

Gender and diversity representations in textbooks in Luxembourgish secondary education.

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1. Introduction

Teaching materials, and particularly textbooks, play an essential role in the socialisation of children through the communication of values. As „textbooks are not a reflection of reality, but an arrangement of the representation of a society that they legitimise” (Brugeilles & Cromer, 2008, p.42), we argue that they contribute to challenging, perpetuating, or increasing gender inequalities.

The results of our first study on Luxembourgish primary school textbooks, already published, indicate an androcentric view (Kerger & Brasseur, 2021). In every textbook, we counted more male than female characters in the texts and the illustrations. Men are more often represented in professional activities, while women are more likely to perform domestic activities. The celebrities represented are more often men than women.

2. Methodology

The aim of this research is to show the prevalence and the persistence of gender stereotypes in visual and written representations through

- (1) the counting of female, male and non-binary characters in 59 textbooks used in secondary school education
- (2) the description of professional, leisure and domestic activities classified as “feminine” and “masculine”
- (3) the use of gender inclusive language, and
- (4) the intersectional in/visibility with race, disability, and sexual orientation.

4. Preliminary conclusions based on history textbooks

- Ethnocentric perspective on the representation of non-white characters and those with disabilities.
- People with disabilities are almost exclusively portrayed when disability as a subject is being discussed.
- Use of racist language.
- These representations do not transmit the realities of societal complexities and they contribute to the marginalization and discrimination of non-white people and people with disabilities.

5. References

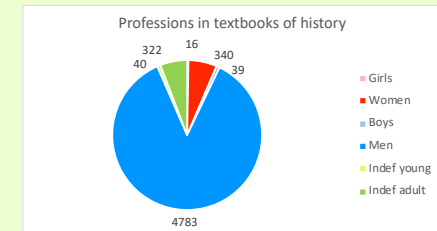
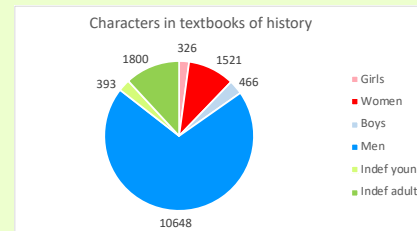
Brugeilles, C. & Cromer, S. (2008). Comment promouvoir l'égalité entre les sexes par les manuels scolaires. Guide méthodologique à l'attention des acteurs et actrices de la chaîne du manuel scolaire. UNESCO : France.

Kerger, S., & Brasseur, L. (2021). Les représentations du genre dans les manuels scolaires: Une étude à l'école fondamentale luxembourgeoise. Luxembourg, Luxembourg: Ministère de l'égalité entre les femmes et les hommes.

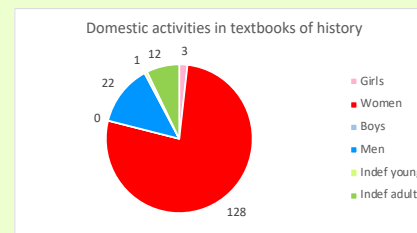
3. Results of history textbooks

In the **five** analysed **German history textbooks**, we count 15154 characters. Female characters are largely underrepresented (12%) in comparison to male characters (73%).

87% of the **professions** are occupied by male characters and only 6% by female characters.



However women are more often represented in **domestic activities**: 78,9% (female characters) vs 13,3% (male characters).



Non white characters
2199 people; 0.15%

Characters with disability
8 people; 0.0005%

Homosexual
7 people; 0.0005%

Couples
179 hetero vs 2 homo

The **generic masculine** (e.g. Schüler) (n=6643) is often used in history textbooks. **Neutral terms** (e.g. Schulkinder) (n=3064) are less used and **double designations** (e.g. Schülerinnen und Schüler) are rarely used (n=114).