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GENDER ANALYSIS OF SCHOOL ETHICS TEXTBOOKS

Abstract. *The article presents the results of a gender analysis of school textbooks on Ethics for grades 5–6 within the framework of the New Ukrainian School educational reform. It emphasizes that modern textbooks should offer significant developmental potential and that their content should include both a knowledge component and contribute to the formation of students' personalities and behavioral practices.*

The value potential of Ethics textbooks for grades 5–6 in the context of educational reform and their impact on fostering democratic and universal human values is outlined.

The visual and illustrative materials are examined, including content such as quotations, excerpts from biographies of prominent figures, and the use of gender-sensitive or androcentric language. Hidden narratives and gender stereotypes embedded in the analyzed textbooks are also identified. The study's methodology is based on the algorithm for gender analysis of textbooks developed by Ukrainian researchers. In addition, a qualitative content analysis approach, commonly used by the academic community in Poland, is applied. This method relies on the Gender Equality Index (GEI), designed to monitor progress in addressing gender equality across European Union member states.

The findings reveal that the Ethics textbooks developed as part of the New Ukrainian School reform generally meet anti-discrimination standards. However, attention is drawn to the presence of gender stereotypes and cultural norms that reflect the influence of the "hidden curriculum" and perpetuate dominant patterns of social interaction between men and women. This includes their portrayal in public and private spheres, as well as socially standardized notions of gender roles and behavior.

The article highlights the need to develop uniform criteria for textbook creation that promote gender-sensitive content and offer a balanced, stereotype-free portrayal of women and men – including their roles, responsibilities, and contributions to society.

Keywords: *ethics, gender analysis of textbooks, gender-sensitive vocabulary, "hidden curriculum", reform of the "New Ukrainian School".*

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Introduction. Modern textbooks should have significant developmental potential, as they not only provide educational content but also influence the formation of students' personalities and their behavioral practices. Therefore, it is important for textbook author teams to adopt a gender-sensitive approach when developing content. After all, gender equality is one of the core principles of the *New Ukrainian School* (hereinafter referred to as NUS) reform, which contributes to the

development of competencies, the successful socialization of individuals, and the ability to make informed educational and professional choices.

One of the key objectives of the educational reform is the creation of new textbooks – a central component of the educational and methodological framework – that align with the philosophy, principles, and conceptual foundations of the NUS. Despite some positive progress, it must be acknowledged that the reinforcement of traditional gender roles and the reproduction of patriarchal elements of dominant culture continue to persist. This so-called *hidden curriculum* is still present and, to some extent, actively reproduced not only by textbook authors and teachers but also by students.

Researchers focusing on gender in education argue that textbooks continue to shape stereotypical gender roles and reinforce patriarchal cultural norms, largely due to the ongoing presence of the hidden curriculum. This curriculum promotes gender roles rooted in a patriarchal society. It is important to recognize that such a *hidden program* operates through both textual and visual materials, indirectly influencing the development of values, beliefs, norms, and expectations – all of which manifest in communication, daily behavior, and the adoption of specific social roles [31, pp. 50–51; 5].

The issue outlined above is relevant to the development of textbooks across all subjects; however, our research group focused specifically on the analysis of Ethics textbooks, taking into account the particularities of this educational course.

According to the State Standard of Basic Secondary Education of Ukraine, Ethics is a mandatory course studied over two years during the adaptation cycle of basic secondary education (grades 5–6) [16].

The purpose of the course is to shape students' worldview and to educate free individuals who recognize universal and national values and are guided by a sense of responsibility, respect for human rights, the rule of law, and equality.

The authors of the study believe that the Ethics course is particularly significant, as it includes tasks aimed at developing civic and social competencies connected with the principles of democracy, justice, human rights, and gender equality.

In accordance with the Regulations on the Competitive Selection of Textbook Projects for Grades 5–9 and 10–11 of General Secondary Education Institutions, approved by the Order of the Ministry of Education and Science of Ukraine dated January 5, 2018 [30], special commissions have been established to conduct anti-discrimination evaluations. These commissions operate under the Instructional and Methodological Materials for reviewing textbook projects. The anti-discrimination criteria outlined in these materials are intended to prevent discriminatory (including stereotypical) elements – both textual and visual – from appearing in textbooks.

Although the current Ethics textbooks for grades 5–6 have undergone the required evaluation, in our view, they still contain a certain degree of gender imbalance in both their content and illustrative components.

Aim and tasks. The aim of our study is to analyze Ethics textbooks for grades 5–6 within the framework of the NUS reform. To achieve this goal, the following objectives were identified:

- To analyze visual and illustrative materials;
- To examine the content, including citations and excerpts from the biographies of prominent individuals;
- To characterize the presence of gender-sensitive or androcentric language;
- To identify hidden narratives and gender stereotypes found in the textbooks under analysis.

Research methods. The methodology of the proposed study is based on the algorithm for gender analysis of textbooks used by researchers in Ukraine. This includes counting the number of images of women/girls, men/boys, and anthropomorphic male/female characters in illustrations; analyzing the qualitative and substantive aspects of content – such as the personal traits, social roles, types of activities, and behavioral models associated with male and female characters depicted in texts and illustrations. It also involves identifying the use of femininities, parallel forms of feminine and masculine gender, collective nouns, and descriptive constructions; as well as detecting instances of linguistic androcentrism and sexism in the language of the textbooks [9, p. 9].

To further analyze the materials, we also employed the approach developed by Polish scholars who conducted a qualitative content analysis of school textbooks using the European Gender Equality Index (GEI) [2]. The GEI is designed to monitor progress toward gender equality in European Union member states. It tracks developments in six key functional domains for women and men:

- Work – participation in the labor market;
- Money – financial resources based on average monthly earnings;
- Knowledge – participation in education, especially in STEM and social sciences;
- Time – time spent on household responsibilities and community involvement;
- Power – representation in leadership and decision-making roles;
- Health – health status, behaviors, and access to healthcare services.

Research results. As noted above, our research team selected *Ethics* textbooks for grades 5 and 6 for analysis based on the following criteria:

- Illustrative/visual materials (non-discriminatory depictions of women and men);
- Gender-sensitive or androcentric vocabulary;
- Biographies of prominent figures.

In total, we analyzed 10 textbooks published during the *New Ukrainian School* (NUS) reform and approved by the Ministry of Education and Science of Ukraine (hereinafter referred to as MES). Before presenting the detailed results, it should be noted that since 2013–2014, textbook drafts have been subject to anti-discrimination reviews. This context suggests that author teams have focused primarily on optimizing the visual elements and those content components that previously attracted the most critical feedback. Below, we present the findings of our analysis in greater detail.

Among the members of the author teams, women were in the majority – nine authors compared to four men – which generally reflects the gender distribution in the Ukrainian educational sphere. In our view, broader involvement of women in textbook development should enhance the gender sensitivity of educational materials. However, the research findings indicate the persistence of certain patriarchal attitudes. This may be attributed to the lack of a sustained, productive public discourse about the influence of educational materials on perceptions of gender roles, as well as about the necessary changes in societal attitudes regarding the status and rights of women. In our opinion, this issue warrants a separate, in-depth study.

Textbook by O.M. Danylevska on «Ethics» for grade 5 [14].

At first glance, it seems that the author carefully follows the requirements of anti-discrimination expertise: the number of gender images is almost the same (figure 1).

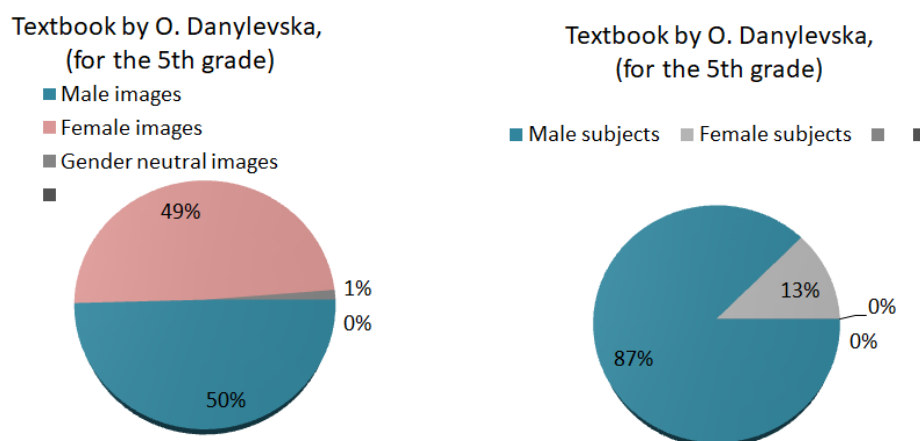


Figure 1. Results of gender analysis of the textbook “Ethics” by O.M. Danylevska for grade 5.

This approach is noticeable in almost all group drawings, where the number of boys/men exactly corresponds to the number of girls/women [14, p. 36]. In some places, even clearly «female» (with a noticeable predominance of women) drawings or photographs are used [14, p. 24, 35, 77], but their number is insignificant. A positive trend is the increase in the number of images where a father or grandfather takes care of children. But the stereotypical attitude towards

grandmothers persists: women of respectable age are the only ones who are less slender than all other human figures in the illustrations. In addition, it is such a woman who is depicted with heavy bags. Similar images of men are not presented [14, p. 35]. Unfortunately, in the textbook, there are 4 people with special needs – women depicted in wheelchairs, and only 1 such image is male. This can create a prejudice among students that health problems are mostly «female». The text contains examples of androcentric language: adjectives that describe personal qualities are given in the masculine gender.

Textbook by O.M. Danylevska on «Ethics» for grade 6 [15].

Analyzing this textbook, it is worth noting that the number of gender images of men and women differs significantly (figure 2).

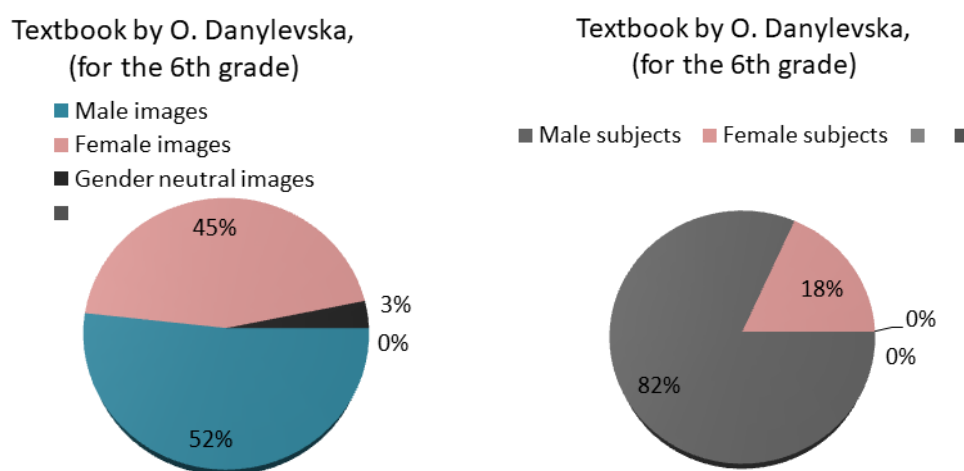


Figure 2. Results of gender analysis of the textbook «Ethics» by O.M. Danylevska for grade 6.

The publication contains photographs or portraits of figures of world and Ukrainian culture, information about them and their statements, which are not gender balanced. Among them: 150 men, 100 women. Unlike the textbook for grade 5, the author added images of women scientists, athletes, and artists. On the pages of the textbook, girls are more often involved in sports. The text uses quotes from works, biographical materials, and mentions of prominent figures, of which: 67 concern men and 15 concern women.

In the vocabulary of the textbook, the author does not adhere to a single standard, using androcentric vocabulary [15, p. 9, 25]. The author's texts are characterized by the use of both gender-neutral and androcentric terms and concepts. In addition, there are many feminine nouns (the textbook has separate tasks for knowing the names of women's professions [15, p. 132].

Textbook O.A. Irtyshcheva, V.M. Kravchuk, I.L. Parshin, I.D. Vasylykiv, L.E. Kuchma «Ethics» for grade 5 [19] (figure 3).

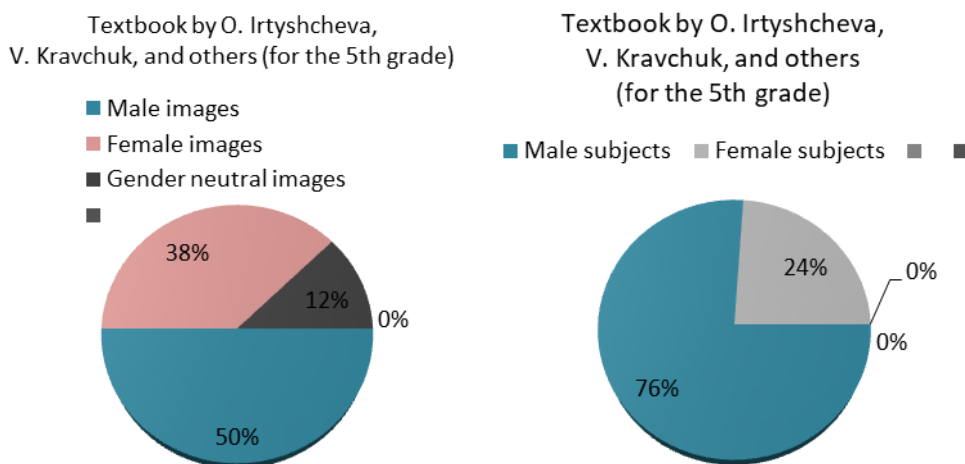


Figure 3. Results of gender analysis of the textbook by the authors: O.A. Irtyshcheva, V.M. Kravchuk, I.L. Parshin, I.D. Vasylykiv, L.E. Kuchma «Ethics» for grade 5.

The publication contains over 190 images of human figures. Some of them are gender-neutral. Sometimes it seems that the authors deliberately chose figures that do not have gender identification. There are 90 male images, 78 female ones. The quantitative difference is amplified by the qualitative characteristics: on the pages of the textbook there are 5 portrait images of prominent men. While there are only 2 female ones: Margaret Thatcher and Madeleine Albright. In addition, the men represent different fields of activity, and both women are politicians.

It is worth noting that women are more often depicted in stereotypical ways: a mother helping children, a grandmother being carried across the road by a boy. Men are mostly depicted in the family circle: when the picture includes a father, mother, children, grandfather and grandmother.

The content of the textbook only partially takes into account anti-discrimination recommendations. The authors used quotes and life stories of prominent figures. But if quotes and mentions of men are present 35 times, then there is three times less material related to women: 11 items. Mentioned men are religious figures, politicians, researchers, writers, artists, teachers, philosophers. Women are represented by three politicians, three writers, designer Coco Chanel, Beyonce (her quote is used, but it is not specified who she is).

Textbook by O.A. Irtyshcheva, V.M. Kravchuk, I.L. Parshin, I.D. Vasylykiv, L.E. Kuchma «Ethics» for grade 6 [20].

The same team of authors developed a textbook for grade 6 (figure 4).

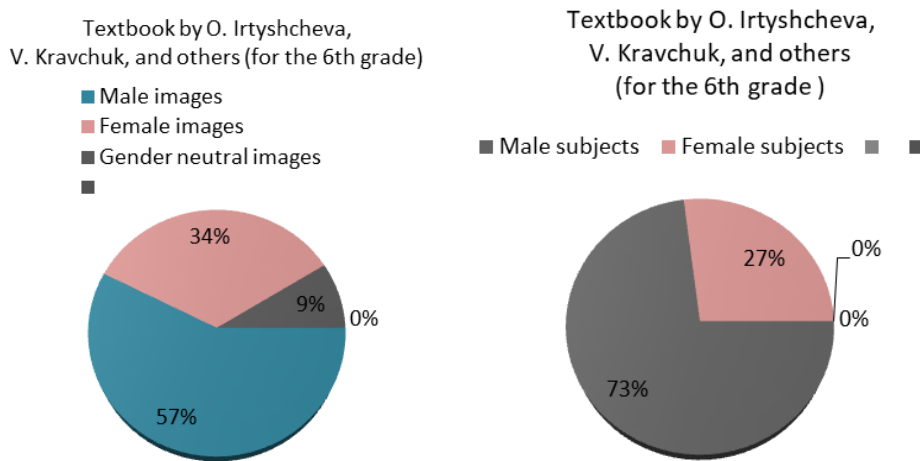


Figure 4. Results of gender analysis of the textbook by the authors: O.A. Irtyshcheva, V.M. Kravchuk, I.L. Parshin, I.D. Vasylykiv, L.E. Kuchma «Ethics» for grade 6.

The pages of this publication are also dominated by images of men: there are 131 of them, while there are 78 female figures and portraits, and 16 images are neutral. This number of images reflects the corresponding quality: the pages contain 11 portraits of prominent men and only 2 female ones. Men are mentioned more often (54 times) (details of their biographies and quotes). There are significantly fewer mentions of women – 20. Among the images symbolizing various professions, there are only 5 female images [20, p. 95]. While there are 17 male images. These are representatives of creative professions, a firefighter and a policeman, a judge, a doctor and a film industry worker. Female images, except for a doctor or a nurse, are difficult to identify by profession. Note that among all the images there is not a single one where men are with their family or playing with children.

Textbook T. V. Meleshchenko, O. V. Zheliba, T. V. Bakka, E. D. Ashortia, L. E. Kozina «Ethics» for grade 5 [28].

The textbook «Ethics: a textbook for grade 5» by the author team consisting of T. V. Meleshchenko, O. V. Zheliba, T. V. Bakka, E. D. Ashortia, L. E. Kozina consists of four sections-conversations, the interlocutors of which are the boy Nazar and the girl Alana. They will encourage reflection on a new topic. Such an author's idea is a certain positive progress towards gender equality. To implement the tasks set in the textbook, gender-sensitive materials were used (figure 5).

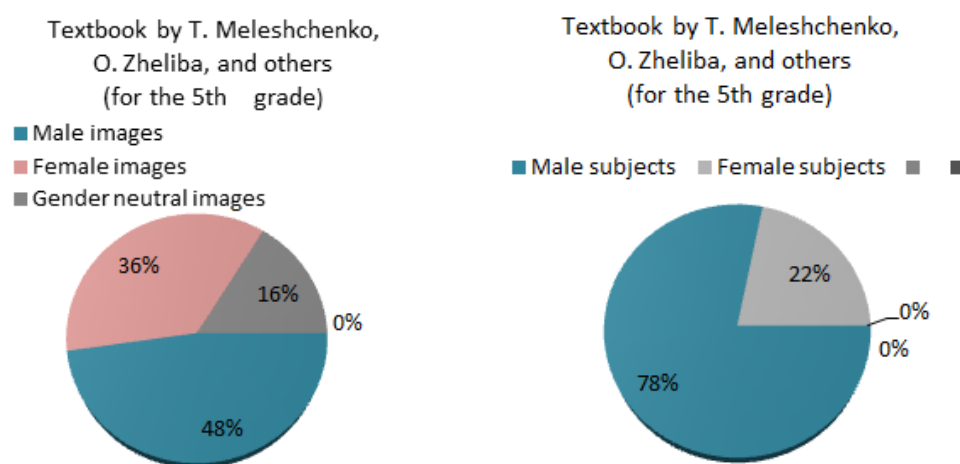


Figure 5. Results of gender analysis of the textbook by the authors: T. V. Meleshchenko, O. V. Zheliba, T. V. Bakka, E. D. Ashortia, L. E. Kozina «Ethics» for grade 5.

The illustrations depict 432 human figures. Some of them are gender-neutral [28, p. 78]. The authors deliberately chose figures that are not identified by gender. There are more images of men – 230, women – 124. The quantitative difference is amplified by qualitative characteristics: on the pages of the textbook there are 9 portraits of prominent men, only 3 portraits of women.

The portrait gallery of women is more often depicted stereotypically: a mother who hugs, takes care of children, prepares dinner, a grandmother who is helped by children. Traditionally, stereotypical male images are: a soldier, a driver, a firefighter, a father who scolds [28, p. 20]. Male images are usually presented in the circle of a family, which includes a father, mother, children, grandfather and grandmother. Traditionally presented [28, p. 78] the division of duties in the family: a girl cleans and waters flowers, a boy walks with a dog. However, there are other images when a mother wipes dust, a father washes the floor, and a boy vacuums the room; or a toddler happily sweeps the floor in the kitchen [28, p. 39]. Thus, the stereotype of men's household duties is neutralized to a certain extent. Boys are stereotypically more emotional [28, p. 63, 66]. They look excited and do not hold back their emotions.

Textbook by T. V. Meleshchenko, O. V. Zheliba, T. V. Bakka, E. D. Ashortia, O. Yu. Bogomaz «Ethics» for grade 6 [29].

The textbook «Ethics: a textbook for grade 6» by the author team consisting of T. V. Meleshchenko, O. V. Zheliba, T. V. Bakka, E. D. Ashortia, O. Yu. Bogomaz is a continuation of the previous project and also consists of four chapters-conversations, the interlocutors of which are the boy Nazar and the girl Alana, already familiar to us (figure 6).

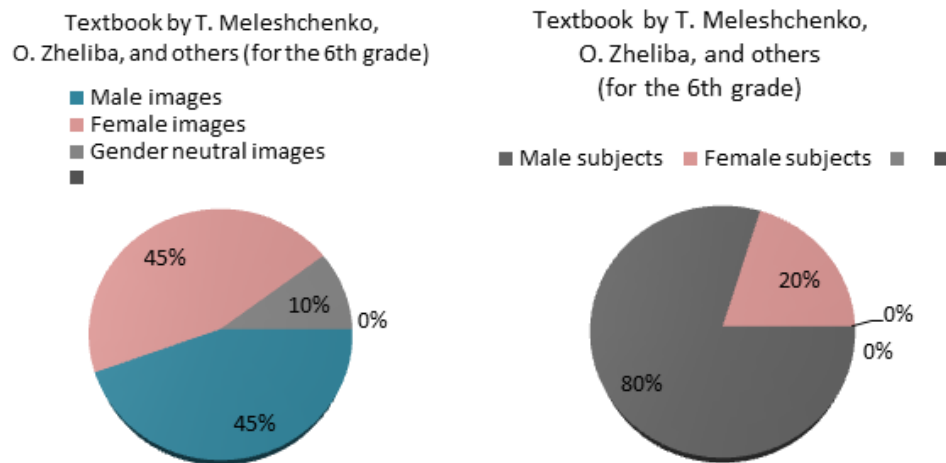


Figure 6. Results of gender analysis of the textbook by the authors: T. V. Meleshchenko, O. V. Zheliba, T. V. Bakka, E. D. Ashortia, O. Yu. Bogomaz «Ethics» for grade 6.

Among the 497 images, images of women prevail: 225 of them, while 221 are male. 51 images are gender neutral. However, such quantitative indicators do not correlate with qualitative ones. Among the portrait images of prominent figures of culture, science and sports, men prevail – 17 portraits, while only 11 are female. Both the former and the latter are representatives of various fields of activity: from ordinary schoolchildren to presidents of states. The textbook also presents the use of fragments of literary and artistic works, statements of famous writers, statesmen, successful entrepreneurs, with whom students are introduced. It is worth noting that this proportion is violated, because we have 71 positions of relevant mentions of biographies and quotes of famous men, while there are only 18 positions of women. The authors tried to adhere to anti-discrimination recommendations, but in some places the textbook still uses androcentric vocabulary: «leader», «initiator», «patron», «volunteer», «manager», «knight», «citizen», «patriot», although it would be more appropriate to use gender-neutral words or feminine analogues.

Textbook O. Martynyuk, O. Gisem «Ethics» for grade 5 [23].

In the textbook, a certain tendency is observed in the reproduction of images of women and men (figure 7).

In the mentioned material, female images predominate quantitatively. But the content part creates a completely different impression: men are positioned as prominent public figures and warriors. This is reproduced both in the illustrations and in the content of the textbook texts. Men are depicted as warriors, defenders of the Motherland [23, p. 93], and women comfort and worry about children [23, p. 91]. Gender disproportion is reproduced by 2 images [23, p. 93], which visually illustrate feelings of patriotism.

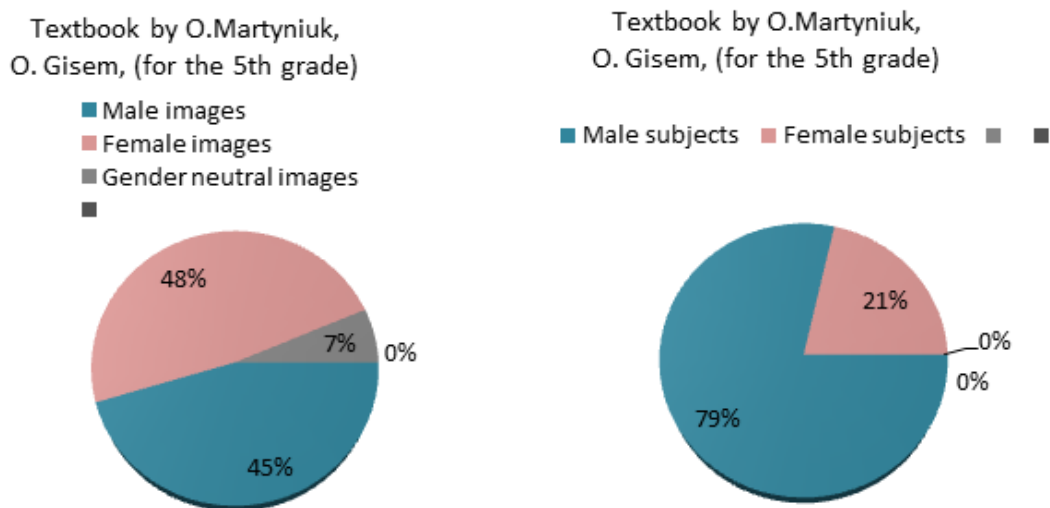


Figure 7. Results of gender analysis of the textbook «Ethics» by O. Martyniuk and O. Gisem for grade 5.

The first image is a group photo of soldiers in camouflage ready to defend their country. Nearby is a group of women and girls in Ukrainian ethnic clothes, who show their feelings of patriotism in ceremonial Christmas actions (Nativity Scene – Christmas Celebrations) [23, p. 93]. The use of certain illustrations demonstrated one of the biggest methodological errors – the interpretation of the gender approach as one that is identified with the sex-role approach: each gender has «its» role, which must be performed by a man or a woman. For example, girls are taught to be skilful housewives who are well-versed in customs and traditions, and boys are taught to be defenders of the country. Thus, public ideas about the traditional role of a woman/man are presented through the characters of fairy tales, stories and poems.

Textbook by O. Martyniuk, O. Gisem «Ethics» for grade 6 [24].

In the materials on «Ethics» for grade 6 by the same authors, images of men predominate and the number of gender-neutral images increases. The situation is similar with the content component: the authors present 28 statements and theses that belong to men and 11 to women (figure 8).

Some images in the textbook are not sufficiently correct. There are also signs of professional segregation. The profession of a cashier in a supermarket is considered a female job, and men are depicted as a surgeon, fire-fighter, and builder, respectively [24, p. 36]. Most female images are depicted in the family circle [24, p. 20, 48]. First of all, one should pay attention to the cover of the textbook, which depicts a men's football team. Thus, the authors unwittingly present characters/actors mainly in stereotypical social roles. The data presented not only reproduce the gender asymmetry that continues to be present in the domestic socio-cultural space, but also

indicate how the «theory of the hidden curriculum» forms a false idea of the insignificant contribution of women to the development of society, science, and culture compared to the activities of men.

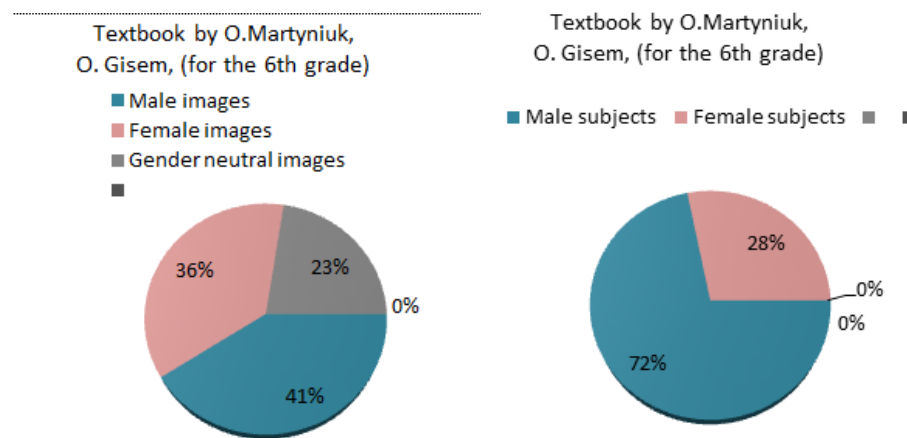


Figure 8. Results of gender analysis of the textbook «Ethics» by O. Martyniuk and O. Gisem for grade 6.

Textbook L. Davydiuk, A. Melnyk «Ethics» for grade 5 [12].

The textbook on «Ethics» for grade 5 by L. Davydiuk and A. Melnyk was not printed due to Russia's full-scale invasion of Ukraine, so we only have an electronic version (figure 9).

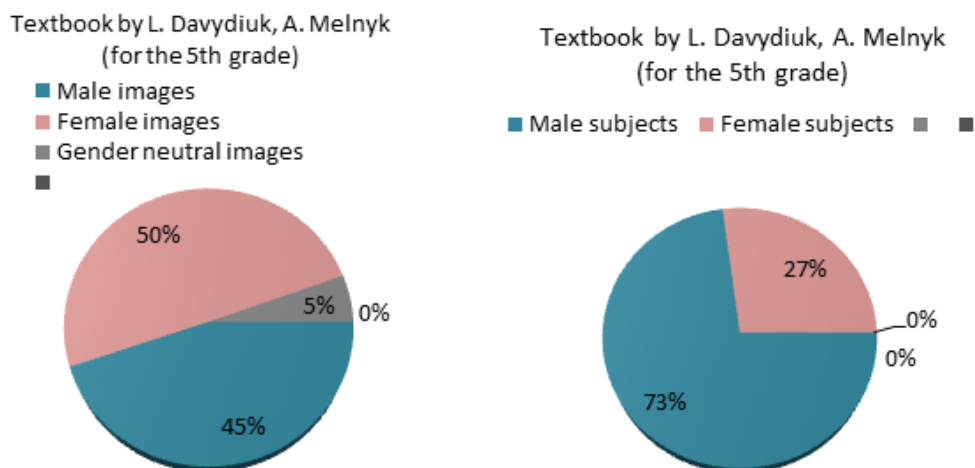


Figure 9. Results of gender analysis of the textbook «Ethics» by L. Davydiuk and A. Melnyk for grade 5.

This is a 108-page layout prepared for printing, followed by 40 pages in Word Document format. This situation somewhat complicates the research. In addition, the authors used pictograms,

which include female and male figures, but it is not easy to see them. It is thanks to the pictograms that there are more female images (182 of them), while there are 164 male images. There are 20 neutral figures, or those whose gender is difficult to distinguish. Such quantitative indicators do not correlate with qualitative ones. The authors used 40 portraits of figures – men and only 9 portraits of women. A similar situation exists with the description of biographies and life facts, quotes from the works of authors: 78 men, while there are 29 materials about women or under their authorship. There are stereotypical expressions, such as the statement that «ethics» enters a person's life with a gentle smile from a mother, caring hands from a father [12, p. 3]. There are pages in the textbook where the adjectives that characterize a person are androcentric [12, p. 14]. However, it is noticeable that the authors did a good job with non-discriminatory recommendations: they used feminine and neutral words more often.

Textbook L. Davydyuk, A. Melnyk «Ethics» for grade 6 [13].

The draft textbook by L. Davydiuk and A. Melnyk for the 6th grade was developed similarly to the materials for the 5th grade (figure 10).

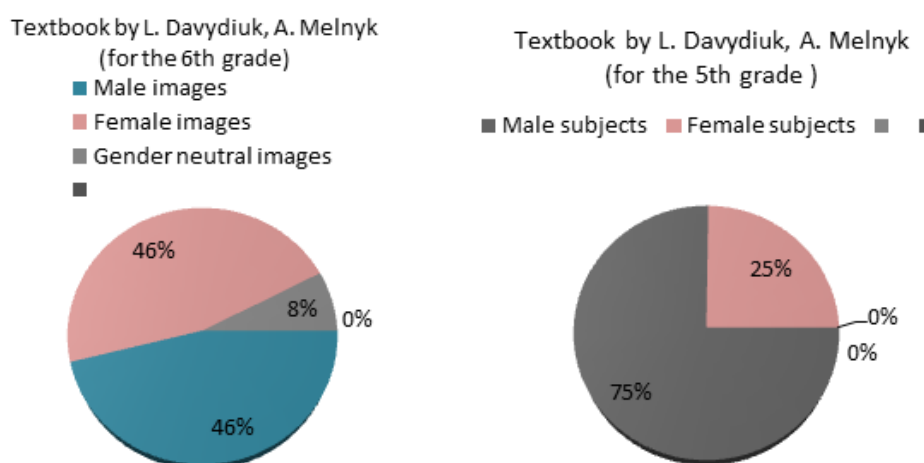


Figure 10. Results of gender analysis of the textbook «Ethics» by L. Davydiuk and A. Melnyk for grade 6.

The authors create an image of male dominance in the fields of science, literature and art. In particular, the thematic spreads that begin each chapter feature 12 prominent men and 3 women. For example, the theme «The World of Human Relations» features only statements by prominent men [13, p. 71]. Along with positive changes (the image of a female military servicewoman next to men is used, and girls playing football are depicted), androcentric vocabulary and stereotypical representation of gender roles are preserved.

In general, we can note a positive trend in the work of authors: the number of feminine pronouns used is increasing, the visual component of textbooks is improving, women are more

often presented as successful politicians, researchers, and artists. However, our research group believes that more attention should be paid to creating a «situation of success» that would support girls' desire to engage in science, engineering, and work in law enforcement.

Discussion. The results we obtained are somewhat correlated with the results of other scientific studies. After all, this problem is relevant for many countries of the world [1; 3; 6; 7].

The authors of the aforementioned studies come to the common conclusion that through the content of school textbooks, students receive educational messages that differ depending on their gender. In combination with the formation of attitudes towards gender roles, which is based on stereotypes of masculinity and femininity, textbook materials can also indirectly reinforce gender inequality.

In this context, it is worth mentioning the «theory of the hidden curriculum», which was first formulated by the American sociologist of education P. Jackson in the late 1960s. [31, pp. 50–51; 5]. The researcher in the structure of the «hidden curriculum» highlighted the interaction of rules, rituals and instructions and labelled this plan as unambiguously negative. [4, pp. 4–5]. Such a plan is characterized by an unexplored content of knowledge; information is transmitted non-verbally or embedded in the deep structures of discourse.

Researchers from Ukraine also raise the issue of stereotypes in educational materials and note that there are patriarchal prejudices in curricula and textbooks, and gender-unbalanced curricula and educational materials to some extent limit the social and cultural development of students [8; 17; 22; 26; 27].

Thus, in the work of the Ukrainian scientist O. Marushchenko [25], the structure of the «hidden curriculum» is logically modernized and detailed, and successful examples of the negative manifestations of this plan are given.

Researchers K. Buts and A. Popovkina analyzed the «hidden curriculum» of modern schools as an unplanned negative educational effect of reproducing gender inequality in society, imposing gender roles, and producing patriarchal elements of the dominant culture [10].

In addition, they conducted a gender examination of textbooks on computer science for 6th grade and algebra for 7th grade by different author teams and revealed the presence of a small number of gender stereotypes, and witnessed positive changes from the standpoint of gender equality and sensitivity in new textbooks, which demonstrated a wider range of women's roles in the modern world [11].

Conclusions. Thus, the analysis of *Ethics* textbooks for grades 5–6 provides grounds to assert that the content and illustrative materials in these publications reproduce gender stereotypes and cultural norms, reflecting the influence of the *hidden curriculum*.

In particular, it is worth noting that the *Ethics* textbooks developed during the educational reform process in accordance with the *New Ukrainian School* (NUS) concept generally meet anti-discrimination standards.

However, the content of these new textbooks shows that gender stereotypes continue to reinforce dominant patterns of social interaction between men and women in society – including their representation in both public and private spheres, as well as socially standardized notions of gender roles and behavior.

In this context, the authors of the study emphasize the importance of developing uniform criteria for textbook creation that would promote the use of more gender-sensitive materials.

The next stage of our research involves an analysis of modern textbooks in civics and history education for grades 5–6, aiming to identify gender stereotypes embedded in visual imagery and linguistic expressions. Such a study will contribute to the development of practical recommendations for author teams and publishers in creating gender-balanced and inclusive educational materials.

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ГЕНДЕРНИЙ АНАЛІЗ ШКІЛЬНИХ ПІДРУЧНИКІВ З ЕТИКИ

Анотація. У статті викладено результати гендерного аналізу шкільних підручників з «Етики» для 5-6 класів у контексті освітньої реформи «Нова українська школа». Акцентовано на тому, що сучасні підручники мають забезпечувати значний розвивальний потенціал, а їх змістове наповнення має містити як знаннєвий компонент, так і впливати на формування особистості здобувачів освіти, їхні поведінкові практики.

Окреслено ціннісний потенціал підручника з предмета «Етика» для 5–6 класів у контексті впровадження освітньої реформи та вплив його контенту на культивування демократичних та загальнолюдських цінностей.

Досліджено та проаналізовано візуально-ілюстративний матеріал; змістовий контент, зокрема, цитування творів, уривків з біографій видатних персоналій; охарактеризовано наявність гендерночутливої чи андроцентричної лексики; визначено приховані наративи та гендерні стереотипи, які містяться в аналізованих підручниках.

В основу методики пропонованого дослідження покладено алгоритм гендерного аналізу підручників, який використовують дослідники в Україні. Водночас було застосовано якісний контент-аналіз освітніх матеріалів, який використовує наукова спільнота Польщі. Він ґрунтується на основі індексу гендерної рівності (GEI), що призначений для моніторингу прогресу досягнення зазначеної проблеми в країнах-членах Європейського Союзу.

Висвітлено результати аналізу, які показали, що підручники з «Етики», які були розроблені в процесі реформування освіти відповідно до концепції «Нова українська школа», загалом відповідають антидискримінаційним вимогам. Закцентовано на наявності у сучасних підручниках гендерних стереотипів та культурних норм, що відображають вплив «hidden curriculum» («прихованого навчального плану») та відтворюють домінуючий у суспільстві тип соціальної взаємодії чоловіків і жінок; характер їхньої репрезентації у суспільній та приватній сферах; суспільні стандартизовані уявлення про гендерні моделі поведінки.

Активізовано питання щодо вироблення єдиних критеріїв до укладання підручників, які сприяють використанню більшої кількості гендерночутливих матеріалів, а також відображають гендернозбалансований погляд на дійсність, вільні від стереотипів погляди на жінок і чоловіків, їхні ролі, сфери відповідальності та цінність внеску в розвиток суспільства.

Ключові слова: етика, гендерний аналіз підручників, гендерночутлива лексика, етика, «прихований навчальний план», реформа «Нова українська школа».

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