

## Gender and diversity representations in textbooks in Luxembourgish secondary education.

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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.

With this publication we plan to present the results of our second study in which we analyse 52 textbooks that are most used in the first three years of **secondary school** in Luxembourg.

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, and authors, (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.

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 much more often represented in professional activities, while women are more likely to perform domestic activities. The celebrities represented are more often men than women.

Furthermore, textbooks give an ethnocentric perspective on the representation of non-white characters and those with disabilities. Thus, the ‘othering’ of non-white characters suggests that they belong to a foreign country or culture, instead of being an integral part of Luxembourgish society. A similar approach applies to the representation of people with disabilities, as they are almost exclusively portrayed when disability as a subject is being discussed. Based on homogeneous views and stereotypes, these representations do not transmit the realities of societal complexities. Furthermore, they contribute to the marginalization and discrimination of non-white people and people with disabilities.

Based on these findings, our second study aims to detect whether the textbooks, convey a diverse and inclusive view of society.

### Bibliographie

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