

Revised draft Outline of the Guidelines for textbook analysis

(23.07.09)

| | | |
|---|--|---|
| Introduction | Explaining the project context and background and its contribution to revising textbooks in Vietnam Needs for textbook analysis from a gender perspective | |
| I. Quality learning for personal and community development through gender mainstreaming in education | The role of textbooks in promoting quality learning Gender mainstreaming in education | Current understandings of quality learning Textbooks: Advantages and disadvantages Conceptual clarification (gender; gender issues; gender equality) Gender issues in education from an international perspective Gender issues relevant to Vietnam Impacts of gender inequality on education and personal and community development Importance of, and overall strategies for gender mainstreaming |

| | | |
|--|--|--|
| <p>II. Textbook analysis: conceptual and methodological aspects</p> | <p>Rationale for textbook analysis from a gender perspective</p> <p>Overview of the research methodology and expected outcomes</p> <p>What may hinder gender equality in textbooks?</p> <p>Looking into different aspects of textbooks and their usage</p> | <p>How textbooks can promote gender equality</p> <p>Describing the process, resources and links with similar processes internationally</p> <p>Examples: Biases generated by customs/traditions Self-perception of women Biases with regard to occupations and social status (i.e. retirement) Biases with regard to expectations for boys and girls in life and work (e.g. housework assigned to women/girls; specific attitudes associated with boys, like being aggressive; economic pressure on boys to be providers of income and security for their families)</p> <p>Textbook design</p> <p>Authors The philosophy of learning reflected in textbooks Content selection (i.e. examples) Illustrations Suggestions for student activities Assessment procedures</p> <p>How textbooks are used</p> |
|--|--|--|

| | | |
|--|---|---|
| | <p>Developing an analytical framework</p> <p>Methods and instruments for textbook analysis from a gender perspective – how to do manual</p> | <p>Define analytical concepts, quality criteria and indicators Provide check lists/matrixes with regard to different aspects</p> <p>Analysis of the discourse in textbooks Interviews with users, such as teachers and students Focus groups with stakeholders</p> <p>Instruments (examples of instruments used in other countries; examples of research procedures used in other countries):</p> <p>Check lists Interview guide/Questionnaires Focus group questions</p> |
| III. Preparing a consolidated Report of findings, including recommendations to improve primary education textbooks that promote gender equality | Data collection and processing | Provide subject-related findings (how mainstreaming is and can be done through different subjects, because subjects address this differently) - (Vietnamese language arts; Mathematics; Social and science studies & Science; History and Geography; Ethics) |

| | | |
|---|--|--|
| | Interpretation of data to draw conclusions and recommendations | <p>Validation of data through the extended advisory groups</p> <p>Provide a consolidated Report with the following possible structure:</p> <ol style="list-style-type: none"> 1. Introduction 2. Textbook analysis from a gender perspective: research scope and usability 3. Main research findings by subject areas 4. Conclusions 5. Recommendations to policy makers, textbook authors and teachers |
| IV. Using the research outcomes to promote advocacy, as well as policy change and curriculum/textbook revision | <p>Strategies for awareness raising and advocacy</p> <p>Involving stakeholders in processes of education/curriculum change</p> | <p>Working with education partners, including the media</p> <p>Communicating the research outcomes to stakeholders (i.e. policy makers: influential persons; people who shape public opinion)</p> <p>Establishing partnerships for sustainable processes of education/curriculum change (involving people and institutions that can support)</p> |

| | | |
|--|--|--|
| V. Annex – Work plan | | |
| Glossary | | |
| Bibliography Relevant websites | | |