

GENDER EQUALITY ISSUES IN SCHOOL TEXTBOOKS: GENDER ANALYSIS OF THE TEXTBOOK APPROVAL RULE AND PROCEDURES AND TEXTBOOKS DEVELOPED UNDER THE THIRD WAVE OF NATIONAL CURRICULUM

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**TOGETHER AGAINST
GENDER STEREOTYPES AND
GENDER-BASED VIOLENCE**
#eu4genderequality

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Introduction: Gender Equality in Georgia

Article 11 of a new Constitution of Georgia, which was adopted by the Georgian Parliament in 2017, recognizes the principle of equality: under the Paragraph “a”, Article 11 of the Constitution, “All persons are equal before the law. Any discrimination on the grounds of race, color, **sex**, origin, ethnicity, language, religion, political or other views, social affiliation, property or titular status, place of residence, or on any other grounds, is prohibited”. Paragraph 3 of the same Article underlines the State’s commitment to provide equal rights and opportunities for men and women. “The State shall take special measures to ensure essential equality of men and women and to eliminate inequality”.

Alongside the Constitution of Georgia, the important legislative acts are the 2006 State Concept on Gender Equality and the Gender Equality Action Plan, as well as the 2010 Gender Equality Law. In addition, in 2016, the Georgian government assumed a commitment to implement the UN Sustainable Development Goals at the national level. Along with some serious legislative initiatives, a number of important political steps have been taken to ensure gender equality, setting out the state's commitments at the national level, as well as those before the international community. In this regard, a fundamental step was Georgia’s signing and ratification of the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) in 1994, as well as joining the Beijing Declaration in 1995 and adoption of the Action Plan. The formation of a standing body - the Gender Equality Council in the Georgian Parliament shall be also regarded as one of the most important steps in this regard.



Gender Equality in Education

The importance of gender equality is partially reflected in the Georgian legislation in the education field. In this regard noteworthy are the specific educational regulatory acts, such as the Law on General Education, National Objectives of General Education, National Curriculum for Primary and Basic Levels, School Textbook Approval Procedure, Teachers' Professional Standard and Professional Development and Career Growth Schemes and their gender equality provisions:

Under the Paragraph 2, Article 4 of the Law of Georgia on Gender Equality: "To protect gender equality, the following shall be ensured without discrimination: b) equal access to education for men and women and free choice of education at any stage of learning. Under the Article 7 of the same law: "State guarantees for gender equality in the sphere of education and science: 1. Everyone shall have the right to freely choose a profession and specialty according to one's ability. Such equality shall be ensured through equal access, without discrimination, to general, vocational and higher education. 2. The State shall ensure equal conditions for men and women to acquire general, vocational and higher education in all kinds of educational institutions, including their involvement in the educational and scientific processes.

In the General Education Law, the gender issue is regulated by Article 21⁷, which is related to the teachers' activity and professional development procedure. Paragraph 2, Article 21⁷: 2. The Teacher Pre-service, Professional Development and Career Advancement Scheme shall treat teachers equally irrespective of their race, color, language, **sex**, religion, political and other views, ethnicity and social affiliation, origin, material and titular status and place of residence." Gender issues are to some extent covered in the Article 33, under which: "A person convicted of a crime against sexual freedom and sexual inviolability under the Law of Georgia on Combating Sexual Freedom and Sexual Inviolability shall not be employed in a general education institution, irrespective of whether the conviction has been revoked or overturned. On the other hand, the law makes no mentioning of the gender equality of teachers.

The National Curriculum is one of the most important regulatory documents and tools for promoting community development through gender equality teaching and education. However,



the National Curriculum says virtually nothing in this regard. Article 26 of the National Curriculum provides a general overview of the use of additional resources beyond school textbooks: “4. The use of additional educational resources or visual aids in the learning process should serve to achieve the objectives set out in the National Curriculum. Its content, design or any other attributes should not contain discrimination and / or discrediting elements (including on the grounds of language, nationality, **sex**, ethnicity and social affiliation, etc.) - however, the gender equality issues have not been introduced to the subject curricula at any level.

Certain aspects of sex education are covered by the 8th Grade Biology National Curriculum; namely, the following is indicated among the outcomes to be achieved: “Analysis of the risks related to early sexual intercourse, premature marriage and pregnancy based on the available research findings, discussion of the causes and prevention thereof (**Biol.Nat Sc.11,12,13**)”; as well as “Male and female reproductive system and description of its functions (**Biol. Nat.Sc.1,2**); Research-based substantiation of the adverse effect of parents’ violation of the healthy lifestyle on the fetal development and discussion of the risk-factors for the spread of sexually transmitted diseases (**Biol.Nat Sc.1,2,5,6,7,8,9,10**); linking the obtained human reproductive system knowledge to different professions/sphere of activity (healthcare, overcoming infertility, diseases, in vitro fertilization, medicine, immunology) (**Biol.Nat.Sc.11,12,13**). In fact, even in this case, some issues related to sexual characteristics have been emphasized, but the curriculum makes no mentioning of the gender equality issue.

The gender equality issues are not reflected in the National Curriculum. Therefore, it is less likely that those issues will be discussed in school textbooks. The analysis conducted as part of the project proves that introduction of materials recognizing women’s role in history, literature, science and arts etc., in the school textbooks is not encouraged.



Research Methodology

The purpose of the research is to determine the compliance of educational resources approved and recommended by the Ministry of Education and Science with the gender equality principles.

Consequently, the objective of the research is to answer the following questions:

- To what extent are the gender equality issues covered by the Georgian education system's regulatory legislation and documentation?
- Does the textbook approval procedure, relevant regulations and procedures provide for the gender balance and corresponding sensitivity in school textbooks?
- To what extent are the gender equality and sensitivity issues provided for in the 2018-2020 textbook approval procedure and processes? To what extent and how are the gender equality issues reflected in the textbook evaluation criteria?
- To what extent and how was the practical evaluation of the gender balance/ equality issues performed in the textbook approval process? What impact did the evaluation of gender issues have on the approval processes and outcomes in textbooks and auxiliary materials?
- To what extent did the gender issues represent an integral part of the common evaluation system? To what extent were the gender issues evaluation and recommendations provided in the contextual material and cross-cutting issues?
- To what extent were the authors / group of authors and publishers working on textbooks subject to approval prepared for the development of gender sensitive material?
- To what extent was the qualitative and quantitative balance of the textbook illustrations maintained in gender terms?
- How gender sensitive is the textbook content? To what extent do the textbook content details provide for sexual characteristics? To what extent is the textbook content focused on promoting gender equality?
- To what extent are school textbooks focused on addressing content that is sensitive to gender imbalance? To what extent do they provide opportunities for discussing issues from a gender perspective? To what extent do the methodological guidelines



and references attached to the textbooks encourage the discussion of gender imbalance issues?

- Is there a shared vision among the key stakeholders with regard to reflection, analysis and evaluation of gender and diversity issues in the textbook approval process? What kind of challenges and drawbacks have been identified in terms of procedures, processes and outcomes from different perspectives of the parties involved?

To answer the research questions, it is planned to apply the qualitative research method, which combines the following three types of tools:

- Desk analysis of the documents covering the approval process, procedure and evaluation;
- Content analysis of the selected textbooks;
- In-depth interviews with the parties involved in the textbook approval procedure development process.

Research implementation timeframe – 7 months, time period – February-September, 2021.



Research Outcome

Regulation and conduct of approval process/desk research findings

School textbooks and their approval process is one of the most important components for ensuring gender equality teaching in school education. Several problems have been identified in this regard, which we will discuss in detail.

- 1) The 2011 Ministerial Order on School Textbooks Approval Procedure explicitly stated that “a textbook shall not be evaluated and shall not be subject to approval: ...provided that “its content, design or any other attributes contains discriminatory and / or discrediting elements (language, nationality, sex, ethnic or social affiliation etc.). This clause has been removed from the 2017 version of the order (№28/6, dated February 16, 2017, On Approval of the textbook/series approval procedure for general education institutions) and a new version does not contain such strict requirement for textbook authors. In this regard, evaluation component could be found in the list of criteria for evaluating the textbook content. Requirement 2 – protection of equality, prohibition of discrimination and discrediting elements, provided in the “Requirements for Textbook/Series” set out in Annex 2 of the Order #621, 14.04.2017, of the Minister of Education and Science of Georgia „On Approval of the substantive and technical criteria for the review of general education primary level textbook / series layout”, forms two sub-requirements: Criterion 2 for primary education level textbooks - “Protection of equality, prohibition of discriminatory and discrediting elements”, Paragraph 2.1 lays down as follows: “shall not contain stereotypical, inappropriate, discriminatory and/or discrediting elements on the grounds of language, nationality, religion, **sex**, social affiliation.” The problem about this subparagraph is that the requirements for a textbook have been formed from a negative perspective, which implies developing a textbook free from stereotypes, discrimination and discrediting elements, rather than encouraging the use of diverse, balanced and sensitive approach in the resource development process.
- 2) Paragraph 2.2 defines as follows: “Given the subject specifics, equality on the grounds of nationality, religion, **sex**, social affiliation, has been observed in the text and



illustrations.” Although both paragraphs are applied for review of a relevant type of textbook layout (student’s book, teacher’s book, (with and without e-resource)), the criteria weight (%) by subjects, which determines the ratio of each criterion to each subject, does not define the share of the above requirements in the textbook evaluation, which means that their importance in the textbook evaluation process is not explicitly defined and the meaning of “subject specifics” is not clearly explained.

- 3) Regulation of gender issues in the basic and intermediate-level content part is determined by the Criterion 5.1., Annex 2 of the Order # 768, 31.12.2018, of the Minister of Education and Science of Georgia “On the approval of the content and technical criteria for reviewing the basic and intermediate-level textbook / series layout” – protection of equality, prohibition of discrimination and discrediting elements, which determines the same sub-criteria as the two primary-level sub-requirements; herewith, it should be noted that it is not evaluated by the scoring system and the criterion-related requirement for a textbook has been defined as ‘satisfying/not satisfying’. Starting from 2018, an official from the Ombudsman’s office has been involved in the textbook approval process, which could be considered as a positive step in this regard. The Ombudsman’s Office representative has been monitoring textbooks submitted for approval in terms of gender equality. However, the involvement of the Ombudsman’s Office official to some extent has proved to be a formal procedure and has had little effect on the textbook quality improvement.
- 4) From a title perspective, during the individual evaluation of the textbook, “other specialist” and a psychologist check the material within the framework of a specific functional load. In particular, to determine textbooks’ compatibility with the Constitution of Georgia and the UN Sustainable Development Principles; and also, when discussing the criteria for the observance of equality and ethics, as well as for prohibition of incitement to violence, a psychologist is involved in this process along with the “other specialist”. An official from the Ombudsman’s Office evaluated the textbook through relevant criteria independently from the other specialist, through the general recommendations did not reflect his / her remarks and recommendations due to the



differing views of the other members of the Commission, who considered that reflection of the expressed views would deprive a textbook of its corresponding subject-related value and that the opinions expressed were artificial (Chanturia, Kadagidze, 2020).

- 5) Different value of involvement is indicative of a non-holistic vision of the development of diversity and cross-cultural sensitivity; as part of the approval process announced in October 2019, during the March 4-June 18, 2020 peer review phase, a reviewer with the “Other Specialist” status was not involved in the review of the study materials of the basic-level individual disciplines due to the theme of certain subjects and relevant competence of other evaluators. In this cases, the title evaluation of the textbook was carried out by a psychologist within the framework of the shared functional load (Physics, Chemistry, Civics, Physical Training and Sports, First Foreign Language English; Second Foreign Language Russian; Second Foreign Language German);
- 6) Despite the results of an independent evaluation, a representative of the Ombudsman’s Office often failed to engage in a substantive and methodological discussion with a specialist due to inadequate qualification in a relevant field and education sphere. Therefore, in order to reflect the specific criteria in the evaluation, it was important that the Ombudsman should select and commission specialists with an in-depth knowledge in the field, who, in addition, would be able and ready to profoundly analyze and substantiate the gender and cultural issues.
- 7) Those recommendations that aimed at highlighting Georgia's ethnic diversity and observing / promoting gender equality in the textbooks were particularly opposed by reviewers enjoying different status. The abovementioned problem most often appeared in the Georgian Language & Literature subject group, resulting in failure to share relevant recommendations (Georgian Ombudsman’s proposal for improving the general education institution’s textbook/series layout review process, N 17-1/9393 23/09/2020).
- 8) The majority of the Education Ministry’s selected reviewers do not share the diversity vision under the minority paradigm and do not consider it necessary to highlight diversity as a value, as well as to develop tolerance for Georgian as a native language and, consequently, for the dominant ethnic group students. The Ministry’s selected reviewers



believe that it was not necessary to present Georgia's ethnic diversity in the Georgian Language & Literature textbook, for example, through integrating ethnic minority people's names, as there is a separate subject - "Georgian as a Second Language" available for non-Georgian-speaking sectors (Georgian Ombudsman's proposal for improving general education institution textbooks/series layout review process, N 17-1/9393 23/09/2020). _ In other words, knowledge of Georgia's diversity and the development of appropriate attitudes are not important for the representatives of the dominant cultural group, and in this respect only the minority school textbooks should reflect the existing diversity, which is unjustifiable from a pedagogical as well as civic and political point of view.

- 9) Another specific challenge is manifested in the inadequate understanding of the school's role in developing civic engagement and civil society; members of different Georgian Language & Literature subject groups also pointed out that the formation of a democratic citizen, i.e. a person supporting cultural diversity and other values, is a function of exclusively one subject - "civic education". Therefore, they disregarded the Ombudsman's representative, "other specialist" 's views with regard to other subjects, underlying initially erroneous pedagogical understanding and misconception of the importance of school as an entire institution and its environment.
- 10) Here it should be noted that a system for selecting "other specialist", the Ombudsman's commissioned reviewer, was not transparent. A mechanism through which the Ombudsman selected the "other specialist" was absolutely non-transparent. In addition, beyond the Ombudsman institution, the general public was less involved in the selection process, which reduced the possibility for the Ministry to take full advantage of this unique opportunity to participate in the evaluation process by selecting the qualified staff – the 'other specialist', allowing to substantiate the opinions for all subject groups in a competent and convincing manner.
- 11) It was due to the Ombudsman's selected "other specialist's" insufficient qualification and competence in the field of training and education that an adequate and well-



reasoned discussion with other reviewers did not take place. This issue is directly related to the above-mentioned non-transparent selection system problem.

- 12) The Appeal Commission staffing procedure also proved to be problematic. The Appeal Commission comprised only the representatives of the Education and Science Ministry and school principals. Consequently, no democratic mechanism for problem resolution was offered. Therefore, it is important that some additional levers be activated in this regard. As a result of staffing the Appeal Commission through an undemocratic procedure, the decisions rendered by the Appeal Commission have proved to be unfair and inadequately reasoned. A total of 19 appealed textbooks were reviewed by Appeal Commission in 2020. The Commission failed to involve an independent expert in the review process. A reviewer with the “Other Specialist” status was involved only once, whereas a psychologist was involved twice. It is noteworthy that even the involvement of the aforesaid persons has virtually no impact on decision-making process, since the Appeal Commission members are the only authorized decision-makers, while the Commission, as mentioned above, comprised only the Education Ministry officials.
- 13) It was often the case that textbooks got low rating in terms of their compliance with the UN Sustainable Development Goals and observance of equality and ethical standards, while the final evaluation was high, and vice versa. Consequently, it is obvious that instead of getting a fully sophisticated textbook as a result of harmonious work of the subject specialist and “other specialist”, we received problematic textbooks in one area or another, while the evaluators could not agree upon the important principles that would be taken into account when evaluating the important textbooks.
- 14) Another problem is related to accessibility and transparency of the Commission session minutes and reviewers’ conclusions that are hard to be obtained even anonymously. Even the Ombudsman’s Office does not anonymously disclose its specialists’ conclusions, so as to allow for the analysis of the aspects and areas that in particular cases have made it possible to achieve positive results. The Ministry of Education and Science turned out to be much more transparent in this regard, as it provided the conclusions on each



textbook through the involvement of the Education Management Information System (EMIS). The analysis of those conclusions is presented separately in this report.



Analysis of the Textbook Evaluation Reports

Expert recommendations provided by the Education Management Information System (EMIS), that have been analyzed as part of the research, cover the 2019-2021 period and imply evaluation of 197 textbooks. A total of 50 textbooks were selected for the analysis as part of the research through systematic sampling technique (sampling interval – every 4th textbook) with due account for the evaluation year and the analytical review of the evaluation reports was conducted. The results were combined according to the areas of findings and relevant conclusions were drawn up.

Findings

Textbook evaluation reports have exposed the following picture:

1. The arguments provided in the textbook place ambiguous focus on each aspect defined in the sub-criteria of the criterion " Protection of Equality, Prohibition of Discrimination and Discrediting Elements", which includes (... stereotyped, inappropriate, discriminatory and/or discrediting ...elements on the grounds of language, nationality, religion, sex, social affiliation and other grounds). It is often the case that a certain aspect is discussed and the arguments and recommendations are provided, while the rest of the aspects are neglected.
2. Evaluation of gender as one of the aspects of the aforesaid evaluation criterion is rather ambiguous in terms of profoundness, underlying a lack of evaluation standard. The attitudes of a particular person / persons involved in the process differ qualitatively, as well as in terms of intensity, which raises doubts about readiness to see gender competencies from the subjects perspective.
3. One may come across the evaluations that are insufficiently clear and do not provide the authors with a precise course to follow for the implementation of recommendations. For example, the following wording could be found in a recommendation provided in one of the textbooks: p.142. *"When discussing female beauty: somehow try to present both*



genders;” a corresponding recommendation explanatory note in that very evaluation reads as follows: p.142. “Female beauty issues were particularly highlighted in Europe and Georgia in the early and late Middle Ages, whilst in those epochs there were also male beauty standards available both, in Georgia and in Europe.” This kind of explanation is hardly suffice for the authors to properly manage the stereotype attribution.

4. On the other hand, some detailed and important remarks, recommendations and arguments could be found when evaluating the textbook criterion “Protection of Equality, Prohibition of Discrimination and Discrediting Elements”. Those remarks and recommendations are rather valuable and if taken into account, could considerably improve textbooks’ gender visions and manifestations. Insofar as the evaluations allow for identification of certain textbooks, we may assume that the recommendations have been either partially taken into account or have been completely neglected, which, on the one hand, emphasizes disregard for gender issue, as an important aspect, and, on the other hand, points to some serious shortcomings in the process, where the experts’ efforts (other specialist, psychologist) are attached formal importance and have little influence on the textbook approval process.
5. It is noteworthy that detailed and valuable recommendation and argument patterns include not only the evaluation of textual / illustrative material within the specific context, but also provide authors with the guidelines on how to properly conduct gender-related post-reading and classroom discussions and homework activities. Therefore, it is particularly important that this type of evaluations be precisely taken into account, repeatedly reviewed and integrated into the textbook development methodology.



Regulation and Conduct of Approval Process/In-depth Interview Results

In-depth interviews were conducted in the following areas: 1. Approved textbook authors and publishing house representatives; 2. Experts involved in the textbook approval process; 3. Decision-makers involved in the administration of the approval process. Semi-structured protocols were developed for the interviews in each target area.

Findings

Interview analysis allows to conclude as follows:

1. Inadequate and unrealistic time-limits set for textbook development, which has a negative impact on its content adequacy, as well as on the overall quality and relevance, is the main challenge for the majority of authors.
2. In the authors and publishers' opinion, the problem does not merely lie in a tight deadline set for textbook development, in general, but rather in the inappropriate distribution of time between different stages of a given period. The authors erroneously believe that they are given half or even less time for textbook development than the experts' group is allotted for textbook review.
3. The absolute majority of the authors believe that the available textbook evaluation criteria are not clear enough to ensure gender balance, reflection of diversity and prevention of discrimination, especially against the background of the lack of methodological approaches and relevant recommendations.
4. Textbook evaluation process is not transparent enough, while the evaluation itself is not clear-cut and convincing. Evaluation is to a greater extent based on the evaluation experts' priorities and attitudes and, therefore, it relies less on the objective measurement-based evaluation approaches.
5. Fewer expert group members are properly trained to provide qualified, goal-oriented and valid remarks and recommendations with regard to inclusion of gender and diversity



issues in the textbooks, which is hardly possible to be balanced through certain recommendations issued in this regard by an individual expert.

6. The majority of authors believe that the conditions necessary for gender balance are provided for in the textbook to the maximum extent possible. They, however, admit that they have never been properly trained and prepared for this approach and, consequently, consider the equality issues within the independently acquired competences and belief.
7. The large part of authors believe that a methodological training on gender and diversity issues would be very useful and important not only for them, but also for the textbook review group.
8. In the authors' opinion, the coherence and relevance of the curriculum and subject standard is the most important factor for developing contextually and methodologically fine-tuned, quality textbooks. In addition, the instructions provided in the standards are not clear and comprehensive enough so as to serve as a guide during the textbook development process. The authors are quite free in presenting their methodological and contextual vision of the textbook according to the guidelines, though, on the other hand, these approaches are often not recognized and disregarded by the course and spirit of the evaluation process, requiring the authors to somehow meet certain unwritten criteria. In the process of adapting textbook to the evaluation team's remarks and comments, the authors point to a drastic change in their vision, which totally changes the textbook relevance as well. On the other hand, there is no common position regarding the clarity of different generation curricula and standards for textbook development, and the attitudes towards the advantages of different generation curricula and standards vary.
9. Young, novice and inexperienced authors often find it hard to engage in textbook development due to a stressful and constrained environment, lack of experience adapting to frequently and unexpectedly changing contextual and methodological requirements, vagueness and ambiguity of the evaluation criteria, non-transparency of the evaluation process and a lack of mechanisms for learning and grasping the textbook development principles.



Gender Equality in School Textbooks: School Textbook Analysis

A total of 16 school textbooks have been analyzed. Following the selection, a list of school textbooks has been compiled, which is given below:

Subject	Grade
Natural Science / Our Environment	I
Mathematics	I
Georgian as a Second language	II
Arts	II
Visual and Applied Arts	III
Georgian Literature; Georgian Language	III
Mathematics	IV
Georgian Language and Literature	IV
Our Georgia	V
Georgian as a Secondary Language	V
Music	VI
Russian	VI
Geography	VII
History	VII
Biology	VIII
Civics	VIII

Publishers whose approved textbooks were analyzed in gender terms are provided in the table below:

Publishing Houses	
1	“Shemetsneba” Ltd.
2	“Pedagogika” Ltd.



3	“Intelekti” Publishing House
4	“Palitra L Publishing House” Ltd.
5	“Meridiani”
6	Applicants training center
7	Avtandil Saginashvili
8	"Sakartvelos Matsne" Newspaper
9	“Clio” Publishing House
10	"Bakur Sulakauri” Publishing
11	"Clio Publishing” Ltd. and “Tskarostvali” Ltd.
12	“Diogene” Publishing
13	“Logos Press”
14	“Trias Publishing House” Ltd.
15	N(N)LP Epigraph

Textbook analysis allows to talk about the following findings and conclusions:

- Only few of the analyzed textbooks include gender equality-related positive scenarios, patterns and/or decisions.
- Textbooks’ gender balance varies considerably across different publishing houses and authors, both from the qualitative and quantitative perspective.
- There are differences between subjects and subject groups in terms of gender equality, balance and sensitivity, and those differences are not directly linked to the subject’s content specificity.
- In the absolute majority of textbooks, the gender imbalance could be clearly identified even on the basis of the analysis of unequal distribution of male and female illustrations.
- A lack of authors’ and publishing houses’ awareness of and preparedness for proper



coverage of the gender equality issues is evident even when there is a natural interest in gender issues in a particular textbook and the attempts to cover them are obvious. In such cases, the authors' visions are formed based on their knowledge, personal preparedness



and experience, which can often be a ground for misrepresentation or insufficient presentation of the issues.

- A detailed analysis of each textbook proves that gender imbalance could be found to varying extents and degrees. Gender imbalance is manifested in the attempts to redistribute male primacy and supremacy, roles, functions and activities in accordance with the gender expectations, as well as to reduce, extinct or superficially adjust women. For example, in the form of representation, reproduction of gender stereotypes independently of the curriculum and textbook content.
- In certain cases, ensuring gender equality and equal representation in textbooks is complicated by a lack of relevant information or limited access. However, gender sensitivity of textbooks is less related to the issues of access to and / or abundance of relevant materials, and largely depends on the degree of importance that the authors and publishers attach to gender issues.
- Authors and publishers, for the most part, fail to promote the advancement of teacher and student gender-related discourse through offering basic text post-reading discourse and discussion assignments, which is the proven and most effective way of turning even the most negative patterns into a positive educational resource.
- By the degree of problematicity of the gender issues in published and approved textbooks; while part of the textbooks contain positive patterns and are more or less gender-balanced, the other part is absolutely unsuitable for direct or indirect delivery of gender issues to students.



Relevant Recommendations

Legislative regulation

- To ensure gender-responsive education law and regulatory documents, evaluation criteria;
- To initiate relevant amendments and addenda for ensuring compatibility of gender sensitivity of the National Curriculum, teacher's standard, school principal's standard, teacher's sectoral benchmark document with Georgia's national and international commitments to gender equality.

National Curriculum, School Textbook Approval

- To cover gender sensitivity issues in all cross-cutting competences of the National Curriculum;
- To clearly reflect and highlight gender equality awareness-raising in the national curriculum of Georgian as a native language;
- To ensure clarity and conformity of the textbook approval procedure with the gender equality requirements, which allows for textbook evaluation through the well-defined and universal criteria
- To ensure reflection of gender equality requirement and gender-sensitive approaches for every subject and subject group.
- To ensure transparency of the approval procedure and equal textbook evaluation for every author and publisher;
- To ensure equal and full involvement of relevant qualified staff in the approval process for evaluation of gender issues in the education context;
- To develop practical guidelines so that experts involved in the approval process could fully realize and integrate gender and other diversity criteria into the evaluation process and be prepared for the application thereof;



- To ensure that “Other Specialist” nominated by the Ombudsman for textbook evaluation be selected through a transparent and competition-based process;
- To ensure that the qualification requirements and criteria for the Ombudsman’s nominated “Other Specialist” are clearly defined and, alongside the gender equality, multicultural education, human rights knowledge, also cover the education, pedagogy and subject knowledge;
- To ensure that other specialists invited for evaluation of gender issues could improve their professional competencies in gender knowledge analysis and awareness from an educational and pedagogical perspective;
- For the purpose of raising gender awareness of experts involved in textbook evaluation process, including subject experts and “other specialist”, to plan their professional development activities, which could be done through trainings and workshops;
- To pay due attention to the opinions and views of the external independent staff, as well as to set and implement necessary procedures for proper reflection of their opinions and recommendations.
- To revise the Appeal Commission staffing procedure and ensure its representation, which implies that it should not only be staffed with Education and Science Ministry officials and school principals, but should also allow for full and equal participation of the education and gender area independent field experts in the discussion and decision-making process.
- To develop specific guidelines for authors and publishers that will clarify the requirements set for textbooks in terms of gender equality and other manifestations of diversity, thus allowing to integrate them into the content issues and methodological approaches, making them an integral part of the resource development process.
- To provide corresponding training courses, workshops, and relevant-type advanced trainings for textbook authors and publishers, aimed at developing a proper vision of gender and other elements of diversity and, consequently, ensuring their adequate coverage.
- To mobilize additional materials and resources relevant to the textbook development process and provide them to the authors;



- To ensure synchronization of gender issues in the subject recommendations developed for textbook compatibility with the National Curriculum with due account for subject specifics and diverse approaches to gender representation.

Professional Development of Teachers and School Administrators

- To include gender knowledge and skills for creating an inclusive learning environment in the school principal's standard;
- To plan and implement relevant activities aimed at raising gender awareness of the school community, educational leaders, school administrators, which, on the one hand, will raise their overall responsiveness and, on the other hand, will help introduce gender sensitivity and create a gender-responsive school environment.
- To reflect gender equality and gender-sensitive teaching skills and knowledge in the teacher's professional standard and teacher's sectoral benchmarks.
- Georgian higher education institutions and the National Center for Teacher Professional Development should make relevant modifications to the teacher education and professional development programs in accordance with the changed standards.
- To plan and carry out relevant activities aimed at raising teachers' gender awareness, which, on the one hand, will increase their overall sensitivity and, on the other hand, will prepare them for textbook analysis from a gender perspective, as well as for introduction of appropriate approaches when teaching a subject.

