

ISSUE OF NON-DISCRIMINATION EDUCATIONAL AREA: CONTENT ANALYSIS OF COURSEBOOKS

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ABSTRACT

The article identifies the main components of content analysis of course-books on the principle of non-discrimination. It is detailed the content of parameters to which it is expedient to carry out the anti-discriminatory examination of course-books, among them: pedagogical expedience, the content of text material, illustrative material and the language of course-book.

Key words: *non-discriminatory educational system, non-discriminatory approach, anti-discriminatory examination of course-books.*

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INTRODUCTION

In contemporary society, the importance of forming non-discriminatory educational system is increasing. In addition to bullying, as an aggressive form of behaviour in educational institutions, the attention of educators is directed to the “hidden” learning content, which is primarily manifested in course-books.

Nowadays, in many countries, the anti-discriminatory examination of course-books is being carried out, legal and regulatory and scientific methodological frameworks for its implementation have been formed. At the same time, the components of anti-discriminatory examination and the content of course-books are in the process of developing and improving. This determined the purpose

of the article – to organize the components of anti-discriminatory examination of course-books and to detail their content.

BACKGROUND

Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited (Charter of Fundamental Rights of the European Union, 2000).

According to the Law of Ukraine “On Principles of Prevention and Combating Discrimination in Ukraine” (2014) the principle of non-discrimination provides for: 1) ensuring the equality of the rights and freedoms of persons and/or groups of persons; 2) ensuring equality before the law of persons and/or groups of persons; 3) respect for the dignity of each person; 4) ensuring equal opportunities for persons and/or groups of persons (On Principles of Prevention and Combating Discrimination in Ukraine, 2014).

The principle of non-discrimination in education provides for: 1) creating positive attitude to diversity; 2) taking affirmative action to overcome stereotypes, assumptions and prejudices which regardless they appear; 3) accepting and respecting all individuals without distinction of any kind, such as race, colour, sex, language, political or other opinion, religion, national or social origin, property, birth or other status and age or other characteristics (Guidelines on Human Rights Education for Secondary School System, p. 27).

In Ukraine the problem of using English and Ukrainian textbooks at higher education institutes was first highlighted by N. Mospan (2013), who introduced “criteria of educational potential of modern textbooks of English” (p. 46). The anti-discriminatory examination was first held in 2016. It was regulated by the Orders of the Ministry of Education and Science of Ukraine “On Approval the Instructive-Methodological Materials for Expert Examinations of Electronic Versions of the Drafts of Course-books” (2016, 2017 and 2018).

In the teaching guide *Instructive-Methodological Materials for Expert Examinations of Electronic Versions of the Drafts of Course-books* for 8 year students in secondary schools in chapter *Theoretical and Methodological Principles of Gender Examination of the Course-book* the authors determine the purpose of the examination – to find in the textual materials and non-textual elements (e.g. illustrations, methodological apparatus, orientation apparatus) of the course-book the manifestations of discrimination based on sex (stereotyped image of a woman, androcentrism, sexism, etc.) and give recommendations for their elimination. They distinguish the following discriminatory practices in the content of course-books: 1) quantitative disproportionate representation of persons of both sexes; 2) representation of persons of different sexes only in stereotypical gender roles; 3) segregation and polarization based on gender; 4) representation of a person in general and universal values exclusively through the image of a man; 5) the use

of gender-sensitive language (Malakhova et al., 2016, Examination of Course-books: Instructive-Methodological Materials for Expert Examinations of Electronic Versions of the Drafts of Course-books for 8 year students in secondary schools).

In the teaching guide *Instructive-Methodological Materials for Expert Examinations of Electronic Versions of the Drafts of Course-books* for 9 year students in secondary schools the authors of the chapter on anti-discriminatory examination supplemented and expanded information on the theoretical and methodological foundations of the anti-discriminatory examination of course-books: they added characteristics of age, colour, ethnicity, religion, disability, etc. (Malakhova et al., 2016, Examination of Course-books: Instructive-Methodological Materials for Expert Examinations of Electronic Versions of the Drafts of Course-books for 9 year students in secondary schools).

A separate guide of the Instructive-Methodological Materials on Anti-Discriminatory Examination was published in 2018 (edited by O. Malakhova). Its advantage is: the expanded and detailed theoretical and methodological foundations of anti-discriminatory examination of the drafts of course-book, the requirements for expert opinion and the presentation of examination results, the detailing forms of discriminatory language, the discriminatory practices in the content of course-books are accented and illustrated with examples (Drozhzhyna et al., 2018).

In 2019 by the Decree of the Ministry of Education and Science of Ukraine of 31.10.2018 for the content of course-books were put forward the following anti-discriminatory requirements: 1) proportional representation of persons with the maximum possible amount of protected features (e.g. personages / characters of different ages, sex, place of residence etc.); 2) the representation of personages / characters mainly in non-stereotypical social roles; 3) the absence of segregation and polarization by protected features; 4) the representation of a person in general and universal values through various images; 5) the use of non-discriminatory language (collective nouns, descriptive constructions, parallel forms of masculinitives and femininitives). The Decree also emphasizes the need to draw the attention of experts to the presence of tasks, exercises, comments and illustrations aimed at the formation of multiculturalism (tolerant attitude towards representatives of different nations, national and ethnic groups, cultures, traditions and beliefs, the ability to interethnic and interfaith dialogue); the ability to identify and respect different points of view; understanding the needs and capabilities of other people. Moreover, the course-book is not allowed to contain information that distorts or misrepresents the content of human rights (Instructive-Methodological Materials for Experts, 2018).

In accordance with the Order of the Ministry of Education and Science of Ukraine *On Approval of the Procedure for Competitive Selection of Coursebooks (Except e-Coursebooks) for Applicants for Complete General Secondary Education and Pedagogical Staff* (2019) the anti-discriminatory examination is the analysis of textual materials and non-textual elements (e.g. illustrations, methodological apparatus, orientation apparatus) of the course-book; the manifestations

of discrimination on protected features (race, colour, political, religious or other views, sex, age, disability, ethnic and social origin, language etc.) in the form of stereotypes, xenophobia, ageism, andro- and ethnocentrism, sexism, etc. and the provision of recommendations for their elimination (On Approval of the Procedure for Competitive Selection of Coursebooks, 2019).

PRESENTING THE MAIN CONTENT OF THE STUDY

We made an attempt to develop criteria for the anti-discriminatory examination of course-books before (Voyevutko N., Kuligina E., 2019), and now we are trying to organize the content-analysis components of course-books on the principle of non-discrimination and to detail their content.

In accordance with the principle of non-discrimination in education, and based on the legal and regulatory framework on the prevention and counteraction of discrimination, it is appropriate to analyse the course-book by the following components: pedagogical expediency, content of text material, illustrative material, and language of the course-book. Let us consider the contents of the components mentioned above.

The content of the component *pedagogical expediency* implies that the course-book fosters a tolerant attitude towards the representatives of all peoples residing in the country, contributes to overcoming national stereotypes and prejudices towards international understanding. All students, regardless of ethnic background and religion, may be involved in the learning process using the course-book. It is balanced in terms of frequency and diversity; it represents various national, cultural, religious, social groups that reside in the country. The course-book, which complies with the principle of non-discrimination in education, contributes to overcome gender stereotypes and prejudices in the formation of students own behavioural strategies, and does not contain information that distorts or misrepresents the content of human rights.

The characteristics should be considered while analysing the content of the course-book material. Firstly, parity presentation of men and women, in particular, the presentation both men and women with achievements in various fields of life; the use of authorship texts of both men and women; a person in general and universal values are reflected through the images of both women and men.

Secondly, the stereotypical presentation of men and women, girls and boys: 1) there is no segregation and polarization: a) the educational material (texts, exercises, tasks) reflects the common interests of the joint activities of girls and boys, men and women; b) hobbies and activities of children are reflected without labeling as “boys” and “girls” (for example, boys explore the world around them, girls do needlework, boys play toys “for boys”, girls play toys “for girls”, etc.); c) non-stereotypical representation of social roles, professional activity, status and behaviour of women and men (girls and boys) in society (for example, when the professional sphere is not labelled as masculine and the family sphere is not labelled as feminine, etc.). 2) The reflection of human qualities and emotions is presented without labelling

as *masculine / boyish* (e.g. leadership, activity, competitiveness, etc.) and *feminine / girlish* (e.g. neatness, helplessness, capriciousness, etc.).

Thirdly, the realism of reflecting the surrounding world: are people with different health conditions and disabilities (including different types) represented in educational texts, tasks, exercises, etc. Are different types of families (nuclear, complex, incomplete, etc.) represented? Are old people represented in various ways, including how do they lead an active lifestyle? Isn't there a labelling on reflection the character of a person through appearance, clothing (for example, when positive actions are identified with beautiful people, and physical unattractiveness is identified with negativity)?

When analysing the illustrative material of the course-book should be considered the following issues: 1) are the various ethnic, cultural, religious, social groups that reside in the country / world (depending on the student course) balanced; 2) is the parity of images of women and men respected? 3) Are people with different health conditions and disabilities (including different types) represented in the drawings and photographs? 4) Are the appearance and clothing of people differently and non-stereotyped reflected? 5) Are there no segregation and polarization based on legally protected features? Conditional abbreviations, navigation signs, and the orienting in the course-book should be considered. Are the course-books have no gender label and do not contain discrimination based on legally protected features?

It is advisable to analyse the language of the course-book by the following parameters: 1) the language should be gender sensitive, with the use of correct lexicon towards people with diseases and disabilities; 2) there is no stereotypical generalizations (e.g. all people equally think / feel / act, etc.; all elderly people are wise / incompetent / infirm / sick, all girls are weak, and boys are strong, all Roma are thieves, etc.), and 3) umbrella terms are not applied to people of different ethnicities, religions, etc. In the language of course-book, there is no segregation and polarization based on legally protected features (division into "we" and "they").

CONCLUSIONS

Thus, it should be determined the main components of the anti-discriminatory examination of course-books. Firstly, the pedagogical expediency which implies that all students, regardless of ethnic origin and religion, can be involved in the learning process using the course-book, which: 1) contributes to overcome gender stereotypes and prejudices in the formation of students own behavioral strategies, 2) does not contain information that distorts or misrepresents the content of human rights. Secondly, the content of text material provides for parity and non-stereotypical representations of men and women, and the realistic representation of the surrounding world. Thirdly, the illustrative material of course-book should be balanced to represent the various ethnic, cultural, religious, social groups residing in the country; to portray females and males on an equal and non-stereotyped basis (e.g. their clothing and appearance) as well as people with different health

conditions. Fourthly, the language of course-book should be gender sensitive, with the use of correct lexicon towards people with diseases and disabilities; there should not be stereotypical generalizations and implementation of umbrella term concerning people with different ethnicities, religions, etc.

The prospects for future research are in coverage of foreign experience in the formation of the components of anti-discriminatory examination of course-books and elaboration of their content.

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ДО ПИТАННЯ ПРО НЕДИСКРИМІНАЦІЙНИЙ ОСВІТНІЙ ПРОСТІР: КОНТЕНТ-АНАЛІЗ ПІДРУЧНИКІВ

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У статті визначено основні компоненти контент-аналізу підручників за принципом недискримінації. Деталізовано зміст параметрів, за якими доцільно здійснювати антидискримінаційну експертизу підручників, а саме: педагогічна доцільність, зміст текстового матеріалу, ілюстративний матеріал, мова підручника.

Ключові слова: *недискримінаційний освітній простір, недискримінаційний підхід, антидискримінаційна експертиза підручників.*

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