und Balmer ; Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse.

Flex und Flo Series

- Deutschmann, C., Hoffmann, C., Westphal, W., & Ziervogel, S. (2014). *Flex und Flo 1 – Rechnen bis 10*. Diesterweg.
- Deutschmann, C., Hoffmann, C., Westphal, W., & Ziervogel, S. (2014). *Flex und Flo 1 – Rechnen bis 20*. Diesterweg.
- Deutschmann, C., Hoffmann, C., Westphal, W., & Ziervogel, S. (2014). *Flex und Flo 1 – Geometrie*. Diesterweg.
- Deutschmann, C., Hoffmann, C., Westphal, W., & Ziervogel, S. (2014). *Flex und Flo 1 – Sachrechnen und Größen*. Diesterweg.
- Deutschmann, C., Hoffmann, C., Westphal, W., & Ziervogel, S. (2014). *Flex und Flo 2 – Addieren und Subtrahieren*. Diesterweg.
- Deutschmann, C., Hoffmann, C., Westphal, W., & Ziervogel, S. (2014). *Flex und Flo 2 – Multiplizieren und Dividieren*. Diesterweg.
- Deutschmann, C., Hoffmann, C., Westphal, W., & Ziervogel, S. (2014). *Flex und Flo 2 – Geometrie*. Diesterweg.
- Deutschmann, C., Hoffmann, C., Westphal, W., & Ziervogel, S. (2014). *Flex und Flo 2 – Sachrechnen und Größen*. Diesterweg.
- Buchborn, S., Versin, S., Wettels, B., Beerbaum, J., Göttlicher, A., & Zippel, S. (2014). *Flex und Flo 3 – Addieren und Subtrahieren*. Diesterweg.
- Beerbaum, J., Göttlicher, A., Versin, S., Wettels, B., & Zippel, S. (2014). *Flex und Flo 3 – Multiplizieren und Dividieren*. Diesterweg.
- Beerbaum, J., Buchborn, S., Zippel, S., Göttlicher, A., Versin, S., & Wettels, B. (2014). *Flex und Flo 3 – Geometrie*. Diesterweg.
- Wettels, B., Zippel, S., Beerbaum, J., Göttlicher, A., & Versin, S. (2014). *Flex und Flo 3 – Sachrechnen und Größen*. Diesterweg.
- Schön, M., Versin, S., Wettels, B., Beerbaum, J., Göttlicher, A., & Zippel, S. (2015). *Flex und Flo 4 – Addieren und Subtrahieren*. Diesterweg.
- Beerbaum, J., Göttlicher, A., Schön, M., Versin, S., Wettels, B., & Zippel, S. (2015). *Flex und Flo 4 – Multiplizieren und Dividieren*. Diesterweg.

- Beerbaum, J., Zippel, S., Göttlicher, A., Versin, S., & Wettels, B. (2015). *Flex und Flo 4 – Geometrie*. Diesterweg.
- Buchborn, S., Wettels, B., Zippel, S., Beerbaum, J., Göttlicher, A., & Versin, S. (2015). *Flex und Flo 4 – Sachrechnen und Größen*. Diesterweg.

Natural Science

- Faber, T., Klein, Y., Kohn, M., Max, C., Meier, R., Melchior, E., Thill, C., & Weiss, J. (2005). *Mensch und Natur Lernzyklus 4-1*. Ministère de l'Éducation nationale.
- Faber, T., Kohn, M., Max, C., Meier, R., Melchior, E., & Weiss, J. (2020). *Mensch und Natur Lernzyklus 4-2*. Ministère de l'Éducation nationale.

History

- Kieffer-Brausch, N., Krier, T., Meyer, R., Muller, C., Roettgers, G., & Strauss, G. (2010). *Die Zeitmaschine – Lëtzebuurger Geschichtsbuch*. Ministère de l'Éducation nationale.

Life and Society

- Köhler, A., Meier-Metz, M., Rauch, S., Kelber, A., & die Luxemburger Arbeitsgruppe (2017). *Leben und Gesellschaft – Vie et société. Zyklus 2*. Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse.
- Kelber, A., Köhler, A., Meier-Metz, M., Rauch, S., Pfeiffer, S., & die Luxemburger Arbeitsgruppe (2018). *Leben und Gesellschaft – Vie et société. Zyklus 3*. Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse.
- Eisenschmidt, H., Luutz, E., Paßler, J., Pfeiffer, S., & Schmidt, D. (2018). *Leben und Gesellschaft – Vie et société. Zyklus 4*. Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse.

References

- Bates, L. (2014). *Everyday Sexism*. Thomas Dunne Books; St Martin's Griffin.
- Bittner, M. (2011). *Geschlechterkonstruktionen und die Darstellung von Lesben, Schwulen, Bisexuellen, Trans* und Inter* (LSBTI) in Schulbüchern*. Gewerkschaft Erziehung und Wissenschaft.
- Brugeilles, C., & Cromer, S. (2008). *Comment promouvoir l'égalité entre les sexes par les manuels scolaires. Guide méthodologique à l'attention des acteurs et actrices de la chaîne du manuel scolaire*. UNESCO. <https://www.centre-hubertine-auclert.fr/outil/comment-promouvoir-l-egalite-entreles-sexes-par-les-manuels-scolaires-guide-methodologique-a>

- Centre Hubertine Auclert (2015). *Manuels de lecture du CP : et si on apprenait l'égalité ? Étude des représentations sexuées et sexistes dans les manuels de lecture du CP*. Centre Hubertine Auclert. <https://m.centre-hubertineauclert.fr/sites/default/files/fichiers/cha-etude-manuels-cp-web.pdf>
- Centre Hubertine Auclert (2020). *Faire des manuels scolaires des outils de l'égalité entre les femmes et les hommes*. Centre Hubertine Auclert. <https://www.centre-hubertine-auclert.fr/sites/default/files/fichiers/cha-guidemanuels-scolaires-maj2020web.pdf>
- Crenshaw, K. (1989). *Demarginalizing the intersection of race and sex: a black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics*. University of Chicago Legal Forum, 1989(1), 139–167.
- Kerger, S., & Brasseur, L. (2021). *Les représentations du genre dans les manuels scolaires. Une étude à l'école fondamentale luxembourgeoise*. Université de Luxembourg. <http://www.rockmega.lu/etudes/les-representations-du-genre-dans-les-manuels-scolaires>
- STATEC (2021). *Population par sexe et par nationalité*. https://statistiques.public.lu/stat/TableViewer/tableView.aspx?ReportId=12853&IF_Language=fra