



CURRICULUM GAP ANALYSIS IN THE CONTEXT OF LGBTI+ INCLUSIVITY in the northern part of Cyprus

Queer Cyprus Association
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ABOUT ASSOCIATION Queer Cyprus Association

Queer Cyprus is a civil society organization that started out as the "Initiative Against Homophobia" in 2007 to change sodomy legal texts in the northern part of Cyprus and to raise awareness on the rights and freedoms of Lesbian, Gay, Bisexual, Trans and Intersex people. In 2012, we changed our name to Queer Cyprus Association. Queer Cyprus imagines a world where no one is subject to discrimination on grounds of nationality, language, religion or belief, disability, race, colour, ethnicity, age, sexual orientation, gender identity, gender expression and sex characteristics. Therefore, Queer Cyprus embraces diversity and adopts feminist, anti- militarist, ecologist and veganist values. Queer Cyprus works in various areas such as law, education, psychology, health with a view to ensure equal and effective access of LGBTI+s' to human rights in cooperation with local and international organizations.



ABOUT THE PROJECT Rainbow Project

The Rainbow Project is funded by the European Union under the Cypriot Civil Society in Action VII Grant Scheme and implemented by the Queer Cyprus Association, from April 2022 until October 2024.

The project aims to increase LGBTI+ inclusiveness in the education and health sectors in the northern part of Cyprus. With the support of relevant stakeholders, the Rainbow Project aims to ensure that LGBTI+s' rights to education and health are safeguarded, and community members' access to these rights are guaranteed. The activities planned under the project include surveys to map the attitude of educators and health workers towards LGBTI+s, gap analysis of the school curriculums, focus group meetings with experts, developing modules for LGBTI+ inclusive education, round table discussions, capacity building trainings for trainers in the education and health sectors, trainings conducted by trained trainers in health and education sectors, advocacy visits to relevant stakeholders, in-kind support to individuals and organisations to implement rights-based activities on LGBTI+ issues through Rainbow Fund, informative brochures, billboards, and promotional materials and seminars on education and health.

The project also aims to contribute to increasing the diversity of the Queer Cyprus Association's supporters through community-building activities such as focus group meetings, socialising events, local and international networking events and thematic discussions. Moreover, free social welfare services are also provided under the scope of this project.



PREFACE

Discrimination and marginalisation towards LGBTI+s undoubtedly persist around the world and in the northern part of Cyprus in a multitude of sectors including health, education, employment, social services and social life. These behaviours have a detrimental effect on LGBTI+s both physically and mentally, and pave the way to scores of negative repercussions. Furthermore, society views heterosexism and the binary gender system as the widely accepted norm, which is readily perceived in every aspect of life.

Discrimination within the educational environment has a detrimental impact on the academic success and future prospects of LGBTI+s. The lack of visibility of LGBTI+s across every field of study hinders the development of broader public awareness.

Considering the transformative effect of education on society, it can be argued that the degree of inclusiveness in curriculums could also reflect the inclusiveness of society. This report, written in light of this argument, aims to analyse the textbooks used in primary, secondary and high schools in the northern part of Cyprus in the context of LGBTI+ awareness, in order to gain an insight on how inclusive the curriculums are and to serve as a starting point for future studies.

We hope that the report will shed light on future studies and serve as a starting point for the relevant local bodies, civil society organisations, teachers, trade unions and activists. We would like to express our gratitude to our team members who assisted in gathering the necessary data during the preparation stage of the report, to the editorial team for their support during the editing process, and to the Queer Cyprus Association for their contributing professional input and suggestions.

On behalf of Queer Cyprus Association,
Exp. Yasemin Taneri
Exp. Cagri Pekoz

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LIST OF SYMBOLS / ABBREVIATIONS

EU: European Union

GLSEN: Gay, Lesbian and Heterosexual Education Network

FRA: The EU Agency for Fundamental Rights

QCA: Queer Cyprus Association

LGBTI+: Lesbian, Gay, Bisexual, Trans, Intersex and Pluses

BEPDP: Basic Education Program Development Project

UNESCO: The United Nations Educational, Scientific and Cultural Organization





INTRODUCTION



1 Introduction

Heteronormativity is a multitude of norms that assume heterosexual tendencies as correct and marginalize all other tendencies outside of that. The norms imposed by the heteronormative order have a structure that goes beyond simply requiring one side of a relationship to be male and the other side to be female; even within heterosexual relationships, there are defined limits. (Özküralpli, 2016). Consequently, the heteronormative order, which even disregards differences within the forms of relationships it deems normal, leads to discrimination against lesbians, gays, bisexuals, trans, intersex, and other LGBTI+s. Despite recent questioning of heterosexism and the binary gender system, as well as the initiation of various studies in this field, LGBTI+s continue to face many problems in areas such as health, education, employment, social services, and their daily lives. Persistent violence, discrimination, and attitudes of othering towards LGBTI+s can be observed.

In a study conducted in the United States of America, it was revealed that 29.8% of LGBTI+s have been subjected to discrimination based on their sexual orientation and/or gender identity at some point in their lives and they have faced difficulties such as not being selected for a position they applied for or being laid-off; 20.8% reported verbal harassment, 35.6% reported physical harassment, and 25.9% reported sexual harassment at work. Furthermore, 50.3% of those who experienced these difficulties reported that they hid their sexual orientation and gender identity from their co-workers (Sears et al., 2021). Another study conducted in the United States shows that the situation repeats itself in the educational environment. In the study of LGBTI+ youth over 13 years of age, 59.1% of LGBTI+ students indicated they did not feel safe at school due to their sexual orientation, 42.5% due to their gender expression and 37.4% due to their gender identity. In the same study, 32.7% of LGBTI+ students indicated that they missed school at least once in the past month and 43.7% indicated that they missed at least four days of school in the past month due to safety concerns. Furthermore, 45.2% of the students indicated they did not use the restrooms and 43.7% indicated that they did not use the changing rooms due to safety concerns. (Kosciw J. G., Clark, Truong, & Zongrone, 2020).

In a study conducted by the European Union Agency for Fundamental Rights (FRA) (2020), it was reported that LGBTI+s experienced discrimination in the fields of work, housing, health, education, social services and social life. According to the survey results, which included participants from 28 European Union (EU) countries, 38% of the participants reported they were discriminated against as a result of being LGBTI+. It is estimated that 21% of LGBTI+s experience discrimination at work and 10% of LGBTI+ job applicants experience discrimination. It is estimated that these rates nearly double for transgenders and intersexes. 26% of the participants indicated that they did not come out to avoid discrimination, violence or humiliation. 70% of LGBTI+ participants in the research indicated that they were subjected to physical assaults, 29% to both physical and sexual assaults, and it was determined that the Republic of Cyprus was the EU country with the highest rate of sexual and physical assaults (53%). While the general discrimination rate in the fields of health, social services, housing and education was 37%, this rate was 55% for transgenders and 59% for intersexes.

The analysis of the studies focusing on the education field conducted in Europe illustrates that LGBTI+ students in Albania, Bulgaria and Montenegro are forced to hide their sexual orientation and identity in schools in order to avoid violence and peer bullying (Aerts, Houtte, Dewaele, Cox, & Vincke, 2012; Cavaria, 2013; The Danish Institute for Human Rights, 2009); as for studies conducted in the Netherlands, Bulgaria, and Poland, they reveal that LGBTI+s face discrimination in educational settings, with LGBTI+ students considering or attempting suicide at more than twice the rate of heterosexual peers (Council of Europe, 2018).

The Report on LGBTI+s' Access to Employment and their Experiences in the Labour Market (2021), published by the Queer Cyprus Association within the scope of the Stronger Together Project, provides crucial data on what the situation is like in the northern part of Cyprus. 47% of the participants in the research indicated that they chose their profession in certain fields specifically to avoid discrimination, many participants indicated that they preferred jobs requiring specific skills related to art, or involving no contact with customers, where they could work independently in order to protect or hide themselves. 46.5% of job applicants indicated that they completely hid their LGBTI+ identities and 26.3% that they were discriminated against due to their identities, when searching for a job.

According to the results analysis of the same report, the participants reported negative experiences in the educational environment arising from their sexual orientation and gender identity. Participants shared examples of what prevented them from pursuing a professional career in the fields they aspired; their experiences of phobic violence coming from teachers and classmates which gave them no other choice but to drop out of school, family pulling them out of school because they turned out to be gay, heteronormative impositions on clothing and behaviour, being verbally, physically or sexually harassed, being called names by friends, teachers warning the family that their child is 'different', and school administrations not acting on the occurring violence and harassment.

Although several studies have showed that LGBTI+s experience less discrimination, violence and phobic behaviour at university (Çavdar & Çok, 2016), secondary and high school heteronormative or heterosexist education make them vulnerable to bullying (Apostolidou, 2020; Greytak, Kosciw, & Diaz, 2009; Kosciw, Bartkiewicz, & Greytak, 2012; Kosciw J. G., Greytak, Zongrone, Clark, & Truong, 2018). These attacks render schools unsafe for LGBTI+ students and cause them to partially or completely withdraw from academic life in general. It was revealed that bullying based on gender identity, sexual orientation and gender expression in the school environment is linked to low academic achievement and drop outs (Kosciw J. G., Greytak, Zongrone, Clark, & Truong, 2018). It has also been revealed that these issues are much more serious in transgender students; almost half of them must absent themselves from school and they show less willingness to continue to university. (Greytak, Kosciw, & Diaz, 2009).

In this context, it's not only for ensuring social justice, but also for securing representation of relevant experiences and presence in educational environments that the heteronormative discourse needs to be challenged (Sumara & Davis, 1999). This important component of education will be addressed in the rest of the report with a particular emphasis on LGBTI+ students' safe and unsafe school environments. Within this framework, the education system must transcend heteronormative discourse, aiming not only to uphold social justice but also to validate and represent diverse experiences, particularly those relevant to LGBTI+s, within the educational environment (Sumara & Davis, 1999). This crucial aspect of education, with a specific focus on the safety of school environments for LGBTI+ students, will be further discussed in the remainder of this report.

1.1 The Impact of Unsafe School Environments on LGBTI+s

As with other aspect of their lives, LGBTI+ students face challenges throughout their educational journey. LGBTI+ students experience heteronormative impositions during their early years of identity formation in pre-school and primary school. It seems evident that a lack of support from school, peers, and family may escalate concerns, at a time when the child gets separated from family and has to adjust to the school environment and a new social context, as well as during identity development in adolescence in secondary and high school education.

As a result of these heteronormative impositions, LGBTI+ students are confronted with various forms of violence, discrimination and peer bullying in the learning environment. According to the report published by the Gay, Lesbian and Straight Education Network (GLSEN) in 2019, 81% of the LGBTI+ students who participated in the research were subjected to verbal violence and 34.2% to physical violence, however, students studying in schools using a LGBTI+ inclusive curriculum felt safer (Kosciw J. G., Clark, Truong, & Zongrone, 2020). The report published by GLSEN in 2021 indicates a rate of 76.1% for verbal violence and 31.2% for physical violence. This report is important in terms of highlighting the fact that discrimination towards LGBTI+ students does not occur only in face-to-face education. The report reveals that 36.6% of LGBTI+ students taking online courses were bullied because of their sexual orientation, 30.3% because of their gender and 31.8% because of gender expression (Kosciw, Clark, & Menard, 2022). Studies have shown that various forms of violence, discrimination, and peer bullying adversely affect LGBTI+ students' academic lives and that low academic performance and school dropout (Kosciw et al, 2012; Greytak et al, 2009; Fisher et al 2008; Grossman & D'Augelli 2006) is a direct consequence. Besides, bullying is known to lead to negative outcomes such as depression and anxiety (Hawker & Boulton, 2000), trigger psychosomatic problems (Gini & Pozzoli, 2009) and have a negative impact on 'life satisfaction' (Toomey et al., 2013). In this context, it can be said that LGBTI+s who are excluded from social norms and marginalised due to heteronormative impositions experience greater issues than those who identify themselves as heterosexual.

Numerous studies have examined the impact of negative experiences in school environments on LGBTİ+ students. The results indicate that compared to their heterosexual counterparts, LGBTİ+ students are more likely to experience peer bullying (Council of Europe, 2018). Furthermore, they are considerably more exposed to discrimination and violence based on sexual orientation or gender identity (Colvin et al., 2019; Hatchel et al., 2019). Such exclusionary school environments contribute to feelings of marginalization and demotivation among LGBTİ+ students. As a result, they are more likely to encounter negative outcomes including academic failure, school dropout, chronic stress, substance abuse, and mental health issues such as anxiety and depression (Wimberly, 2015; Steck & Perry, 2018; Colvin et al., 2019). Additionally, they also face educational exclusion, as evidenced by their low aspirations and diminished educational attainment (Kosciw, Greytak, Giga, Villenas, & Danischewski, 2016).

Therefore, it is evident that LGBTİ+ students in non-inclusive and unsafe school environments face discrimination, both in physical and online educational settings. This often results in them avoiding these environments altogether. Consequently, there is a broad spectrum of educational activities in which they are unable to participate – in some cases, this extends to the entire educational program. Such pervasive discrimination exposes them to a variety of psychological and physical disorders.

1.2 Safe School Environments and Inclusive Education

Inclusive education is defined as providing equal opportunities for all in education (UNESCO, 2020). As advocated by UNESCO, for an inclusive education, it is necessary to create an education system that offers equal rights to education, where each student's needs are taken into account regardless of differences. Moreover, within the purview of this definition, it is stipulated that no student should endure discrimination within the education system on the basis of factors such as social status, physical differences, sexual orientation, ethnic origin, language, religion, nationality, economic status, or abilities.

There is no doubt that a LGBTİ+ inclusive and positive school climate regulated within the aforementioned definition has a positive impact on academic achievement, productivity and social-emotional well-being (GLSEN, ASCA, ACSSW, & SSWAA, 2019). According to Ryan et al. (2010), LGBTİ+s receiving support from family and peers during their self-discovery and coming out processes positively affects their psychological health and acts as a protective factor against the negative effects of bullying such as depression, substance abuse, suicidal thoughts and attempts. In schools with LGBTİ+ inclusive and protective policies, students feel safer and have a sense of belonging to the school, their academic achievement increases and bullying based on sexual orientation or gender identity decreases. (Day, Fish, Grossman, & Russell, 2020).

LGBTİ+ students' negative experiences during school years have led researchers to identify these issues and develop certain strategies to create safe and inclusive schools. As a result of the studies conducted for this purpose, it has been revealed that producing anti-discrimination and anti-bullying policies to create an LGBTİ+ inclusive school environment, conducting studies to raise awareness of teachers and school staff, developing LGBTİ+ inclusive curriculum, organising awareness-raising campaigns, creating social support mechanisms for LGBTİ+s, and finally establishing school clubs, are all effective strategies to create an LGBTİ+ inclusive and positive school climate (McGarry, 2013; Snapp et al, 2015; GLSEN, 2016; Steck & Perry, 2017; Cardinal, 2021).

Research over the past 10 years has shown that one of these strategies, LGBTİ+ inclusive curriculum, has a high potential for creating safe and equitable learning environments. According to these studies, LGBTİ+ students in schools with inclusive curriculum reported that they felt safer, were exposed to less phobic discourse and violence, and that their peers were more accepting (Russell et al, 2006; Russell et al, 2010; GLSEN, 2012; Kosciw et al, 2012; Snapp et al, 2015; Cardinal 2021). These results show the importance of a curriculum and educational programmes for creating a non-discriminatory, inclusive and positive education for LGBTİ+ students, as well as increasing LGBTİ+ visibility and raising awareness.

1.3 Scope and Importance of the Study

A close examination of the interdisciplinary curriculum developed within the scope of the **“Basic Education Programme Development Project” (TEPGP)** and approved by the **local body responsible for education** and the **“department of educational planning and programme”** reveals that the concepts of integration and inclusiveness are used in the curriculum. In the current curriculum, integration is defined as ‘a meta-concept that stipulates that all members of society benefit equally from social, cultural, educational and vital activities and opportunities for each individual, regardless of their individual differences’; moreover, integration in society, understanding differences, adaptation, greater participation in education and society, can lead to inclusive changes.

In spite of the broad definition within the program, these definitions are intended only for individuals with special needs. It is thus evident that the concept of inclusivity is not widely reflected in the education programmes designed for use in the northern part of Cyprus; nor does it encompass all of the elements of diversity defined by UNESCO.

The importance of diversity and inclusivity in school textbooks within the curriculum becomes evident, in light of the aforementioned analysis of both unsafe schools with LGBTİ+ discriminatory practices and their impact on LGBTİ+ students' academic performance, productivity, and socio-emotional well-being, along with the examination of safe, LGBTİ+ inclusive schools and their positive effects. Within the aforementioned importance, the main focus of this study is to the degree of LGBTİ+ inclusiveness in textbooks used in schools in the northern part of Cyprus. Considering the issues faced by LGBTİ+s in their academic lives and their repercussions, it is essential to develop an inclusive curriculum. An inclusive curriculum is a necessity not only to for enhancing societal awareness and the visibility of LGBTİ+s but also for fostering a sense of belonging among LGBTİ+ students within the school. Moreover, it serves to decrease incidents of bullying and violence, increase academic success, and reduce challenges experienced in the field of employment. Accordingly, analysing the existing curriculum will be a great first step in identifying the deficiencies or mistakes in the curriculum and developing an LGBTİ+ inclusive curriculum.



METHODOLOGY



2 Methodology

In this section of the report, we examine and present the research methodology, including the target population and sample, data collection tools, and data analysis techniques employed in the study.

2.1 Method

This study aims at examining the textbooks used in primary, secondary and high schools in the northern part of Cyprus in the context of LGBTI+ awareness. **Content analysis**, a method aimed at interpreting data, falls under the category of high-level analysis and is based on coding. (Ekiz, 2015; Yıldırım & Şimşek, 2018). As the aim of the research was to examine textbooks in the context of LGBTI+ awareness, both quantitative and qualitative data analysis was used for calculating the frequencies of descriptive data and analyzing the emerging themes. Content analysis was selected in modelling data analysis due to its inherent structure that allows both quantitative and qualitative data analysis (Schreier, 2012; Krippendorff, 2004). By using content analysis, inferences can be made about the presence of words, phenomena and themes in the data set; thus, the presence of the relevant words, phenomena and themes in the data set, their meanings, inter-phenomenal relations and patterns can be analysed. (Neuendorf, 2017).

2.2 Population and Sample

The population of the study consists of all textbooks used in **primary, secondary and high schools** in the northern part of Cyprus from **5th to 12th grades**. While selecting the sample, expert opinions were taken into consideration and care was taken to select the textbooks that contained relevant content for the research in terms of LGBTI+ awareness. A sample of **48 textbooks** was used for the study in this context.

2.3 Data Analysis Process

The study examined textbooks used in primary, secondary, and high schools, which were selected based on expert opinions. The selection of the analysed textbooks was based on recommendations received from experts in the field in which the research is conducted. The recommended textbooks were reviewed within the scope and purpose of the research and the selection process was finalised. **Appendix-1** provides a list of textbooks used in this study.

Once the textbooks were selected for data analysis, a data collection team was formed consisting of individuals who are competent in the field of the research and have knowledge on LGBTI+ inclusivity, inclusive education, discrimination and diversity. The team was informed about the purpose and scope of the research and trained on the outline and content of the coding categories. At this stage, the data collection team carried out the coding process in consultation with the researcher. Through these consultations, unforeseen codes in the pre-designed coding categories and incompatibilities between the coding system and the textbooks were discussed and the coding scheme was constantly renewed. Following the completion of the data analysis process, the researcher re-evaluated the data by using the coding categories, and possible incompatibilities were resolved by further consultation. Following the data analysis process, the data were re-evaluated by the researcher within the scope of coding categories and possible inconsistencies were resolved by consultation. Thus, it was aimed to increase inter-rater reliability.

2.4 Data Analysis

Qualitative content analysis method was used for textbook analyses. The content analysis technique, which proceeds simultaneously with the coding of data and the creation of categories, is a systematic method of defining meaning that requires adherence to the coding framework during the assignment of parts of the analysed material to categories and interpretation of the material (Krippendorff, 2004; Schreier, 2012).

Based on the review of all the textbooks during the course of the study, a coding scheme was developed to define categories, subcategories, and criteria for examining these categories in relation to LGBTI+ awareness in textbooks. Then, frequency tables were created, based on the coding scheme, to be interpreted in the results section. **Figure 1** illustrates the process of determining the categories.

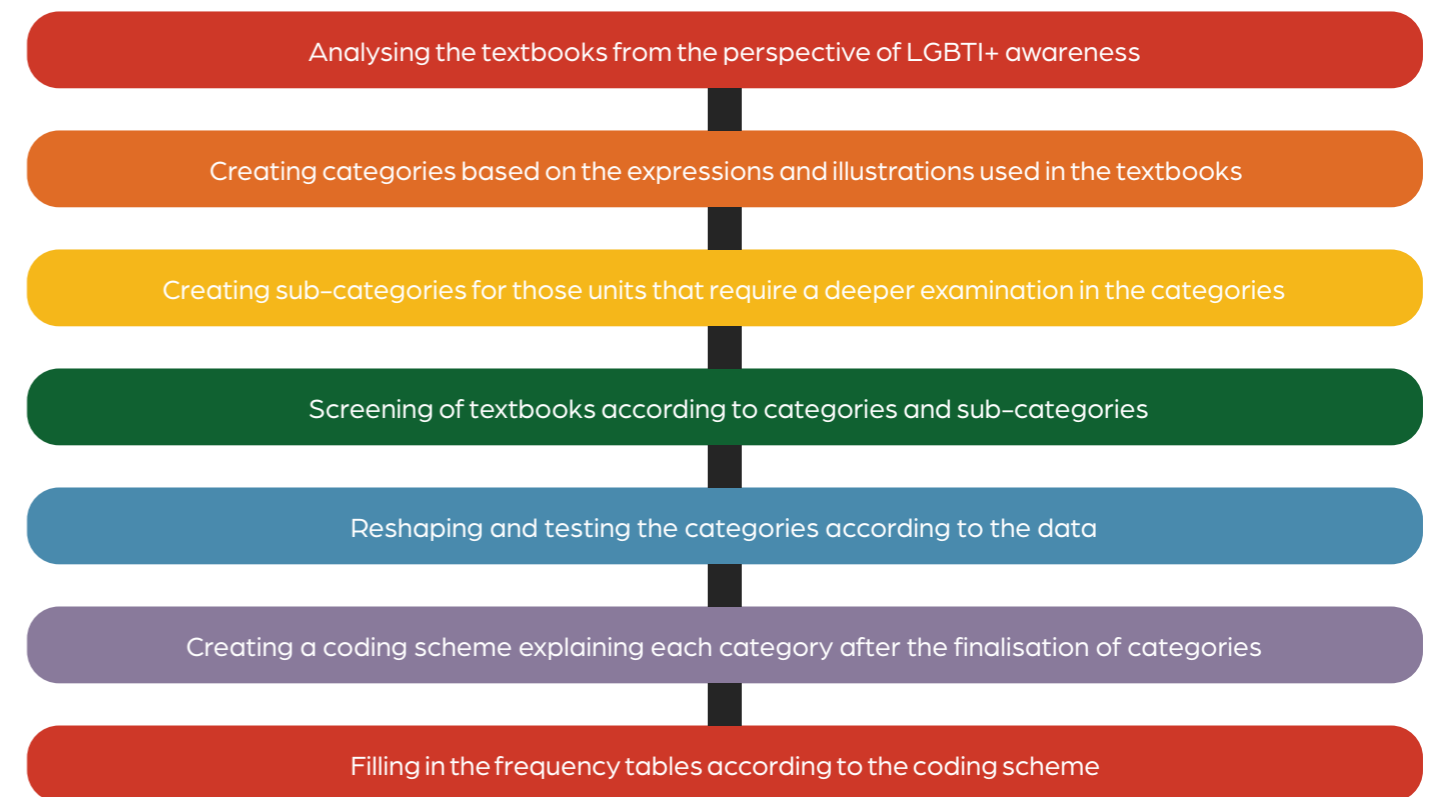


Figure 1: The process of determining the categories

Since content analysis is an **a priori data analysis process**, all planning for data analysis should be designed prior to data analysis (Neuendorf, 2017). Due to the relatively subjective nature of this design, sharing the categorisation scheme with the reader increases the reliability of the research and informs the reader about the scope of the analysis. (Krippendorff, 2004). The coding scheme developed in this context is presented in **Appendix-2**.



FINDINGS



3 Findings

3.1. Findings Related to Primary School Textbooks

3.1.1. Life Science Textbooks

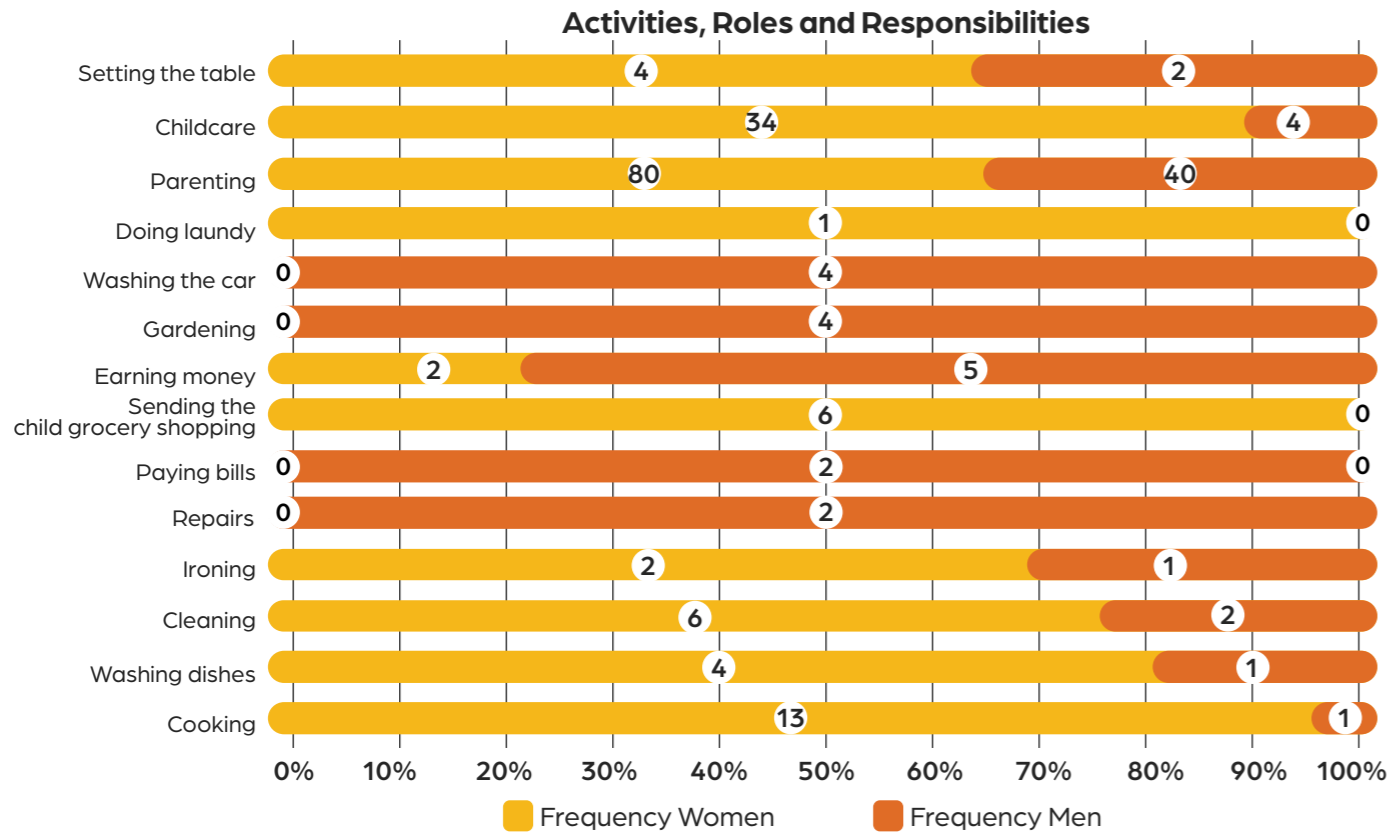


Table 1: Distribution of the sub-category Activities, Roles and Responsibilities by gender

Table 1 presents the distribution of 1st, 2nd and 3rd grade Life Science textbooks according to the subcategory "Activities, Roles and Responsibilities". While 100% of the figures *doing repairs* (N=2), *paying bills* (N=2), *gardening* (N=4) and *washing the car* (N=4) were represented by *male*, 100% of the figures *sending the child grocery shopping* (N=6) and *doing laundry* (N=1) were represented by *female*.

As shown in the table, 92.86% of the figures depicted as *cooking* were represented by *female* (N=13) and 7.14% by *male* (N=1). The analysis reveals that 80% of the illustrated figures *washing dishes* are *female* (N=4) and 20% *male* (N=1). 75% of the figures depicted as *cleaning* were *female* (N=6) and 25% *male* (N=2); 66.67% of figures depicted as *ironing* were *female* (N=2) and 33.33% were *male* (N=1). Among the figures illustrating the *responsibility of earning money*, 28.57% were *female* (N=2) and 71.43% were *male* (N=5). Among the figures illustrating parenting, 66.67% were *female* (N=80) and 33.33% were *male* (N=40). 89.47% of the figures depicting *childcare responsibilities* were *female* (N=34) and 10.53% were *male* (N=4). Finally, 66.67% of the figures depicted as setting the table were represented by *female* (N=4) and 33.33% by *male* (N=2).

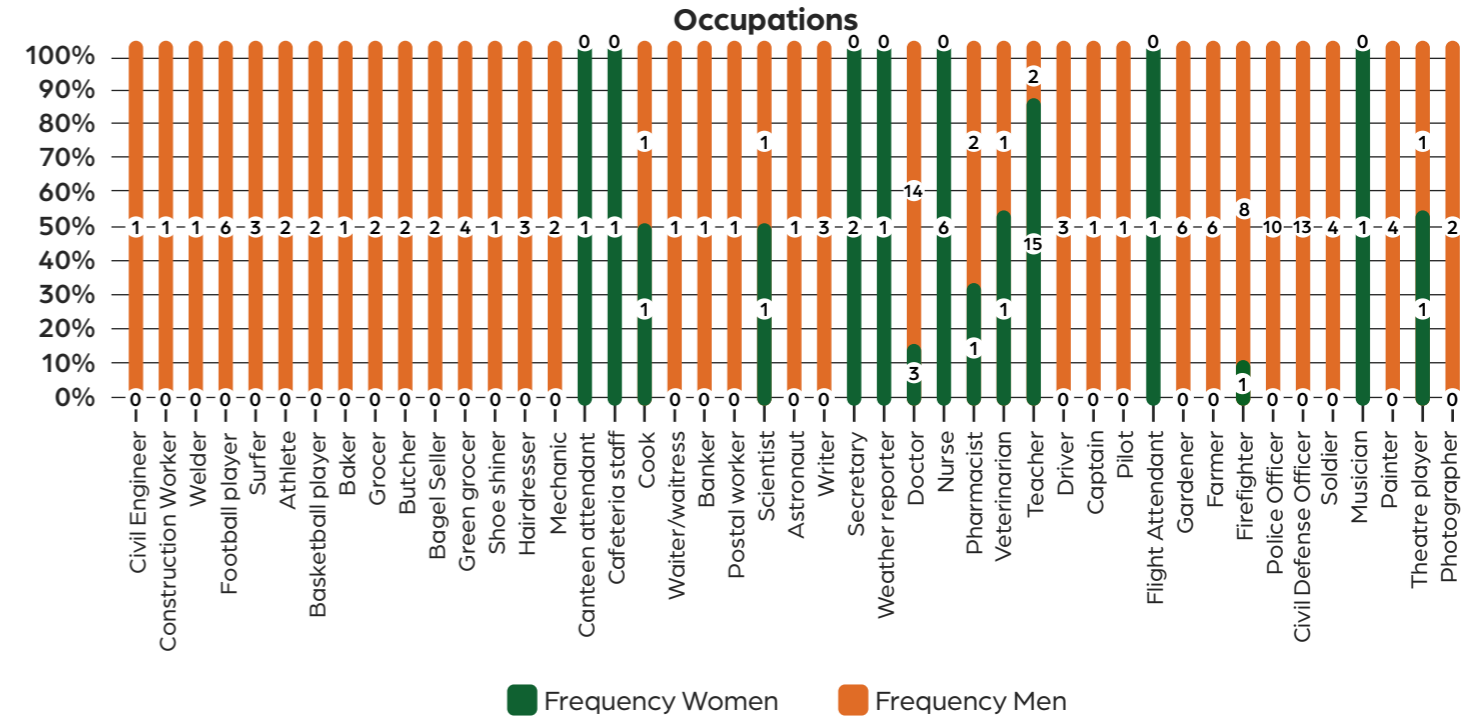


Table 2: Distribution of the Occupations subcategory by gender

Table 2 presents the distribution of 1st, 2nd and 3rd grade Life Science textbooks according to the "Occupations" subcategory.

100% of occupational representations as *civil engineer* (N=1), *construction worker* (N=1), *welder* (N=1), *football player* (N=6), *surfer* (N=3), *athlete* (N=2), *basketball player* (N=2), *baker* (N=1), *grocer* (N=2), *butcher* (N=2), *bagel seller* (N=2), *greengrocer* (N=4), *shoe shiner* (N=1), *hairdresser* (N=3), *mechanic* (N=3), *waiter* (N=1), *banker* (N=1), *postal worker* (N=1), *astronaut* (N=1), *writer* (N=3), *driver* (N=3), *captain* (N=1), *pilot* (N=1), *gardener* (N=6), *farmer* (N=6), *police officer* (N=10), *civil defence officer* (N=13), *soldier* (N=4), *painter* (N=4) and *photographer* (N=2) are *male*.

100% of the occupational representations of *canteen attendant* (N=1), *cafeteria attendant* (N=1), *secretary* (N=2), *weather reporter* (N=1), *nurse* (N=6), *flight attendant* (N=1) and *musician* (N=1) were *female*.

Analysis reveal that 50% of the depicted *cooks* were *female* (N=1) and 50% were *male* (N=1). 50% of *scientists* were *female* (N=1) and 50% were *male* (N=1). Among *doctors*, 17.65% were *female* (N=3) and 82.35% were *male* (N=14). 33.33% of the *pharmacists* were illustrated as *female* (N=1) and 66.67% as *male* (N=2). As for *veterinarians*, 50% were portrayed as *female* (N=1) and 50% as *male* (N=1). 88.24% of the *teachers* were represented as *female* (N=15), whereas 11.76% as *male* (N=2). 11.11% of *firefighters* were represented by *female* (N=1), 88.89% by *male* (N=8). Among *theatre players*, 50% were illustrated as *female* and 50% as *male*.

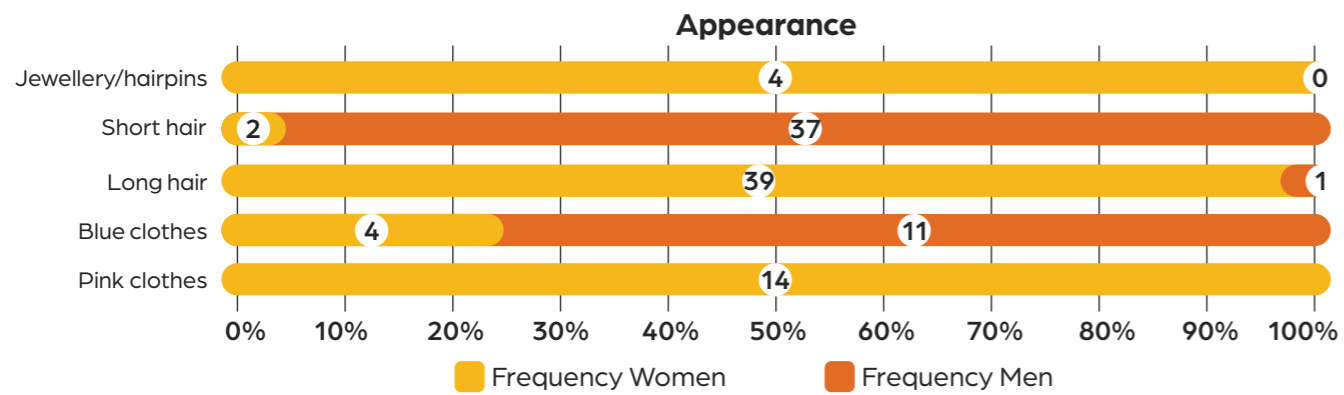


Table 3: Distribution of the subcategory *Appearance* by gender

Table 3 presents the distribution of 1st, 2nd and 3rd grade Life Science textbooks according to the "Appearance" subcategory. As can be seen from the table, all of the illustrations **wearing pink clothes** (N=14) and **wearing jewellery or hairpins** were *female* (N=4).

26.67% of the figures depicted **wearing blue clothes** were *female* (N=4) and 73.33% were *male* (N=11). 97.50% of the figures illustrated with **long hair** were *female* (N=39) and 2.50% *male* (N=1). It was observed that 5.13% of the figures depicted with **short hair** were *female* (N=2) and 94.87% were *male* (N=37).

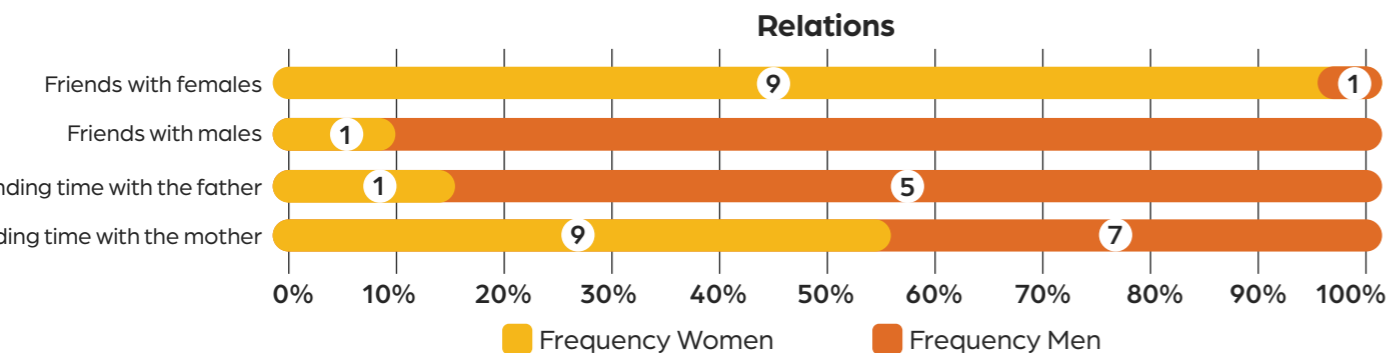


Table 4: Distribution of the subcategory *Relations* by gender

Table 4 presents the distribution of 1st, 2nd and 3rd grade Life Science textbooks according to the "Relations" subcategory. 56.25% of those portrayed as **spending time with the mother**, were *girls* (N=9) and 43.75% were *boys* (N=7). 16.67% of the figures portrayed as **spending time with the father** were *girls* (N=1) and 83.33% were *boys* (N=5). 12.50% of the figures depicted as **friends with males** were *female* (N=1) and 87.50% were *male* (N=7). 90% of the figures depicted as **friends with females** were *female* (N=9) and 10% were *male* (N=1).

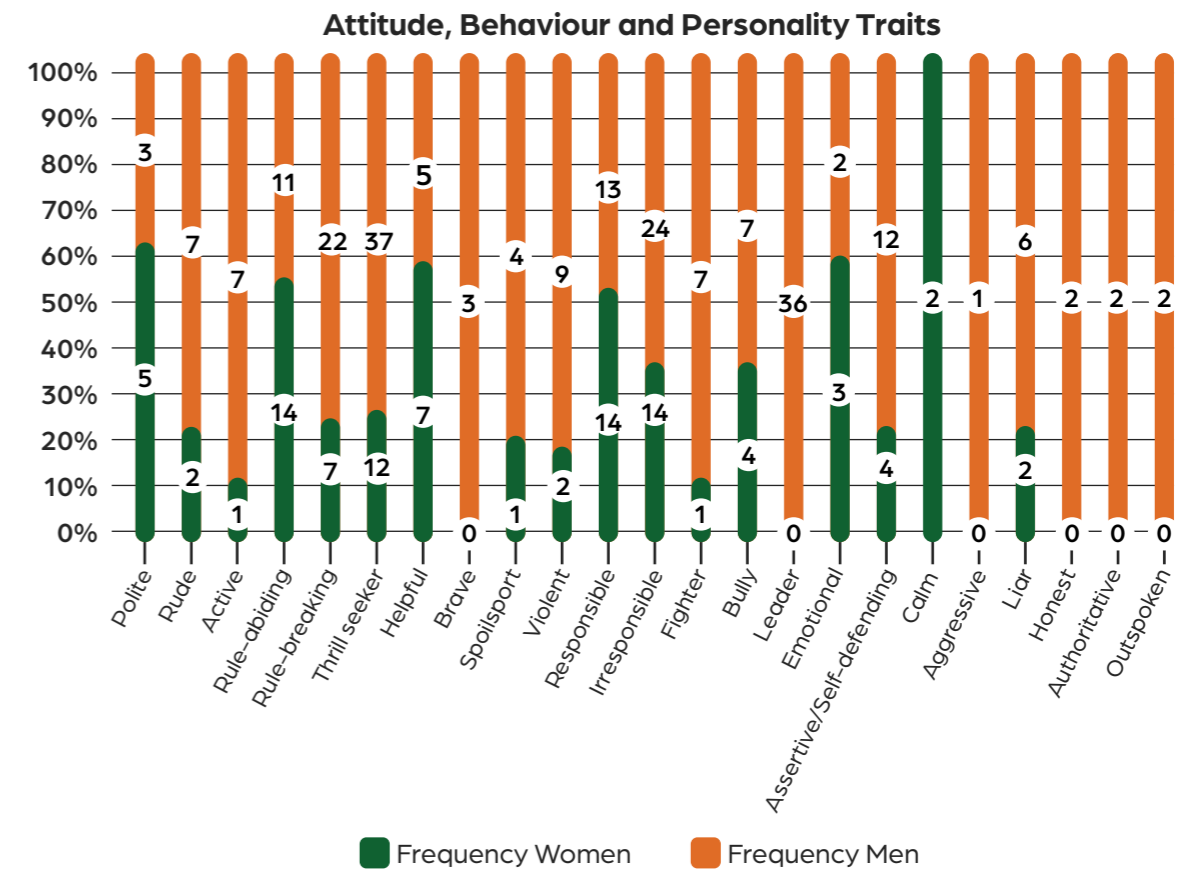


Table 5: Distribution of *Attitude, Behaviour and Personality Traits* sub-category according to gender

Table 5 presents the distribution of 1st, 2nd and 3rd grade Life Science textbooks according to the subcategory "Attitude, Behaviour and Personality Traits". 100% of the **honest** (N=2), **authoritative** (N=2), **outspoken** (N=2), **brave** (N=3), **assertive** (N=1) and **leader** (N=36) figures are *male*. 100% of the **calm** figures are *women* (N=2).

62.50% of the **polite figures** were *female* (N=5), 37.50% are *male* (N=3). Analysis demonstrate that 22.22% of the figures illustrated as **rude** were *female* (N=2) and 77.78% were *male* (N=7). 12.50% of the figures illustrated as **active** were *female* (N=1) and 87.50% were *male* (N=7). While 56% of the figures who **obeyed the rules** were *female* (N=14) and 44% were *male* (N=11), 24.14% of the figures who **did not obey the rules** were *female* (N=7) and 75.86% were *male* (N=22). 24.49% of those illustrated as **doing dangerous things** were *female* (N=12) and 75.51% *male* (N=49). 58.33% of the figures portrayed as **helpful** were *female* (N=7) and 41.67% were *male* (N=5). Twenty per cent of the **playful figures** were *female* (N=1) and 80% were *male* (N=4). 18.18% of the **violent figures** were *female* (N=2) and 81.82% were *male* (N=9). While 51.85% of the figures depicting **responsible** persons were *female* (N=14) and 48.15% *male* (N=13), 36.84% of the figures depicting **irresponsible** persons were *female* (N=14) and 63.16% were *male* (N=24). Among the figures illustrated as **fighter** 12.50% were *female* (N=1) and 87.50% were *male* (N=7). 36.36% of the figures illustrating **bullying** were *female* (N=4) and 63.64% *male* (N=7). **Emotional figures** were 60% *female* (N=3) and 40% *male* (N=2). 25% of the figures **seeking justice** were *female* (N=4), 75% *male* (N=12). The analysis demonstrates that 25% of the **lying figures** were *female* (N=2) and 75% *male* (N=6).

3.1.2. Social Studies Textbooks

Activities, Roles and Responsibilities

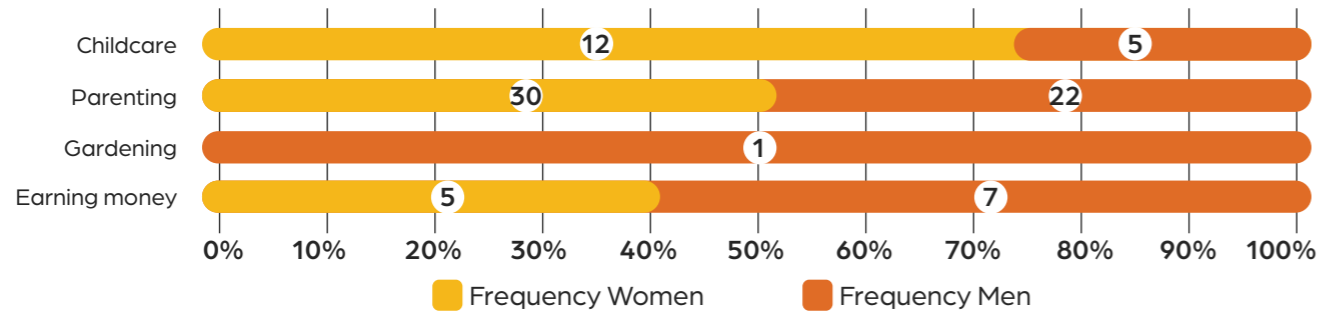


Table 6: Distribution of the sub-category Activities, Roles and Responsibilities by gender

Table 6 presents the frequency distributions of 4th and 5th grade Social Studies textbooks according to the subcategory "Activities, Roles and Responsibilities". 100% of those who were engaged in *gardening* (N=1) were *male*.

41.67% of the figures depicting the *responsibility of earning money* were *female* (N=5) and 58.33% were *male* (N=7). 57.69% of the figures illustrating the *parenting role* were *female* (N=30) and 42.31% *male* (N=22). 70.59% of the figures illustrating *childcare responsibilities* were *female* (N=12) and 29.41% were *male* (N=5).

Occupations

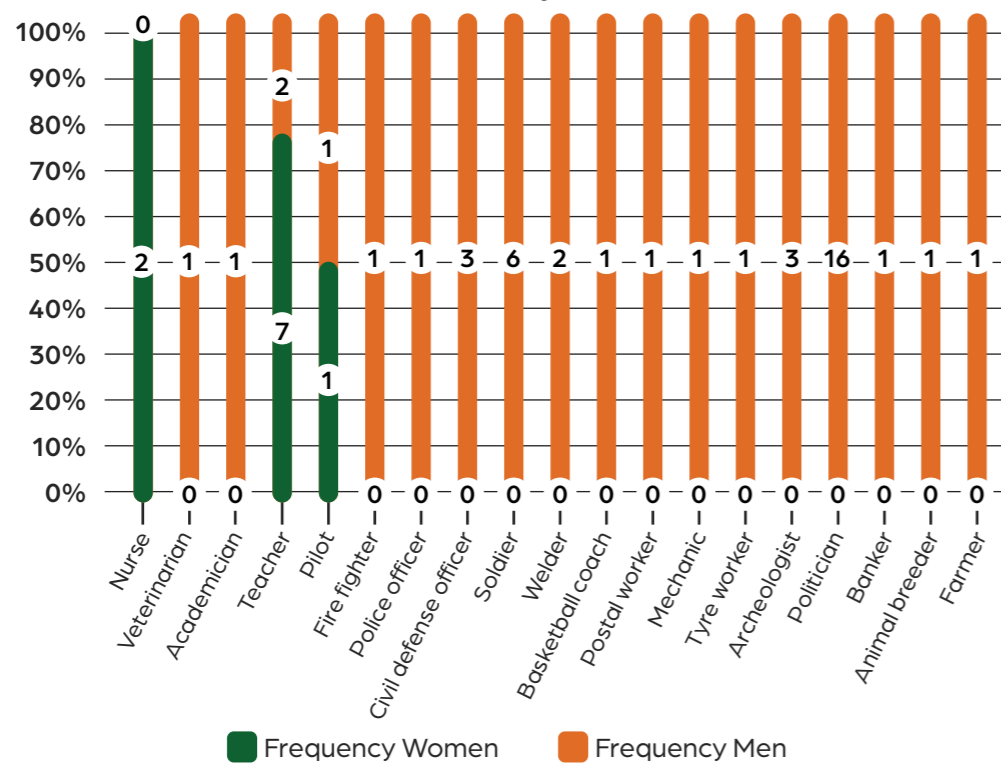


Table 7: Distribution of the Occupations subcategory by gender

Table 7 presents the frequency distributions of 4th and 5th grade Social Studies textbooks according to the "Occupations" subcategory. *Veterinarian* (N=1), *academician* (N=1), *firefighter* (N=1), *police officer* (N=1), *civil defense officer* (N=3), *soldier* (N=6), *welder* (N=2), *basketball coach* (N=1), 100% of *postal workers* (N=1), *mechanics* (N=1), *tyre workers* (N=1), *archaeologists* (N=3), *politicians* (N=16), *bankers* (N=1), *animal breeders* (N=1) and *farmers* (N=1) are *male*. 100% of *nurses* (N=2) are *female*.

Among *pilots*, 50% were *female* (N=1) and 50% *male* (N=1). 70.59% of the *teacher figures* were *female* (N=7) and 22.22% *male* (N=2).

Appearance

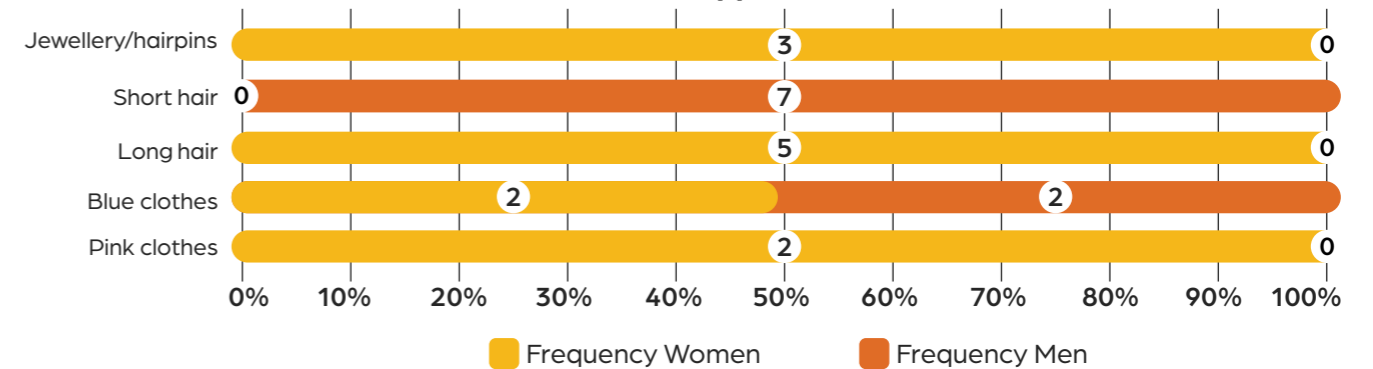


Table 8: Distribution of the subcategory Appearance by gender

Table 8 presents the frequency distributions of 4th and 5th grade Social Studies textbooks according to the "Appearance" subcategory. 100% of the figures *wearing pink clothes* (N=2), *long hair* (N=5), *jewellery or hairpins* (N=3) were *female*. 100% of the figures with *short hair* (N=7) were *male*.

The analysis demonstrate that 50% of the figures *wearing blue clothes* were *female* (N=2) and 50% were *male* (N=2).

Relations

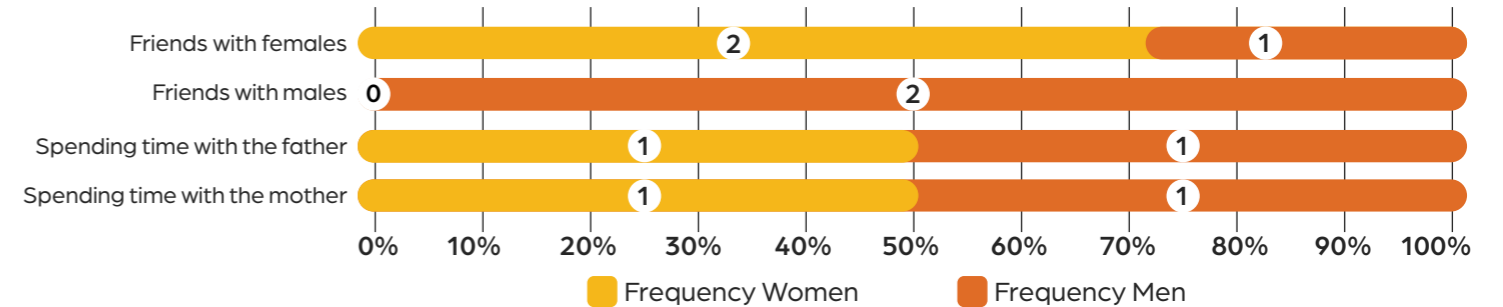


Table 9: Distribution of the subcategory Relations by gender

Table 9 presents the frequency distributions of 4th and 5th grade Social Studies textbooks according to the "Relations" subcategory. 100% of the figures who were *friends with male* were *male* (N=2).

50% of the figures depicted as *spending time with the mother* were *girls* (N=1) and 50% were *boys* (N=1). 50% of the figures depicted as *spending time with the father* were *girls* (N=1) and 50% were *boys* (N=1). 66.67% of those who were *friends with female* were *female* (N=2) and 33.33% were *male* (N=1).

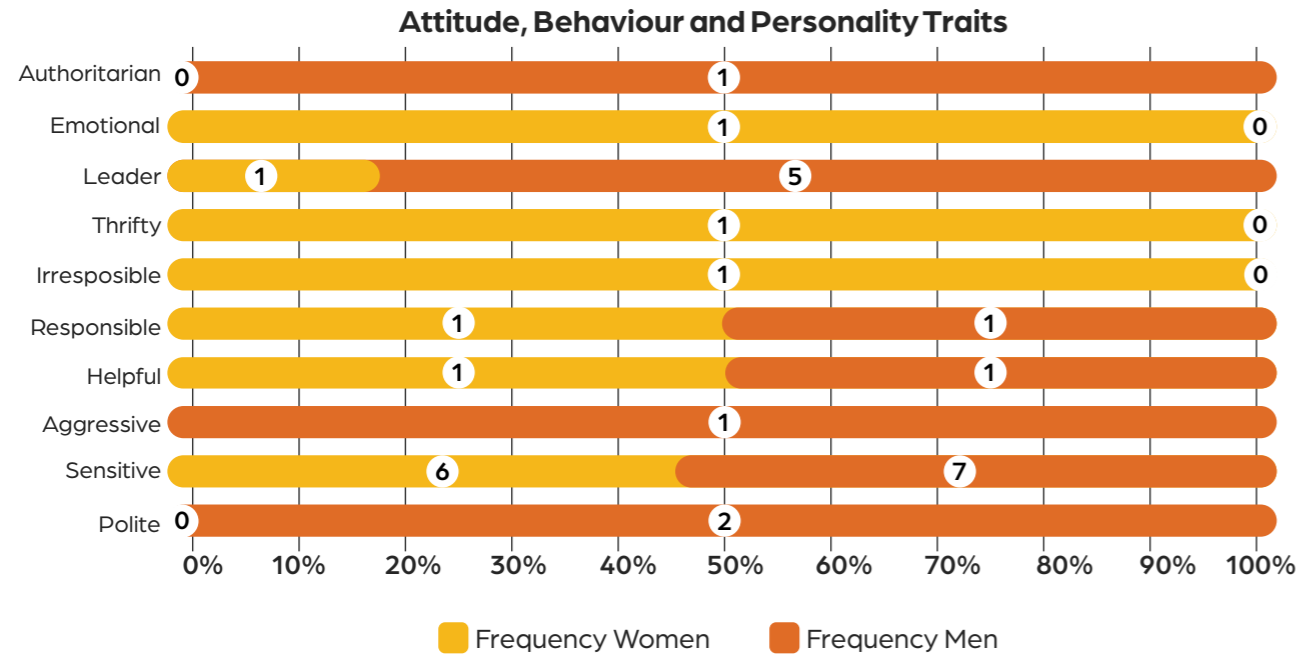


Table 10: Distribution of *Attitude, Behaviour and Personality Traits* sub-category according to gender

Table 10 presents the frequency distributions of **4th and 5th grade Social Studies textbooks** according to the **“Attitude, Behaviour and Personality Traits”** subcategory. 100% of the **emotional figures** were *female* (N=1), 100% of the **authoritarian figures** (N=1) and 100% of the **polite figures** (N=1) were *male*.

46.15% of the figures depicted as **sensitive** were *female* (N=6) and 53.85% were *male* (N=7). It appears that all of the **aggressive figures** were *male*. The analysis demonstrate that 50% of the figures illustrated as **helpful** and **responsible** were *female* (N=1) and 50% were *male* (N=1). All of the **irresponsible** and **thrifty figures** were *female*. As for the figures depicting **leaders**, 16.67% were *female* (N=1) and 83.33% were *male* (N=5).

3.1.3. Science and Technology Textbooks

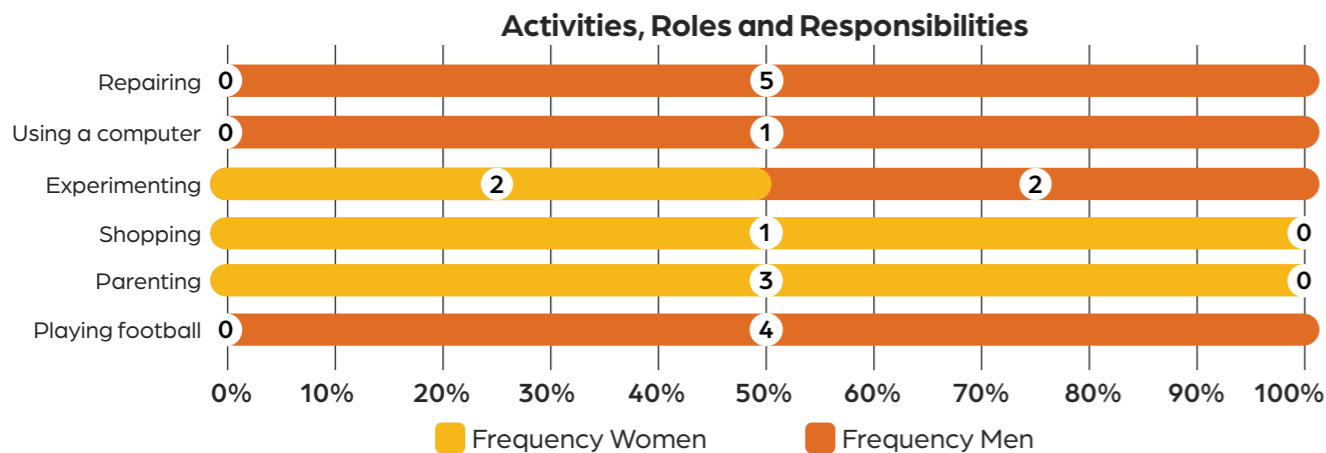


Table 11: Distribution of the sub-category *Activities, Roles and Responsibilities* by gender

Table 11 presents the frequency distribution of primary school **4th and 5th grade Science and Technology textbooks** according to the **“Activities, Roles and Responsibilities”** subcategory. The analysis reveals that 100% of the figures depicted in the textbooks as **playing football** (N=4), **use computers** (N=1) and **do repairs** (N=5) were *male*; 100% of those depicted as **parents** (N=3) and **responsible for shopping** (N=1) were *female*.

50% of those illustrated as **conducting experiments** were *male* (N=2) and 50% were *female* (N=2).

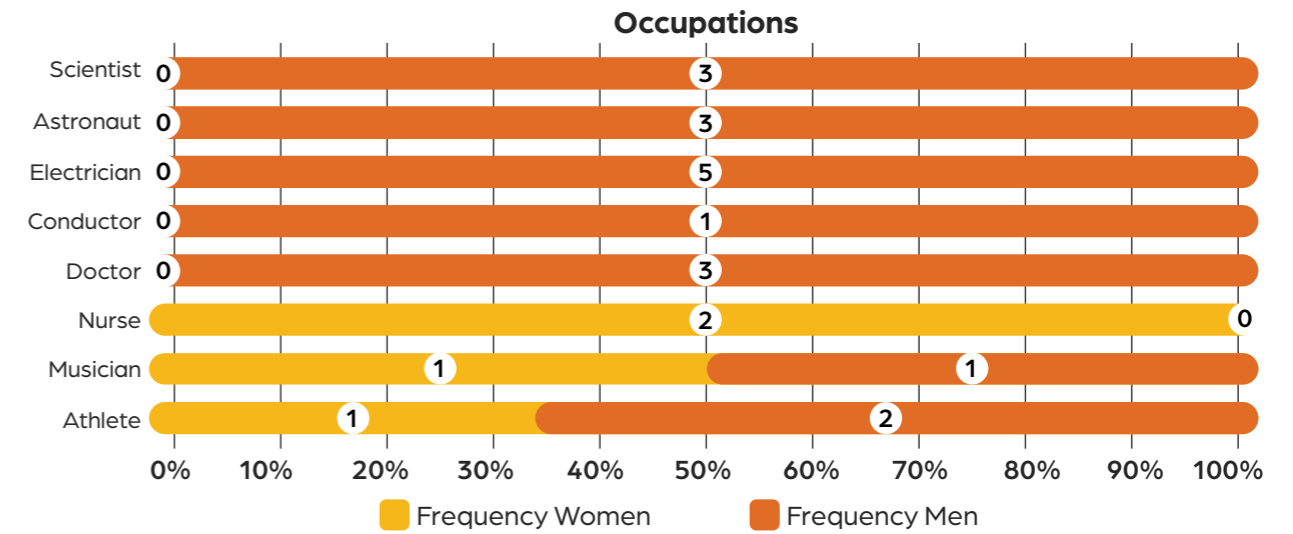


Table 12: Distribution of the *Occupations* subcategory by gender

Table 12 presents the frequency distribution of primary school **4th and 5th grade Science and Technology textbooks** according to the **“Occupations”** subcategory. 100% of **nurses** were *female* (N=2), 100% of **doctors** (N=3), **conductors** (N=1), **electricians** (N=5), **astronauts** (N=3) and **scientists** (N=3) were *male*.

Athletes were represented by 33.33% *female* (N=1) and *male* 66.67% (N=2). As for **musicians**, 50% of the figures were *female* (N=1) and 50% *male* (N=1).

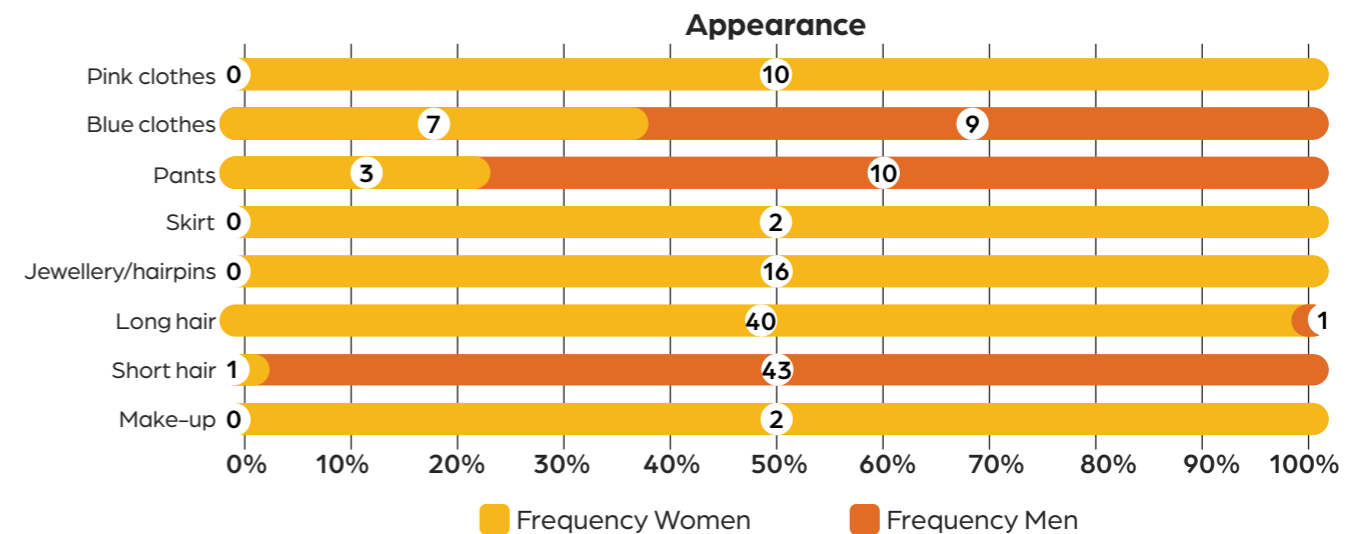


Table 13: Distribution of the subcategory *Appearance* by gender

Table 13 presents the frequency distribution of primary school **Science and Technology textbooks** according to the **“Appearance”** subcategory. 100% of the figures depicted as **wearing pink clothes** (N=10), **skirts** (N=2), **jewellery** or **hairpins** (N=16) and **make-up** (N=2) were *female*.

Of those **wearing blue clothes**, 43.75% were *female* (N=7) and 56.25% were *male* (N=9). 23.08% of the figures depicted as **wearing trousers** were *female* (N=3), whereas 76.92% were *male* (N=10). While 97.56% of the figures illustrated with **long hair** were *female* (N=40), 2.44% were *male* (N=1). Among the figures with **short hair**, 2.27% were *female* (N=1) and 97.73% were *male* (N=43).

Attitude, Behaviour and Personality Traits

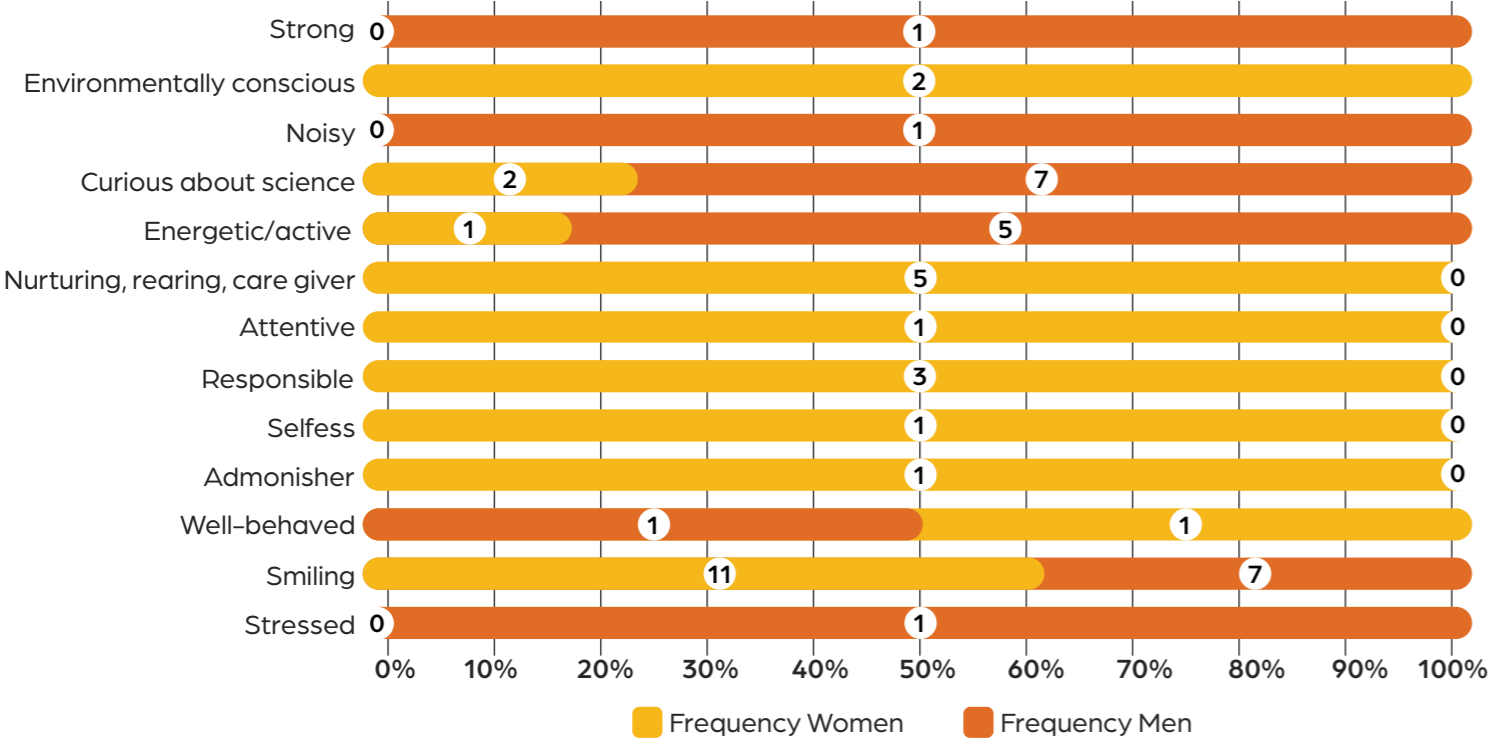


Table 14: Distribution of Attitude, Behaviour and Personality Traits sub-category according to gender

Table 14 presents the frequency distributions of primary school 4th and 5th grade Science and Technology textbooks according to the "Attitude, Behaviour and Personality Traits" subcategory. 100% of the figures depicted as *stressful* (N=1), *noisy* (N=1) and *strong* (N=1) were *male*. 100% of the figures illustrated as *giving advice* (N=1), *selfless* (N=1), *responsible* (N=3), *attentive* (N=1), *nurturing/rearing/care giving* (N=5) and *environmentally sensitive* (N=2) were *female*.

Of the *smiling figures*, 61.11% were *female* (N=11) and 38.89% were *male* (N=7). As for the figures portrayed as *well-behaved*, 50% were *female* (N=1) and 50% were *male* (N=1). While 5 out of the 6 figures illustrated as *active* were *male* (N=5, 83.33%), 1 was *female* (N=1, 16.67%). It appears that 22.22% of the figures portrayed as *interested in science* were *female* (N=2), while 77.78% were *male* (N=7).

3.1.4. Turkish Textbooks

Occupations

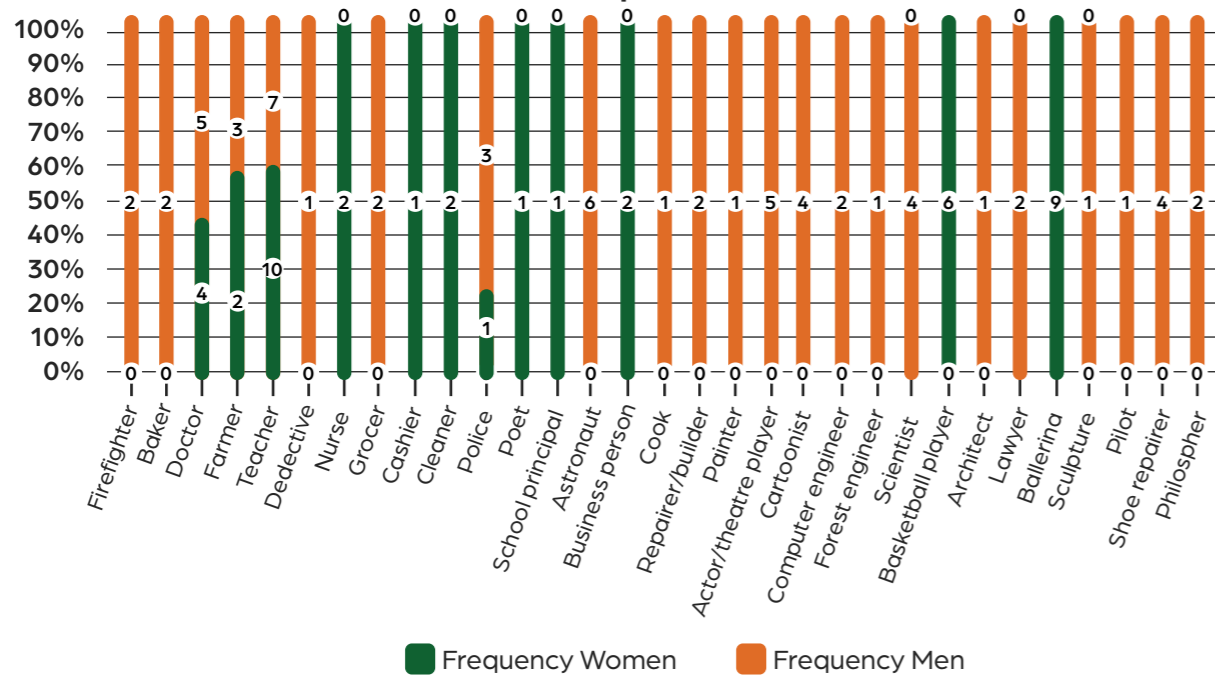


Table 15: Distribution of the Occupations subcategory by gender

Table 15 presents the frequency distributions of 1st, 2nd, 3rd, 4th and 5th grade Turkish textbooks according to the Occupations subcategory.

100% of the figures illustrating *firefighter* (N=2), *baker* (N=2), *detective* (N=1), *greengrocer* (N=2), *astronaut* (N=6), *cook* (N=6), *mechanic* (N=2), *painter* (N=1), *theatre actor* (N=5), *cartoonist* (N=4), *computer engineer* (N=2), *forest engineer* (N=1), *scientist* (N=4), *architect* (N=1), *lawyer* (N=2), *sculptor* (N=1), *pilot* (N=1), *cobbler* (N=4) and *philosopher* (N=2) were *male*. On the other hand, 100% of *nurses* (N=2), *cashiers* (N=1), *cleaners* (N=2), *poets* (N=1), *school principals* (N=1), *business people* (N=2), *basketball players* (N=6) and *ballerinas* (N=9) were *female*.

As for *doctors*, 44.44% were *female* (N=4) and 55.56% were *male* (N=5). It was observed that 40% of the *farmer* figures were *female* (N=2) and 60% were *male* (N=3). *Teachers* were represented by 58.82% *female* (N=10) and 41.18% *male* (N=7). Among the *pilot*, 25% were *female* (N=1) and 75% were *male* (N=3).

Activities, Roles and Responsibilities

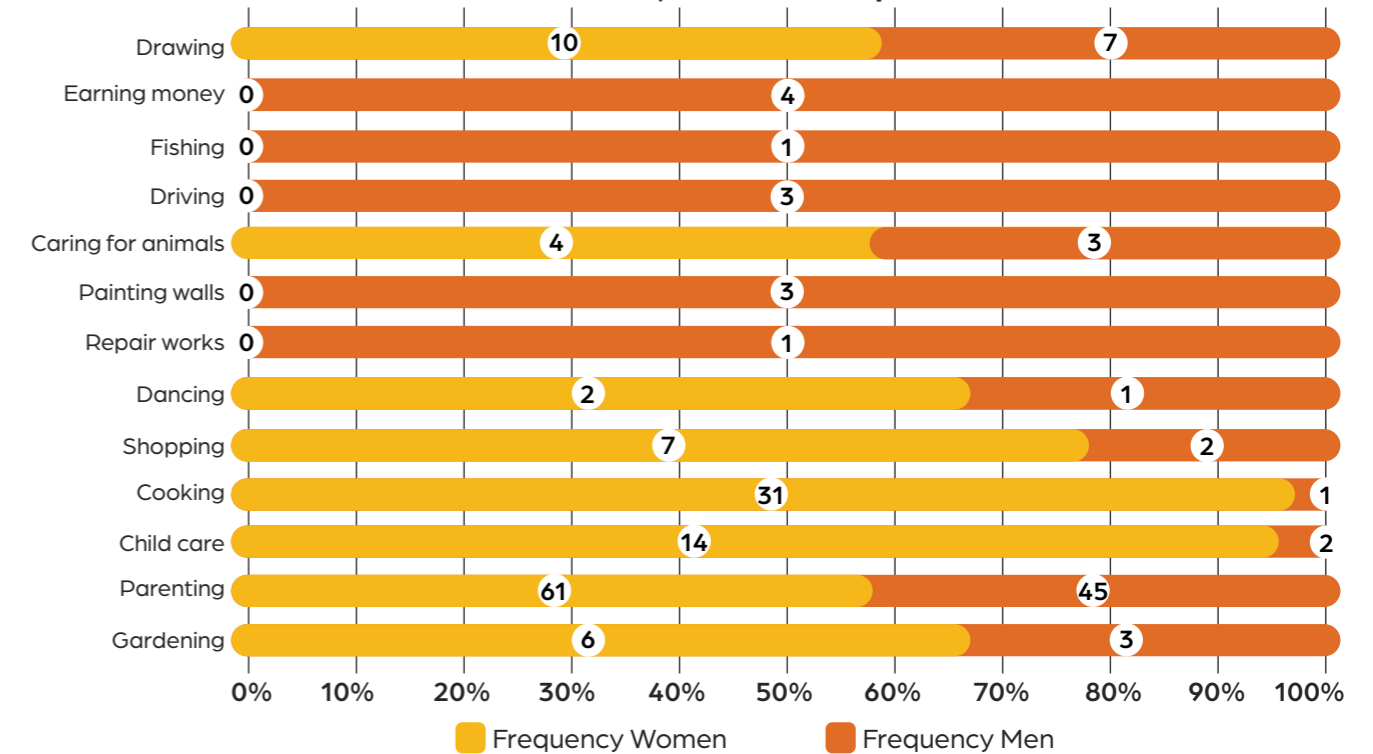


Table 16: Distribution of the sub-category Activities, Roles and Responsibilities by gender

Table 16 presents the frequency distributions of 1st, 2nd, 3rd, 4th and 5th grade Turkish textbooks according to the subcategory "Activities, Roles and Responsibilities". 100% of the figures depicted as *earning money* (N=4, 100%), *fishing* (N=1, 100%), *driving a car* (N=3; 100%), *painting walls* (N=3, 100%) and *repairing something* (N=1) were *male*.

58.82% of the figures illustrated as *drawing pictures* were *female* (N=10) and 41.18% were *male* (N=7). As for the figures *caring for animals*, 57.14% were represented by *female* (N=4) and 42.86% by *male* (N=3). Of those *who dance*, 66.67% were *female* (N=2) and 33.33% were *male* (N=1). With regard to those *figures illustrated as shopping*, 77.78% were *female* (N=7) and 22.22% were *male* (N=2). 98.88% of the *figures depicted as cooking* were *female* (N=31) and 3.13% were *male* (N=1). 87.50% of the *figures with childcare responsibilities* were *female* (N=14) and 12.50% were *male* (N=2). It appears that 57.55% of the figures depicting the role of *parents* were *female* (N=61) and 42.45% were *male* (N=45). Among the *gardeners*, 66.67% were *female* (N=6) and 33.33% were *male* (N=3).

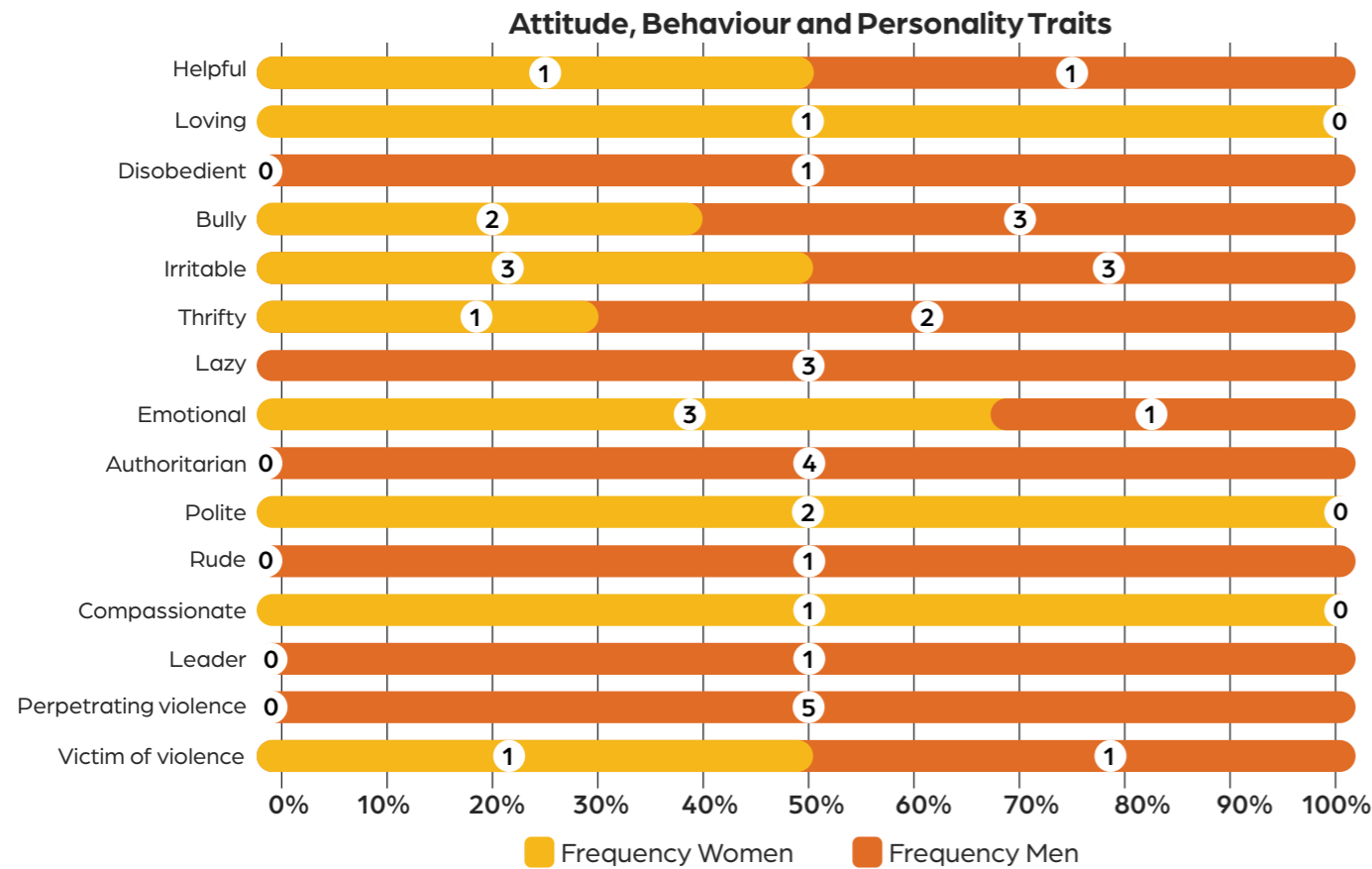


Table 17: Distribution of *Attitude, Behaviour and Personality Traits* sub-category according to gender

Table 17 presents the frequency distributions of **1st, 2nd, 3rd, 4th and 5th grade Turkish textbooks** according to the subcategory **Attitude, Behaviour and Personality Traits**. 100% of the figures portrayed as *kind* (N=2), *compassionate* (N=1), *helpful* (N=1) and *loving* (N=1) figures were *female*. 100% of the figures *who did not follow the rules* (N=1), *lazy* (N=3), *authoritarian* (N=4), *rude* (N=1), *having leader characteristics* (N=1) and *violent* (N=5) were *male*.

Among the *violent figures*, 50% were *female* (N=1) and 50% were *male* (N=1). Of the *bullying figures*, 40% were *female* (N=2) and 60% were *male* (N=3). It is observed that 50% of the *irritable figures* were *female* (N=3) and 50% were *male* (N=3). 33.33% of the figures depicted as *thrifty* were *female* (N=1) and 66.67% *male* (N=3). *Emotional figures* were represented by 75% *female* (N=3) and 25% *male* (N=1).

3.1.5. English Textbooks

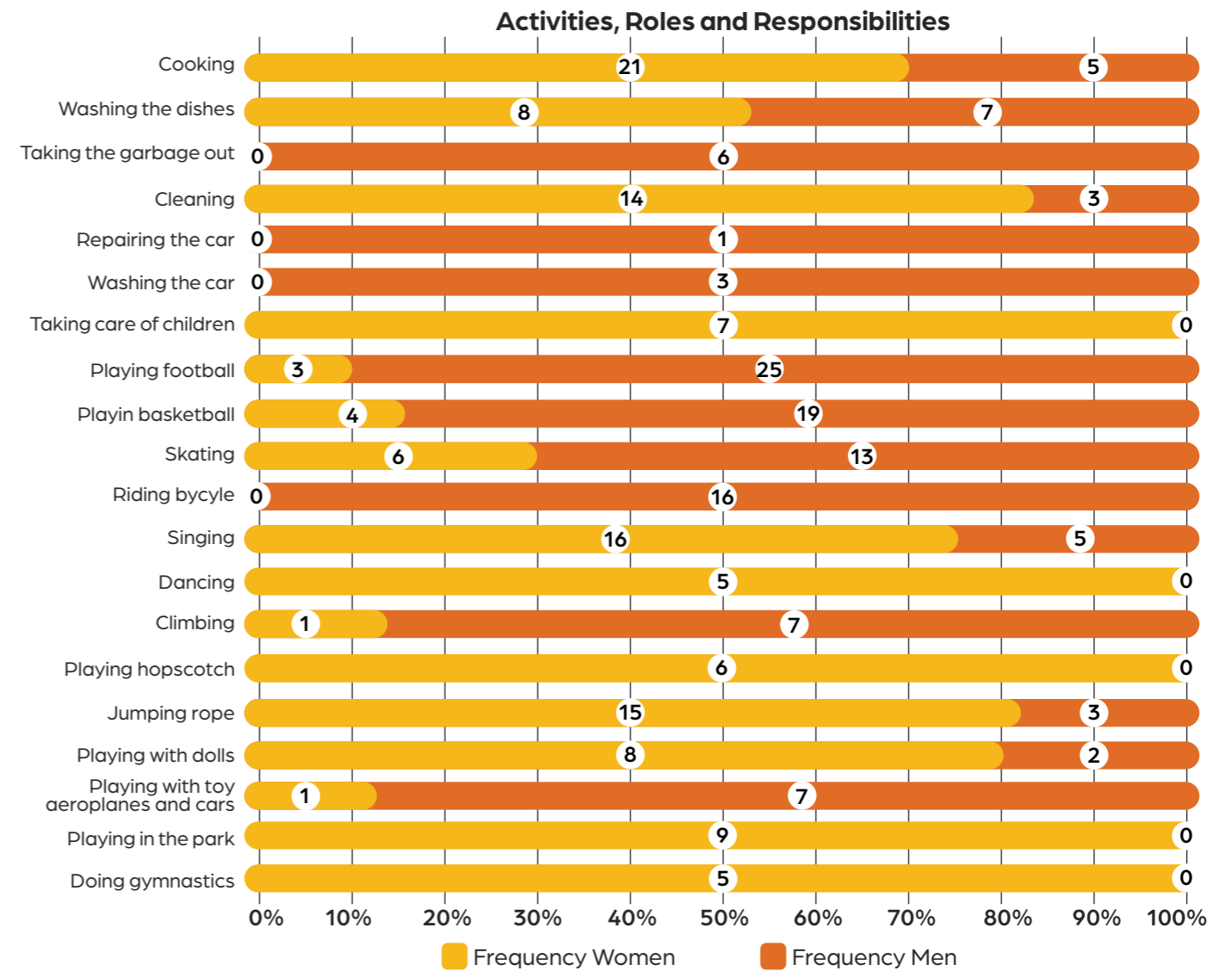


Table 18: Distribution of the sub-category *Activities, Roles and Responsibilities* by gender

Table 18 presents the frequency distributions of **primary school English textbooks** according to the subcategory **"Activities, Roles and Responsibilities"**. 100% of the figures depicted as *taking out the garbage* (N=6), *repairing cars* (N=1), *washing cars* (N=3) and *riding bicycles* (N=16) were *male*. 100% of the figures with *childcare responsibilities* (N=7), *hopscotch* (N=6), *playing in the park* (N=9), *doing gymnastics* (N=5) and *dancing* (N=5) were *female*.

Data reveals that 80.77% of the figures depicted as *cooking* were *female* (N=21) and 19.23% *male* (N=5). 53.33% of the figures *washing dishes* were *female* (N=8) and 46.67% were *male* (N=7). 82.35% of the figures portrayed as *cleaning* were *female* (N=14) and 17.65% *male* (N=3). 10.71% of the figures portrayed as *playing football* were *female* (N=3) and 82.29% *male* (N=25). 17.39% of the figures illustrated as *playing basketball* were *female* (N=4) and 82.61% *male* (N=19). The analysis revealed that 31.58% of the *skating figures* were *female* (N=6) and 68.42% *male* (N=13). As for the figures illustrated as *singing*, 76.19% were *female* (N=16) and 23.81% *male* (N=5). Among the *climbing figures*, 12.50% were *female* (N=1) and 87.50% *male* (N=7). , 83.33% of the figures portrayed as *jumping rope* were *female* (N=15) and 16.67% *male* (N=3). Of the figures *playing with dolls*, 80% were *female* (N=8) and 20% were *male* (N=2). 12.50% of the figures *playing with toy aeroplanes and cars* were *female* (N=1) and 87.50% *male* (N=7).

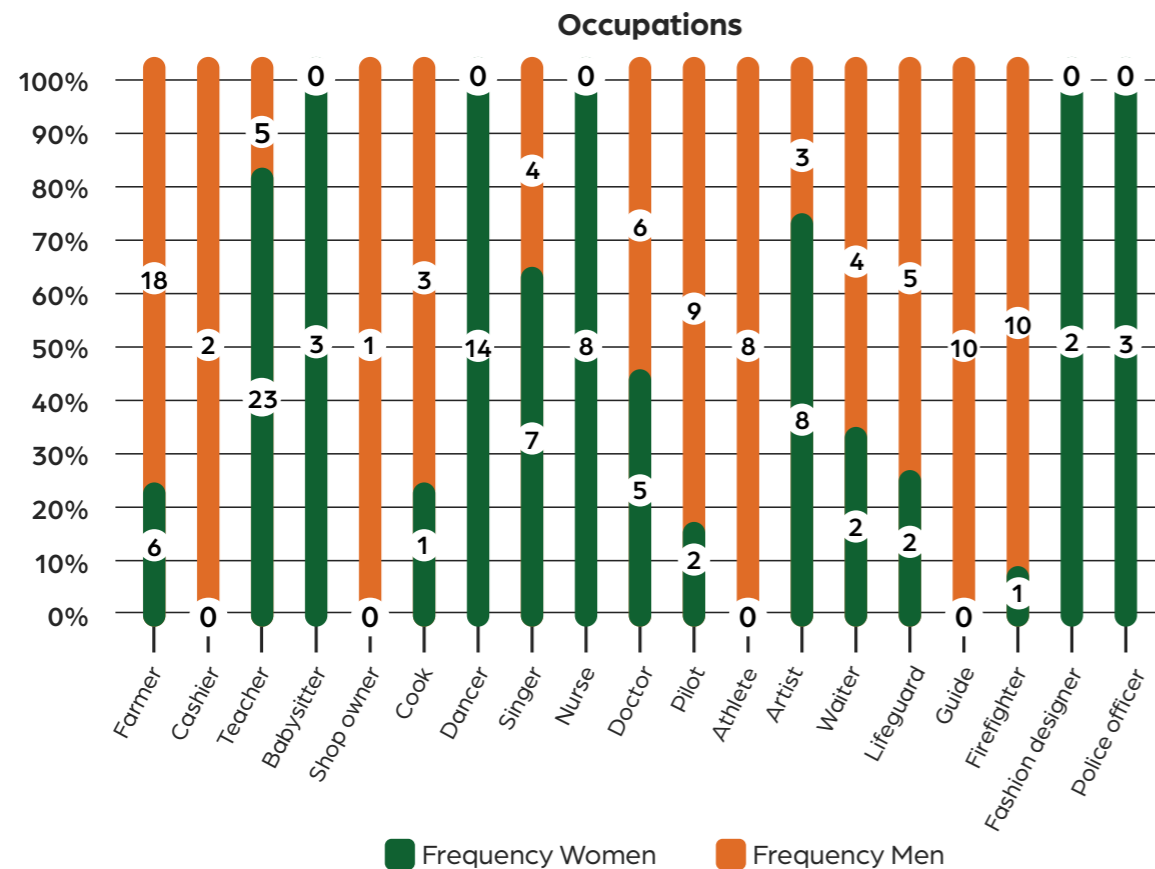


Table 19: Distribution of the Occupations subcategory by gender

Table 19 presents the frequency distributions of primary school English textbooks according to the "Occupations" subcategory. 100% of the figures depicting *cashiers* (N=2), *fashion designers* (N=2) and *police officers* (N=3) were *female*. 100% of *athletes* (N=8) and *guides* (N=10) were *male*. All of the *nurses* were *female* (N=8).

Data also reveals that 25% of *farmers* were *female* (N=6) and 75% were *male* (N=18). Among *teachers*, 82.14% were *female* (N=23) and 17.86% were *male* (N=5). All of the *baby-sitters* were *female* and all of the *shop owners* were *male* (N=1). 25% of the *cooks* were *female* (N=1) and 75% were *male* (N=3). All *dancers* were *female* (N=14). 63.64% of the *singers* were *female* (N=7) and 36.36% were *male* (N=4). *Doctors* were 45.45% *female* (N=5) and 54.55% *male* (N=6). 18.18% of the *pilots* were *female* (N=2) and 81.82% were *male* (N=9). 72.73% of the *actors* were *female* (N=8) and 27.27% were *male* (N=3). Among the *waiters*, 33.33% were *female* (N=2) and 66.67% were *male* (N=4). *Lifeguards* were portrayed as 28.57% *female* (N=2) and 71.43% *male* (N=5) and *firefighters* as 9.09% *female* (N=1) and 90.91% *male* (N=10).

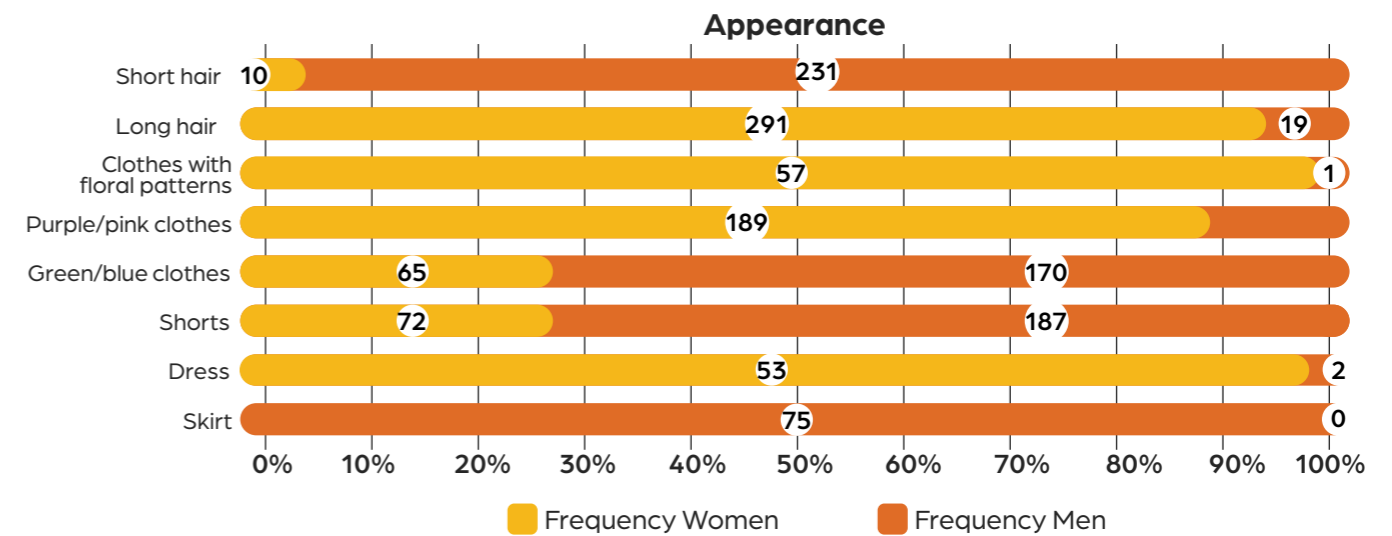


Table 20: Distribution of the subcategory Appearance by gender

Table 20 presents the frequency distributions of primary school English textbooks according to the "Appearance" subcategory. 100% of those wearing *skirts* were *female* (N=75).

96.36% of those *wearing dresses* were *female* (N=53) and 3.64% were *male* (N=2). 27.80% of the figures *wearing shorts* were *female* (N=72) and 72.20% were *male* (N=187). Among the figures *wearing green or blue clothes*, 27.66% were *female* (N=65) and 72.34% were *male* (N=170). 89.57% of the figures *wearing purple or pink clothes* were *female* (N=189) and 10.43% were *male* (N=22). Among the figures *wearing clothes with floral patterns*, 98.28% were *female* (N=57) and 1.72% were *male* (N=1). 93.87% of the figures portrayed with *long hair* were *female* (N=291) and 6.13% were *male* (N=19). Of the figures with *short hair*, 4.15% were *female* (N=10) and 95.85% were *male* (N=231).

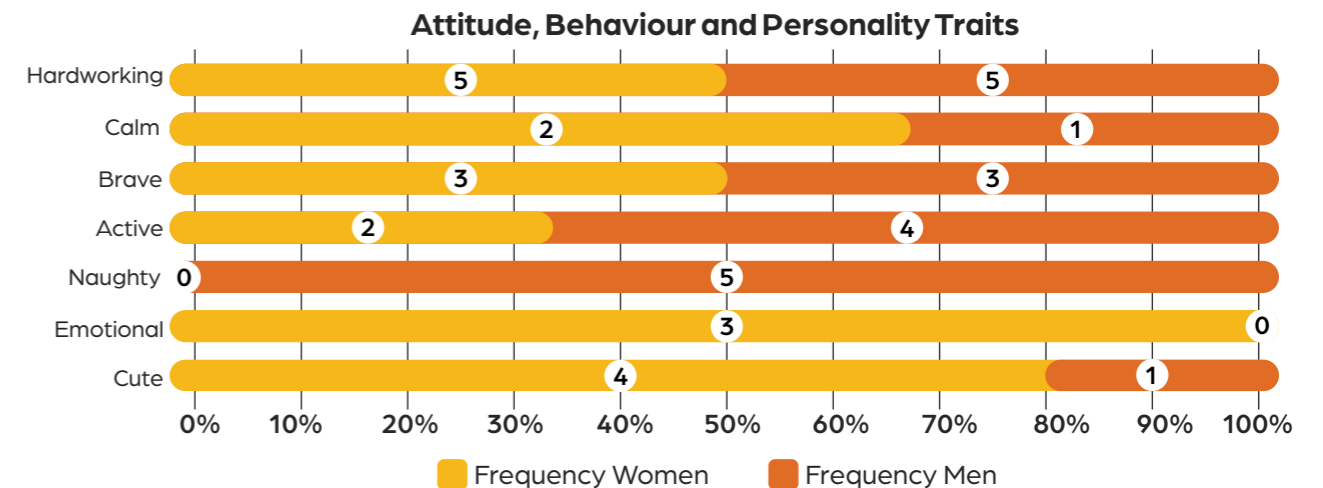


Table 21: Distribution of Attitude, Behaviour and Personality Traits sub-category according to gender

Table 21 presents the frequency distributions of primary school English textbooks according to the subcategory of "Attitude, Behaviour and Personality Traits". 100% of the *naughty figures* were *male* (N=5).

80% of the figures portrayed as *cute* were *female* (N=4) and 20% were *male* (N=1). 100% of the figures portrayed as *emotional* were *female* (N=3). 33.33% of the figures depicted *active* were *female* (N=2) and 66.67% were *male* (N=4). The data also reveals that 50% of the figures depicted as *brave* were *female* (N=3) and 50% were *male* (N=3). 66.67% of the figures depicted as *calm* were *female* (N=2) and 33.33% were *male* (N=1). 50% of the figures depicted as *hardworking* were *female* (N=5), and 50% were *male* (N=5).

3.2. Findings Related to Secondary School Textbooks

3.2.1. Social Studies Textbooks

Activities, Roles and Responsibilities

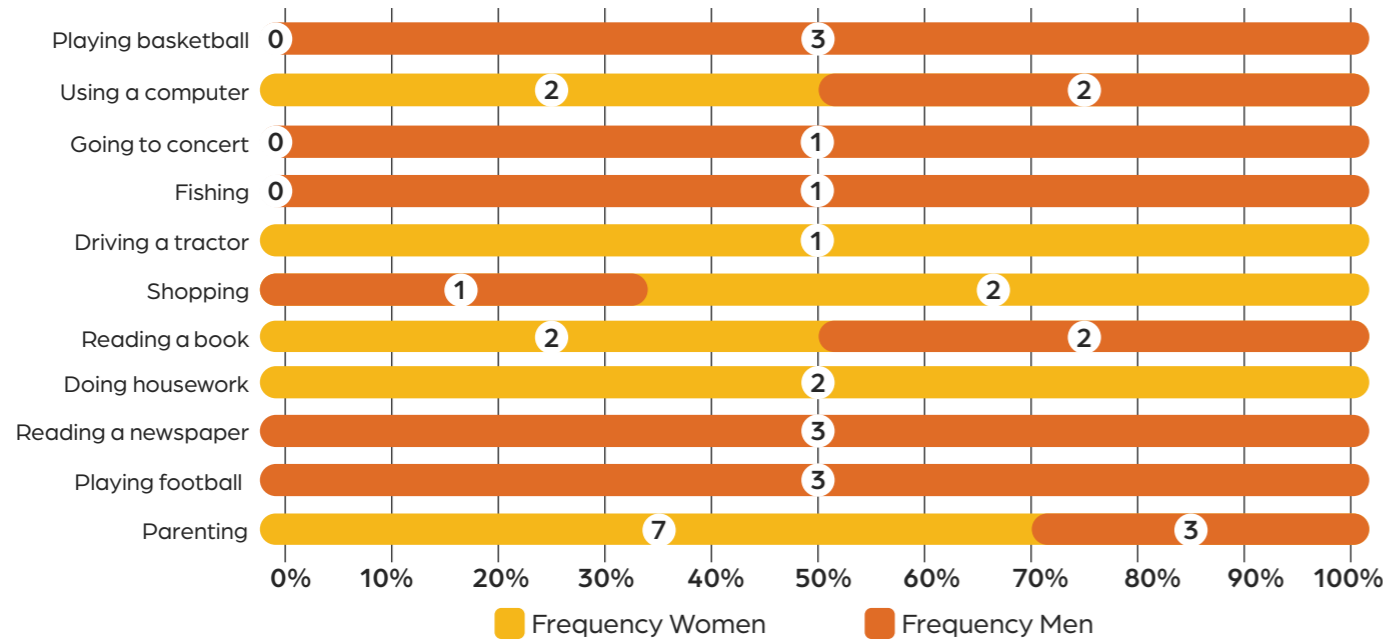


Table 22: Distribution of the sub-category Activities, Roles and Responsibilities by gender

Table 22 presents the frequency distributions of 6th and 7th grade Social Studies textbooks according to the subcategory "Activities, Roles and Responsibilities". 100% of the figures *playing football* (N=3), *playing basketball* (N=3), *reading newspapers* (N=3), *fishing* (N=1), *going to concerts* (N=1) were *male*, 100% of the figures *doing housework* (N=2) and *driving a tractor* (N=1) were *female*.

70% of the figures depicting *parenting* were *female* (N=7) and 30% were *male* (N=3). 50% of figures who *read books* were *female* (N=2) and 50% were *male* (N=2). 33.33% of those who *shop* were *female* (N=1), and 66.67% were *male* (N=2). 50% of those who *use computers* were *female* (N=2) and 50% were *male* (N=2).

Occupations

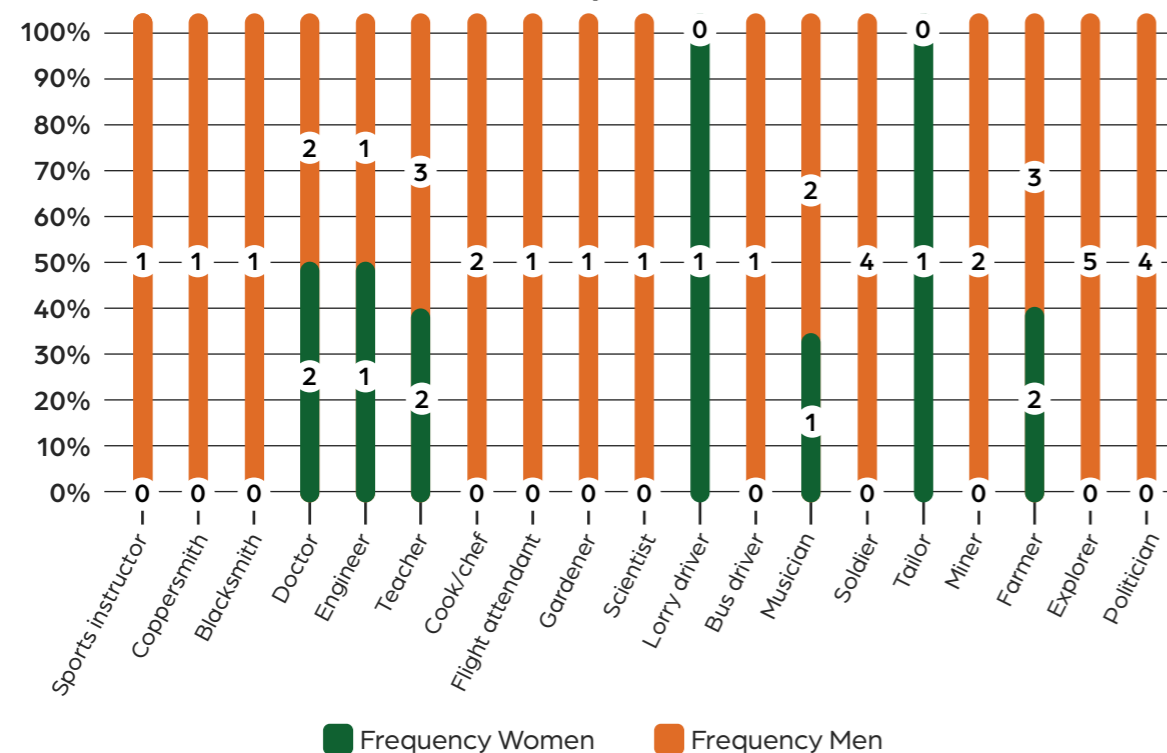


Table 23: Distribution of the Occupations subcategory by gender

Table 23 presents the frequency distributions of 6th and 7th grade Social Studies textbooks according to the "Occupations" subcategory. *Sports instructor* (N=1), *coppersmith* (N=1), *blacksmith* (N=1), *cook* (N=2), *flight attendant* (N=1), *gardener* (N=1), *scientist* (N=1), *bus driver* (N=1), *soldier* (N=4), *miner* (N=2), *explorer* (N=5) and *politician* (N=4) were 100% *male*. 100% of *lorry drivers* (N=1) and *tailors* (N=1) were *female*.

Among *doctors* and *engineers*, 50% were *female* (N=2) and 50% were *male* (N=2). 40% of *teachers* were *female* (N=2), 60% were *male* (N=3). Among *musicians*, 33.33% were *female* (N=1) and 66.67% were *male* (N=2). Among *farmers*, 40% were *female* (N=2) and 60% were *male* (N=3).

Appearance

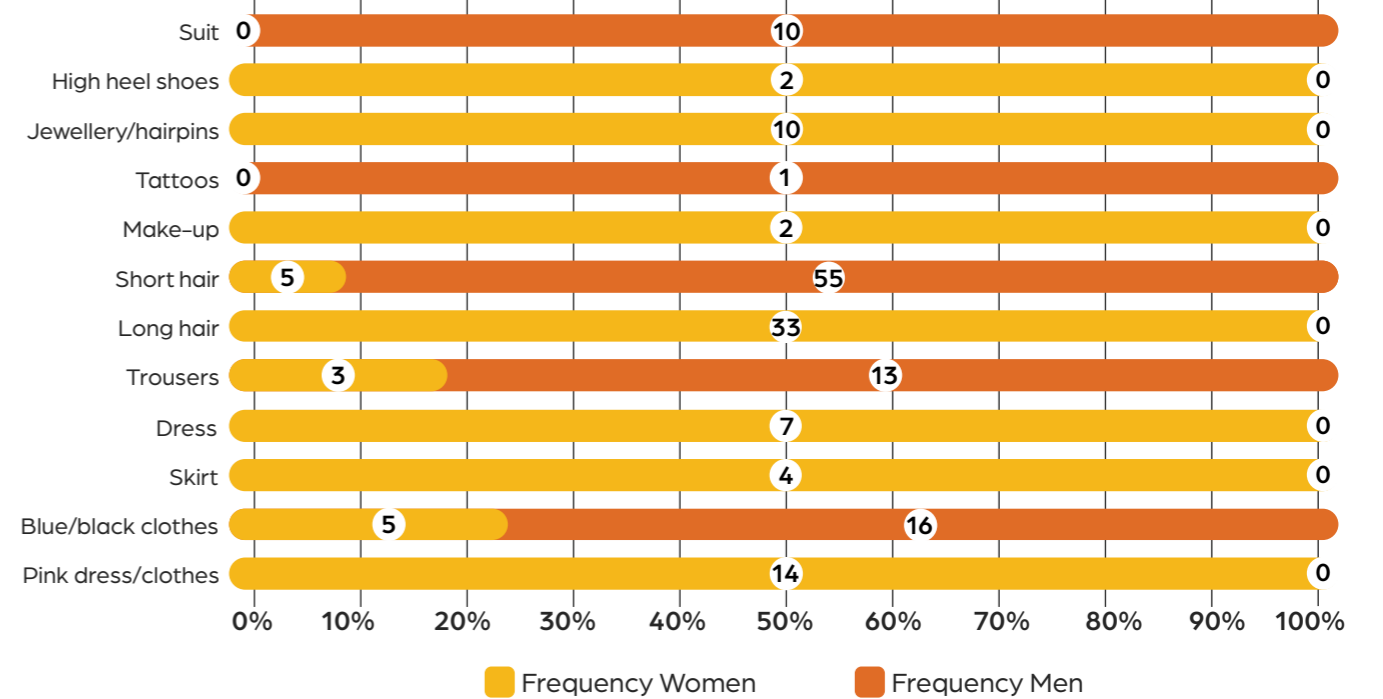


Table 24: Distribution of the subcategory Appearance by gender

Table 24 presents the frequency distributions of 6th and 7th grade Social Studies textbooks according to the "Appearance" subcategory. 100% of those *wearing pink clothes* (N=14), *skirts* (N=4), *dresses* (N=7), *high heels* (N=2), *jewellery or hairpins* (N=10), *make-up* (N=2) and *long hair* (N=33) were *female*. 100% of those who have *tattoos* (N=1) and *wear suits* (N=10) were *male*.

Among those *wearing blue or black clothes*, 23.81% were *female* (N=5) and 76.19% were *male* (N=21). 18.75% of those *wearing trousers* were *female* (N=3) and 81.25% were *male* (N=13). Among the figures with *short hair*, 8.33% were *female* (N=5) and 91.67% were *male* (N=55).

Attitude, Behaviour and Personality Traits

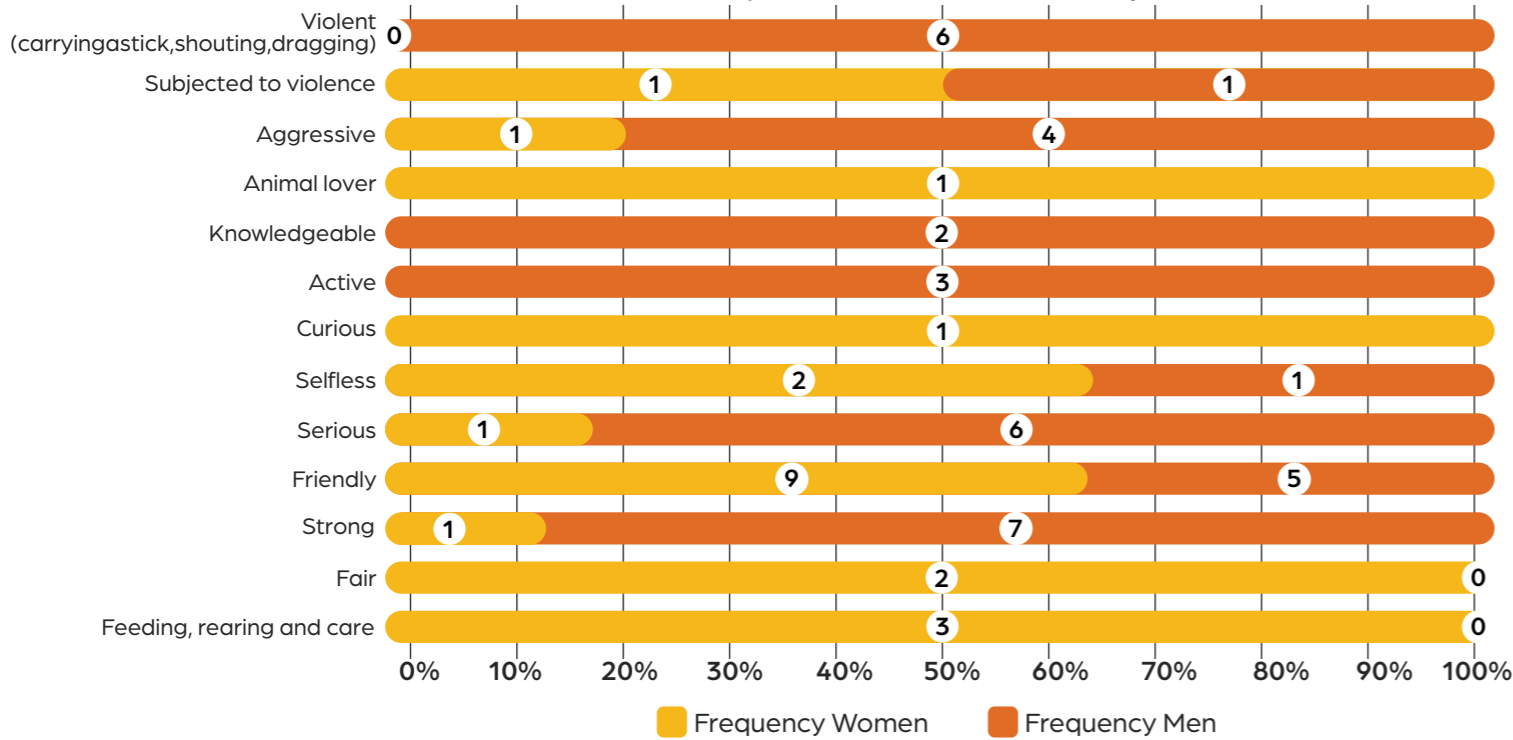


Table 25: Distribution of *Attitude, Behaviour and Personality Traits* sub-category according to gender

Table 25 presents the frequency distributions of **6th and 7th grade Social Studies textbooks** according to the **“Attitude, Behaviour and Personality Traits”** subcategory. While 100% of the figures portrayed as **fair** (N=2), **animal lover** (N=1) and **curious** (N=1) were *female*, 100% of the figures portrayed as **active** (N=3) and **knowledgeable** (N=2) were *male*. 100% of **perpetrators** (N=6) were *male*.

12.50% of the figures depicted as **strong**, were *female* (N=1) and 87.50% were *male* (N=7). While 64.29% of the **smiling figures** were *female* (N=9) and 35.71% were *male* (N=5), 14.29% of the figures depicted as **serious** were *female* (N=1) and 85.71% were *male* (N=6). Among the figures portrayed as **selfless**, 66.67% were *female* (N=2) and 33.33% were *male* (N=1). 20% of the **aggressive figures** were *female* (N=1) and 80% were *male* (N=4).

While 50% of **the violent figures** were *female* (N=1) and 50% were *male* (N=1),

3.2.2 Science and Technology Textbooks

Activities, Roles and Responsibilities

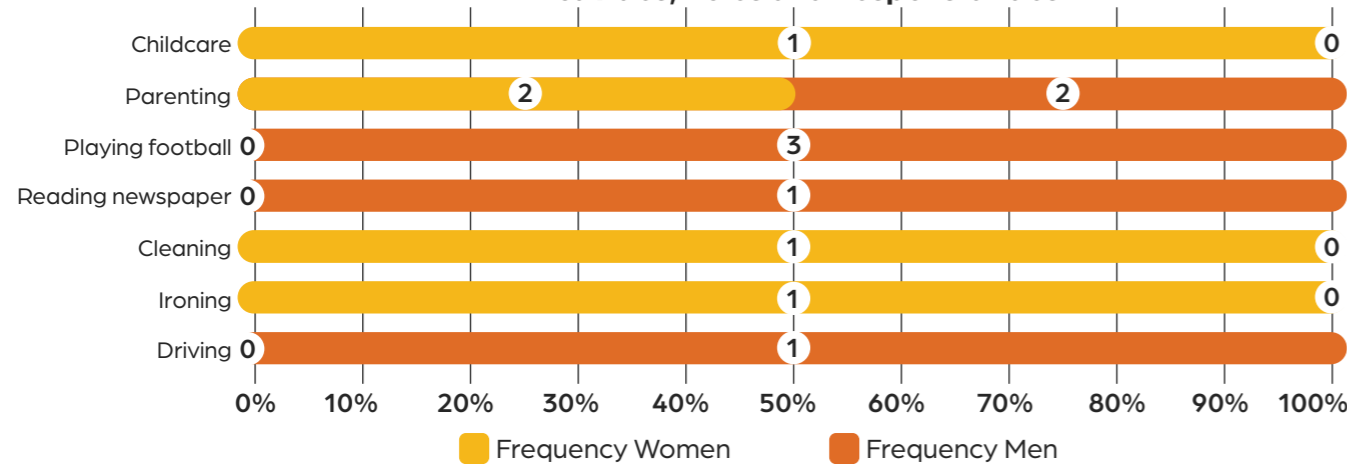


Table 26: Distribution of the sub-category Activities, Roles and Responsibilities by gender

Table 26 presents the frequency distributions of **6th, 7th and 8th grade Science and Technology textbooks** according to the **“Activities, Roles and Responsibilities”** category. 100% of the figures taking **responsibility for childcare** (N=1), **cleaning** (N=1) and **ironing** (N=1) were *female*. 100% of the figures seen **playing football** (N=3), **reading newspapers** (N=1) and **driving a car** (N=1) were *male*.

50% of the figures in the **role of parenting** were *female* (N=2) and 50% were *male* (N=2),

Occupations

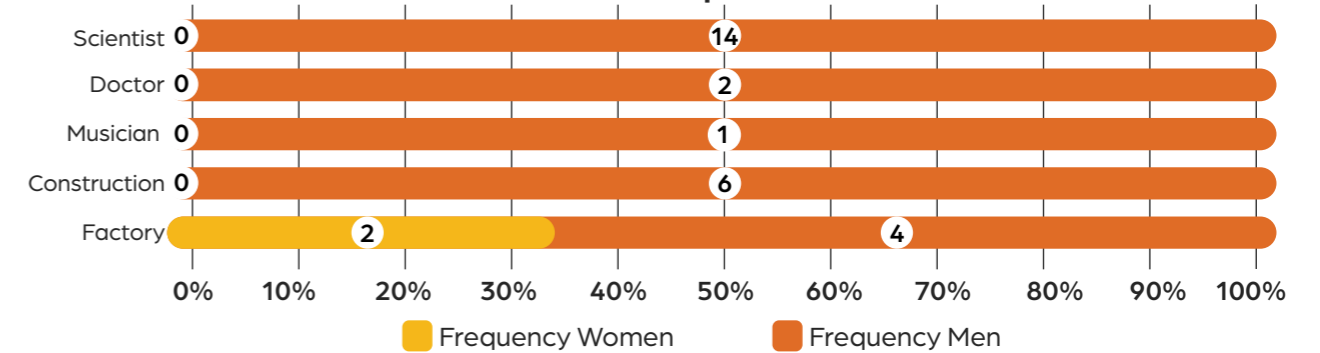


Table 27: Distribution of the *Occupations* subcategory by gender

Table 27 presents the frequency distributions of **6th, 7th and 8th grade Science and Technology textbooks** according to the **“Occupations”** category. 100% of construction **workers** (N=6), **musicians** (N=1), **doctors** (N=2) and **scientists** (N=14) were *male*.

Among **factory workers**, 33.33% were *female* (N=2) and 66.67% were *male* (N=4).

Appearance

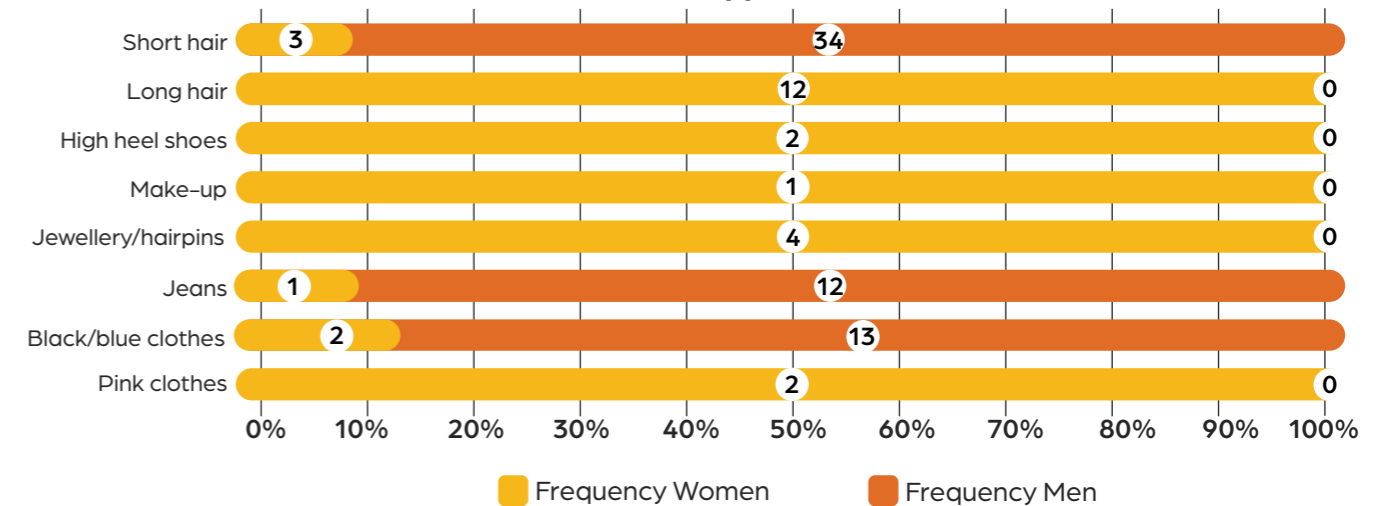


Table 28: Distribution of the subcategory *Appearance* by gender

Table 28 presents the frequency distributions of **6th, 7th and 8th grade Science and Technology textbooks** according to the **“Appearance”** category. 100% of the figures **wearing pink clothes** (N=2), **jewellery/hairpins** (N=4), **make-up** (N=1), **high heels** (N=2) and **long hair** (N=12) are *female*.

Among those **wearing blue or black clothes**, 13.33% were *female* (N=2) and 86.67% were *male* (N=13). 7.69% of those **wearing jeans** were *female* (N=1) and 92.31% were *male* (N=12). Among those with **short hair**, 8.11% were *female* (N=3), 91.89% were *male* (N=34).

3.2.3. Turkish Textbooks

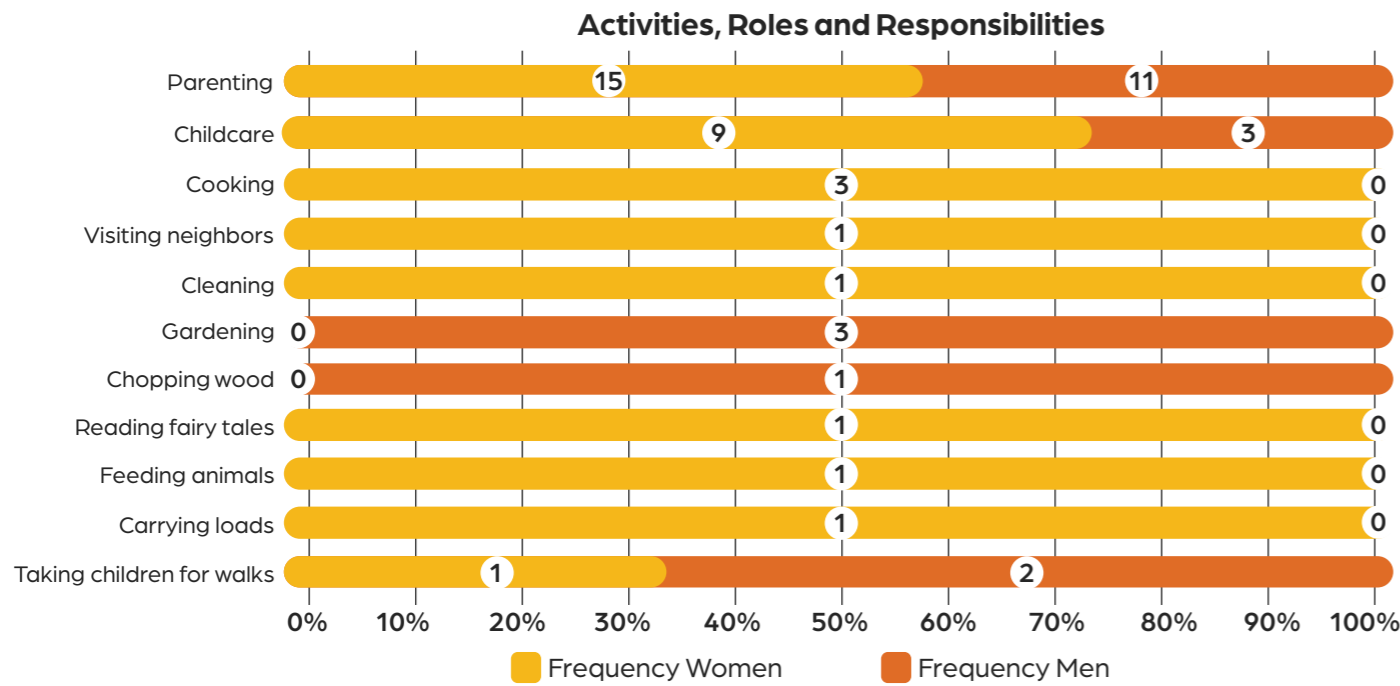


Table 29: Distribution of the sub-category Activities, Roles and Responsibilities by gender

Table 29 presents the frequency distribution of **6th, 7th and 8th grade Turkish textbooks** according to the category of **“Activities, Roles and Responsibilities”**. 100% of the figures **fulfilling the activities** and **responsibilities of cooking** (N=3), **visiting the neighbour** (N=1), **cleaning** (N=1), **reading fairy tales** (N=1), **feeding animals** (N=1), and **carrying loads** (N=1) are female. 100% of the figures **gardening** (N=3) and **chopping wood** (N=1) were male.

57.69% of the figures depicted in the **role of parenting** were female (N=15) and 42.31% were male (N=11). 75% of the figures with **childcare responsibilities** were female (N=9) and 25% were male (N=3). Among the **figures who took the children for walks**, 33.33% were female (N=1) and 66.67% were male (N=2).

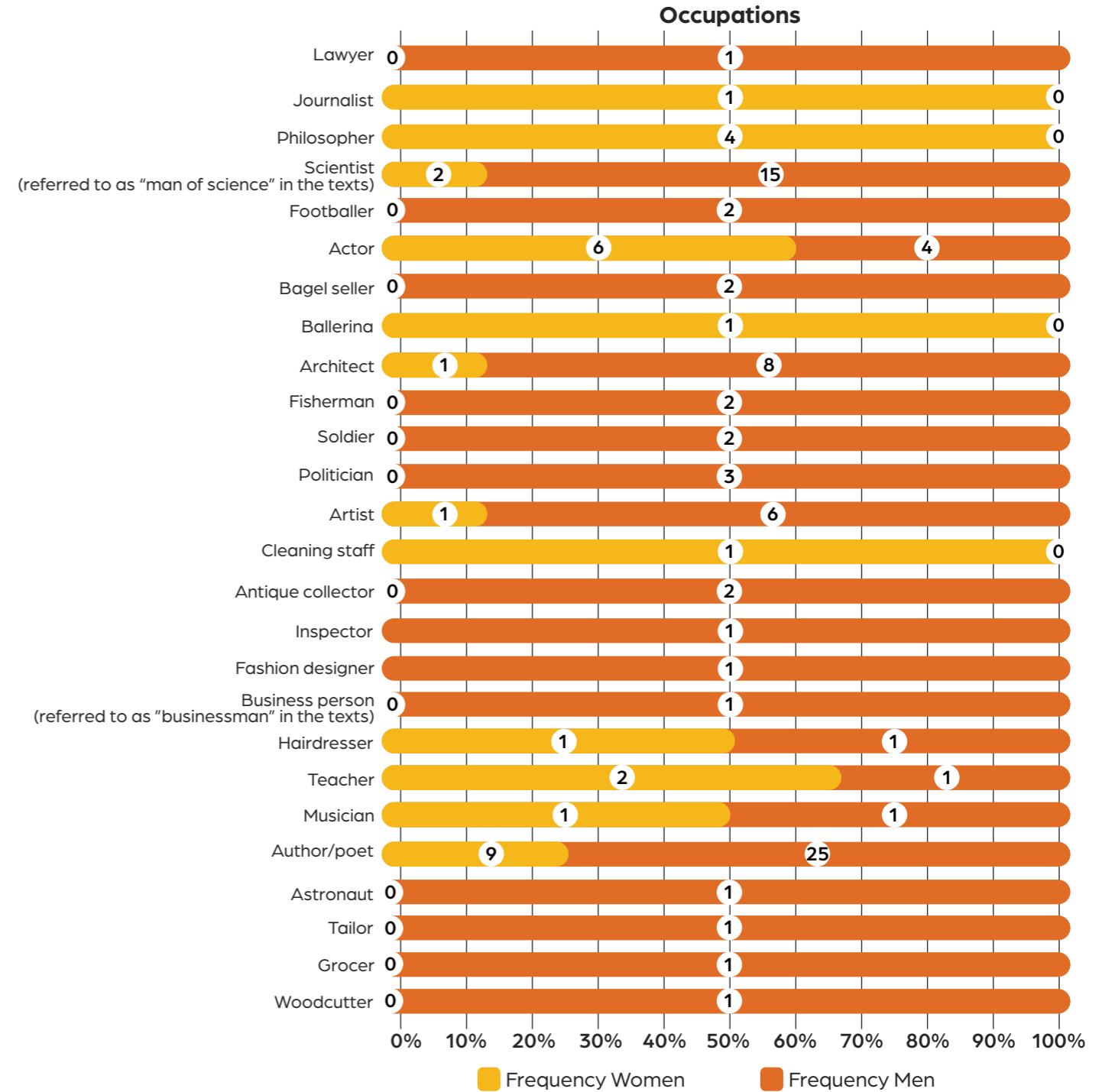


Table 30: Distribution of the *Occupations* subcategory by gender

Table 30 presents the frequency distribution of **6th, 7th and 8th grade Turkish textbooks** according to the **“Professions”** category.

Woodcutter (N=1), **grocer** (N=1), **tailor** (N=1), **businessperson** (N=1), **fashion designer** (N=1), **inspector** (N=1), **antique collector** (N=2), **politician** (N=3), **soldier** (N=2), **fisherman** (N=2), **bagel seller** (N=2), **football player** (N=2) and **lawyer** (N=1) are 100% male. 100% of **cleaning staff** (N=1), **philosophers** (N=4), **journalists** (N=1) and **ballerinas** (N=1) are female.

Among **writers** and **poets**, 26.47% were female (N=9) and 73.53% were male (N=25). Among **musicians**, 50% were female (N=1) and 50% were male (N=1). 66.67% of **teachers** were female (N=2), 33.33% were male (N=1). Among **hairdressers**, 50% were female (N=1) and 50% were male (N=1). Among **artists**, 14.29% were female (N=1) and 85.71% were male (N=6). 11.11% of **architects** were female (N=1), 88.89% were male (N=8). 60% of **actors** were represented by female (N=6) and 40% by male (N=4). Among **scientists**, 11.76% were female (N=2) and 88.24% were male (N=15).

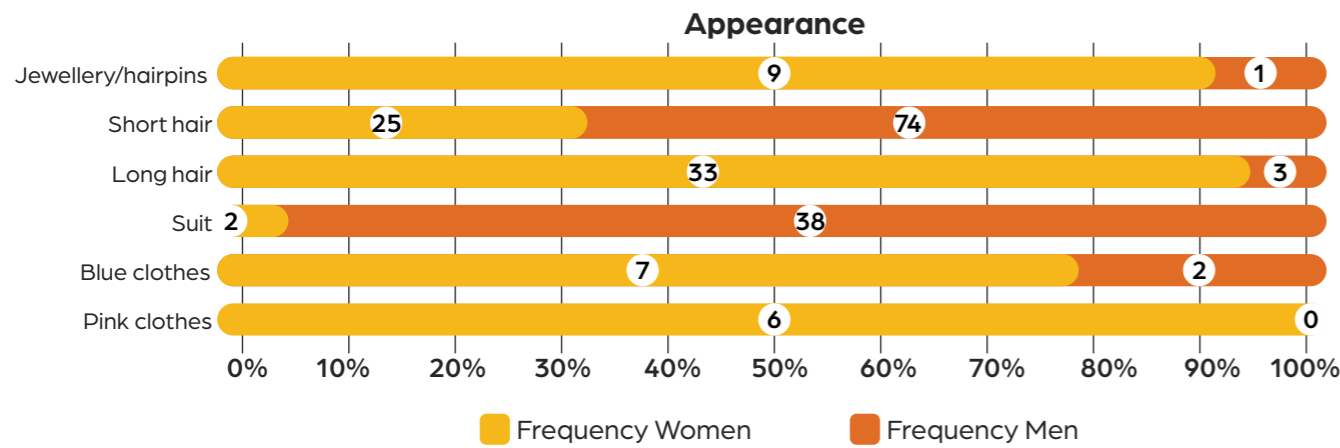


Table 31: Distribution of the subcategory *Appearance* by gender

Table 31 presents the frequency distribution of **6th, 7th and 8th grade Turkish textbooks** according to the “**Appearance**” category is given in. 100% of those **wearing pink clothes** are *female* (N=6).

Among those **wearing blue clothes**, 77.78% were *female* (N=7) and 22.22% were *male* (N=2). Of those **wearing suits**, 5.00% were *female* (N=2) and 95% were *male* (N=38). Among the **figures with long hair**, 91.67% were *female* (N=33) and 8.33% were *male* (N=3). Of the **figures with short hair**, 25.25% (N=25) are *female* and 74.75% are *male* (N=74). Of the **figures wearing jewellery or hairpins**, 90% were *female* (N=9) and 10% were *male* (N=1).

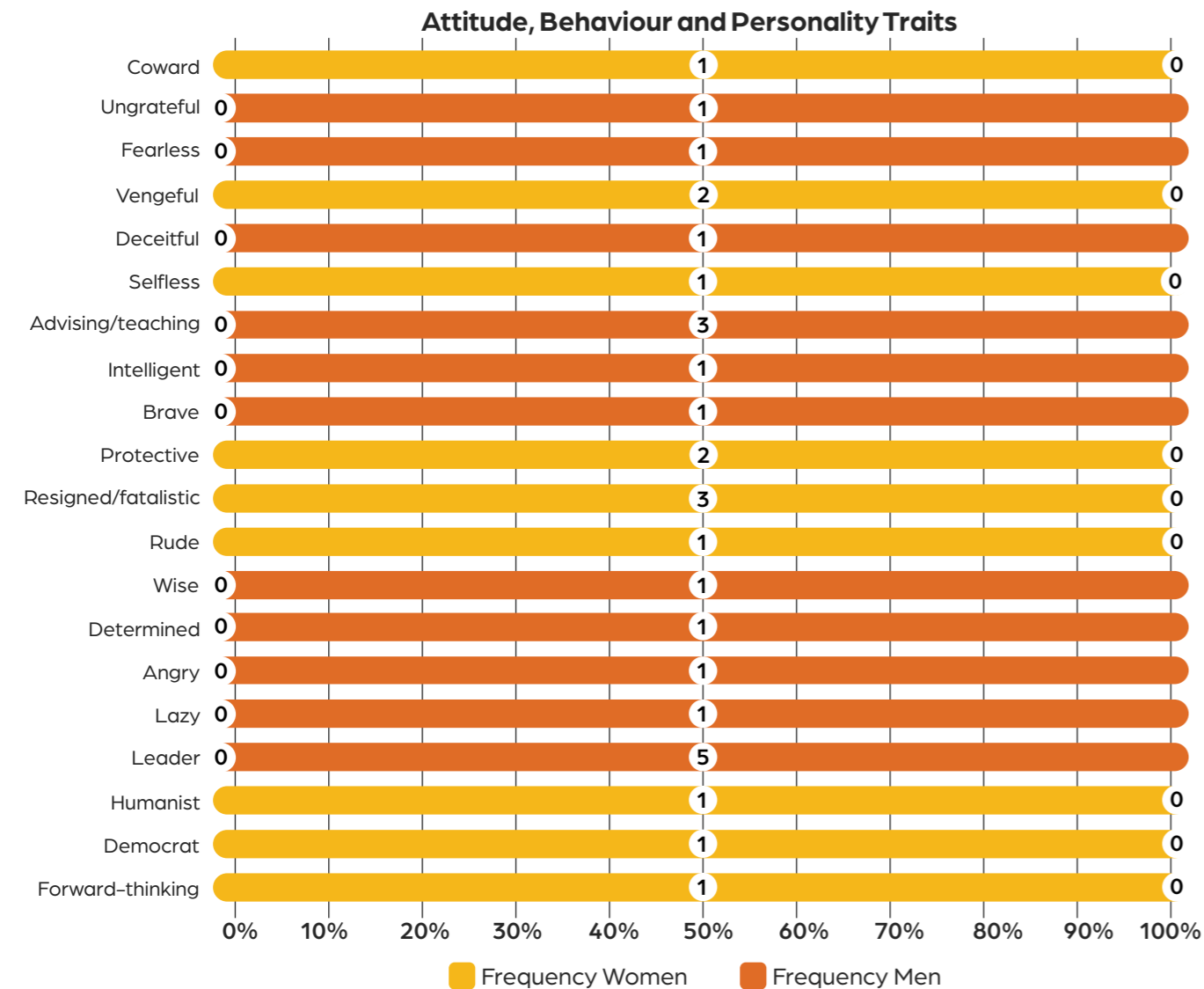


Table 32: Distribution of *Attitude, Behaviour and Personality Traits* sub-category according to gender

Table 32 presents the frequency distribution of **6th, 7th and 8th grade Turkish textbooks** according to the category of “**Attitude, Behaviour and Personality Traits**”.

Coward (N=1), *vengeful* (N=2), *selfless* (N=1), *protective* (N=2), *ungrateful* (N=3), *rude* (N=1), *humanist* (N=1), *democrat* (N=1) and *forward-thinking* (N=1) figures are 100% *female*. *Ungrateful* (N=1), *fearless* (N=1), *deceitful* (N=1), *giving advice* (N=3), *intelligent* (N=1), *brave* (N=1), *angry* (N=1), *lazy* (N=1), *leader* (N=5), *wise* (N=1) and *determined* (N=1) figures are 100% *male*.

3.3. Findings Related to High School Textbooks

3.3.1. Biology Textbooks

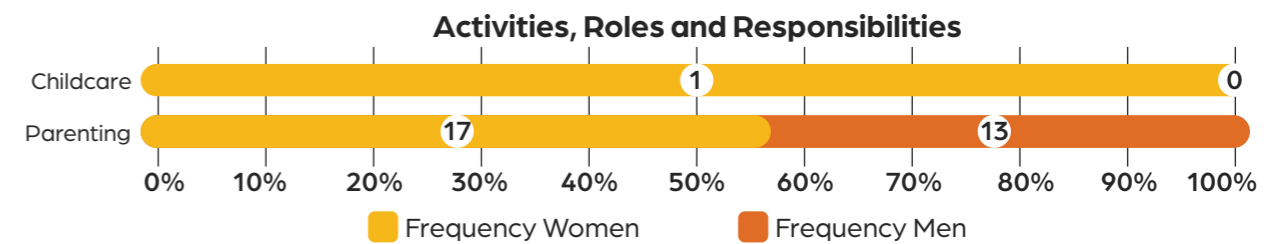


Table 33: Distribution of the sub-category *Activities, Roles and Responsibilities* by gender

Table 33 presents the frequency distributions of high school **9th, 10th, 11th and 12th grade Biology textbooks** according to the subcategory “**Activities, Roles and Responsibilities**”. 100% of the figures with **childcare responsibilities** were *female* (N=1).

56.67% of the figures in the **role of parenting** were *female* (N=17) and 43.33% were *male* (N=13).

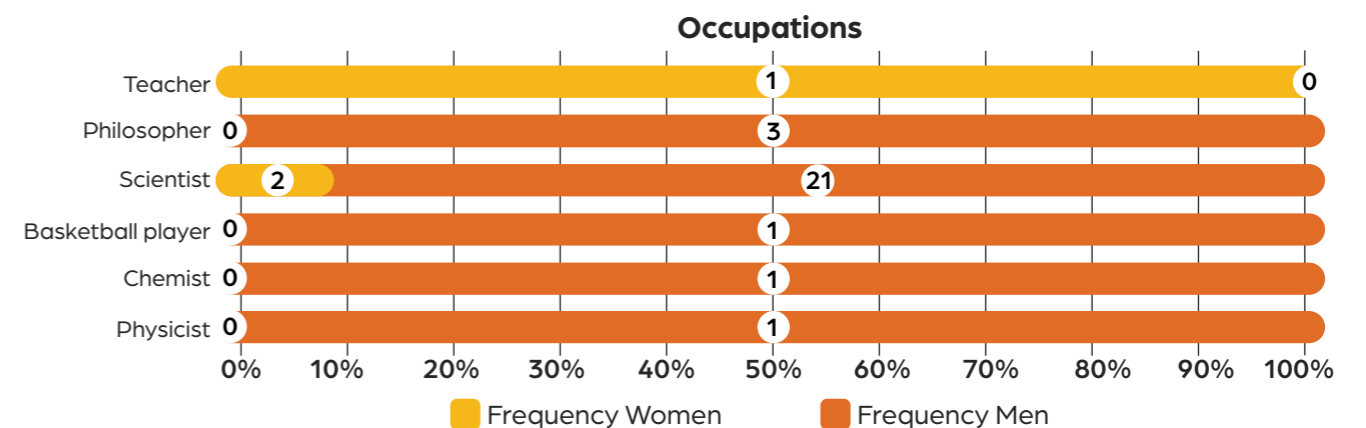


Table 34: Distribution of the *Occupations* subcategory by gender

Table 34 presents the frequency distributions of **biology textbooks** according to the “**Occupations**” subcategory. 100% of the figures representing **physicists** (N=1), **chemists** (N=1), **basketball players** (N=1) and **philosophers** were *male*. 100% of the **teachers** were *female* (N=1).

While 8.70% of **scientists** were represented as *female* (N=2), 91.30% were represented as *male* (N=21).

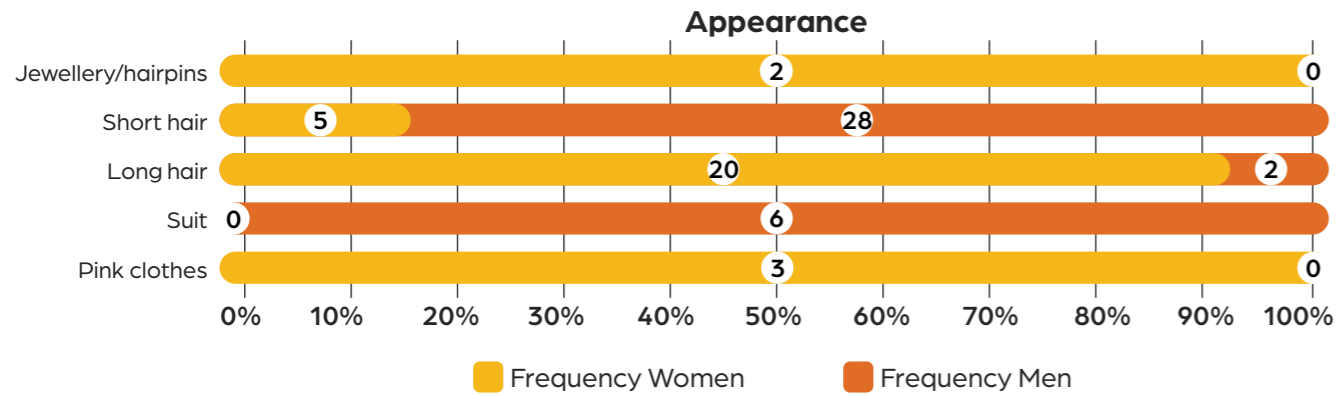


Table 35: Distribution of the subcategory *Appearance* by gender

Table 35 presents the frequency distributions of **biology textbooks** according to the “**Appearance**” subcategory. 100% of those who wore **pink coloured clothes** (N=3) and **jewellery/hairpins** (N=2) were *female*. 100% of those **wearing a suit** were *male* (N=6).

While 90.91% of the figures with **long hair** were *female* (N=20), 9.09% were *male* (N=2). While 15.15% of the **figures with short hair** were *female* (N=5), 84.85% were *male* (N=28).

3.3.2. Psychology Textbooks

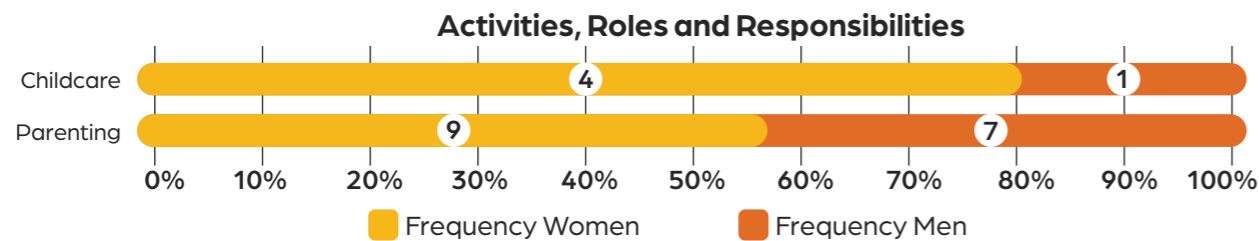


Table 36: Distribution of the sub-category Activities, Roles and Responsibilities by gender

Table 36 presents the frequency distribution of the **psychology textbook** according to the subcategory “**Activities, Roles and Responsibilities**”. While 56.25% of the figures in the **role of parenting** were represented as *female* (N=9), 43.75% were represented as *male* (N=7). 80% of the figures with **childcare responsibilities** were *female* (N=4) and 20% were *male* (N=1).

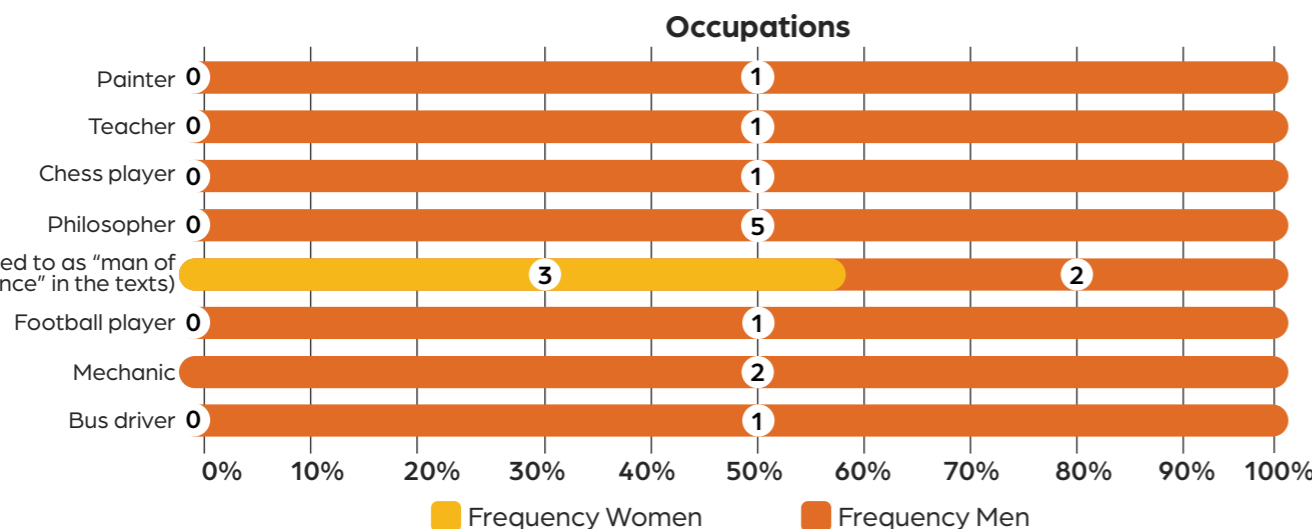


Table 37: Distribution of the *Occupations* subcategory by gender

Table 37 presents the frequency distribution of the **psychology textbook** according to the “**Occupations**” subcategory. **Bus driver** (N=1), **mechanic** (N=2), **football player** (N=1), **philosopher** (N=5), **chess player** (N=1), **teacher** (N=1) and **painter** (N=1) were 100% *male*.

Among **scientists**, 60% were *female* (N=3) and 40% were *male* (N=2).

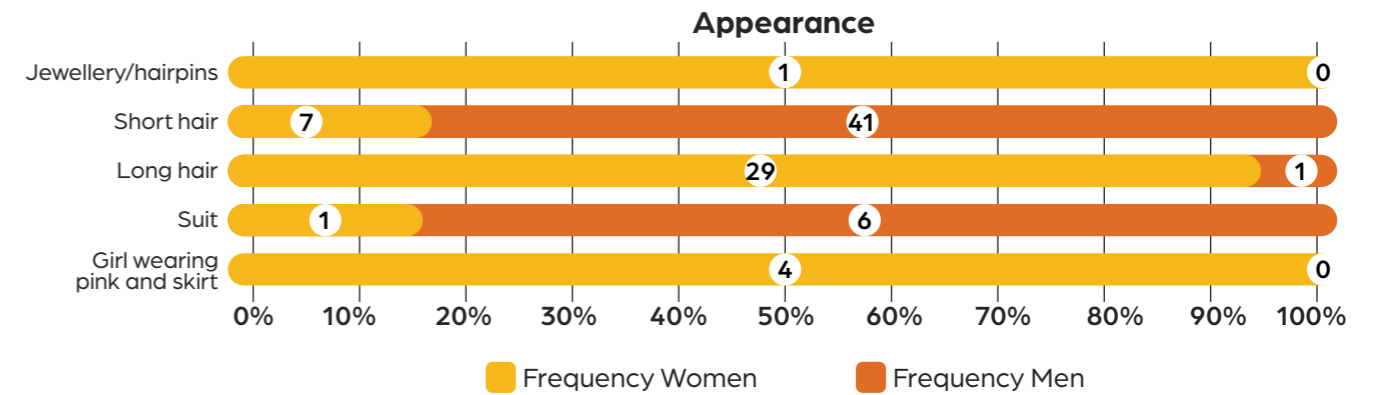


Table 38: Distribution of the subcategory *Appearance* by gender

Table 38 presents the frequency distribution of the **psychology textbook** according to the “**Appearance**” subcategory. 100% of the figures **wearing pink clothes** (N=4) and **jewellery/hairpins** (N=1) were *female*. Of those **wearing suits**, 14.29% were *female* (N=1, 14.29%) and 85.71% were *male* (N=6).

Of the figures with **long hair**, 96.67% were *female* (N=29) and 3.33% were *male* (N=1), whereas 14.58% of the figures with **short hair** were *female* (N=7) and 85.42% were *male* (N=41).

3.3.3. Sociology Textbooks

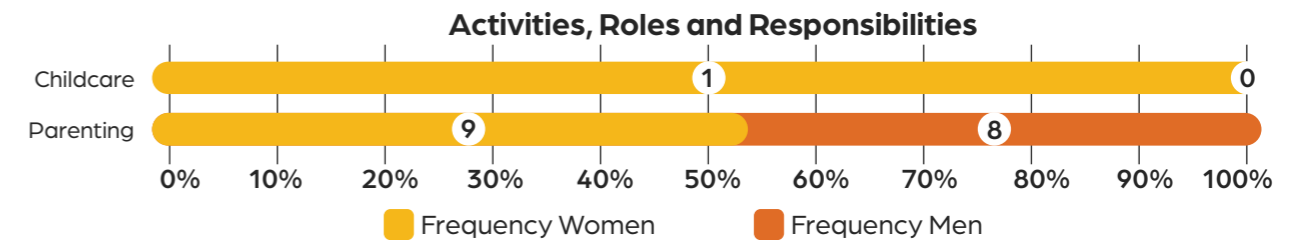


Table 39: Distribution of the sub-category Activities, Roles and Responsibilities by gender

Table 39 presents the frequency distribution of the **sociology textbook** according to the subcategory “**Activities, Roles and Responsibilities**”.

Of the figures in the **parenting role**, 52.94% were *female* (N=9) and 47.06% were *male* (N=8). 100% of the figures dealing with **childcare** were *female* (N=1).

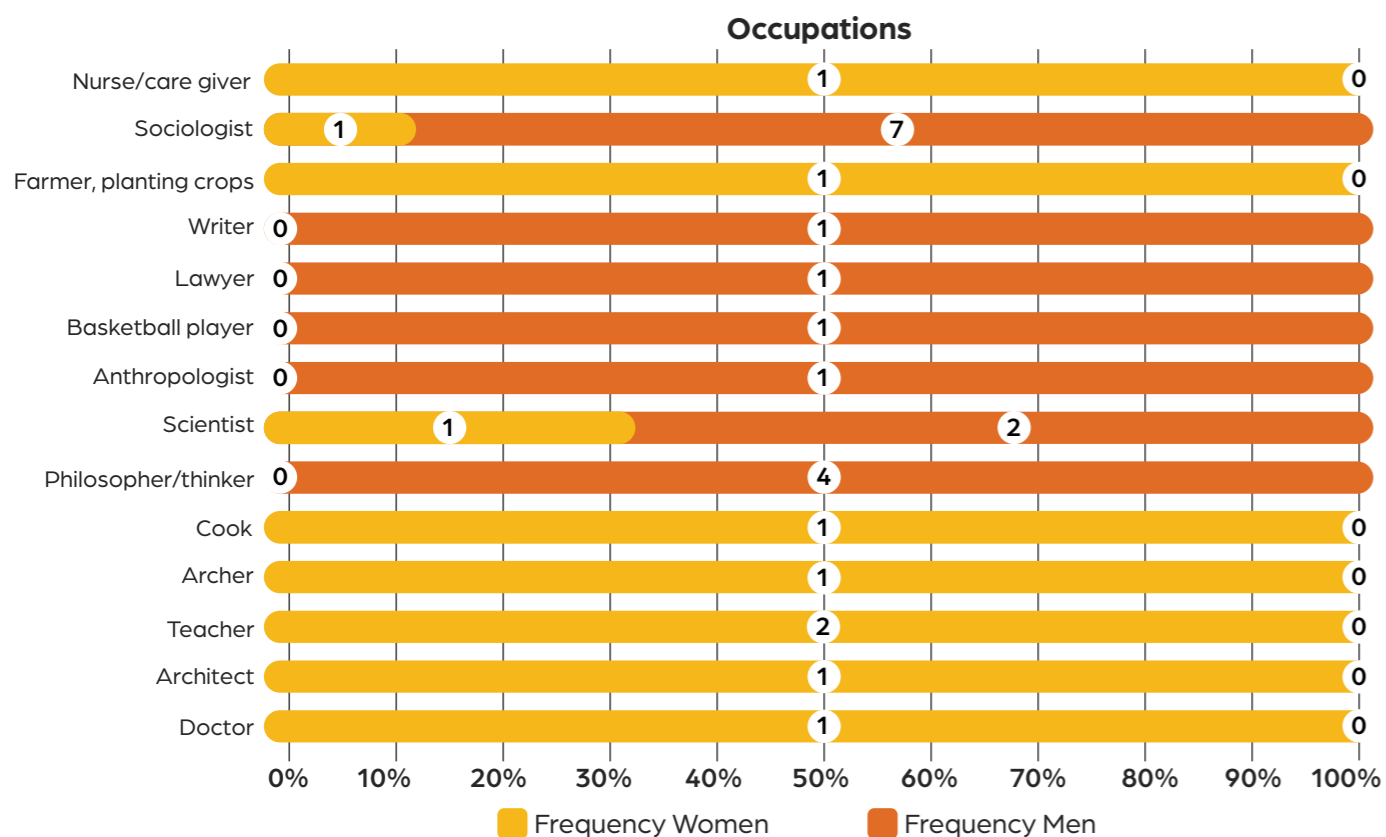


Table 40: Distribution of the *Occupations* subcategory by gender

Table 40 presents the frequency distribution of the **sociology textbook** according to the **“Occupations”** subcategory. 100% of the occupational representations of **writer** (N=1), **lawyer** (N=1), **basketball player** (N=1), **anthropologist** (N=1) and **philosopher** (N=4) were *male*. 100% of **nurses** (N=1), **farmers** (N=1), **cooks** (N=1), **archers** (N=1), **teachers** (N=2), **architects** (N=1) and **doctors** (N=1) were *female*.

Among **scientists**, 33.33% were *female* (N=1) and 66.67% were *male* (N=2).

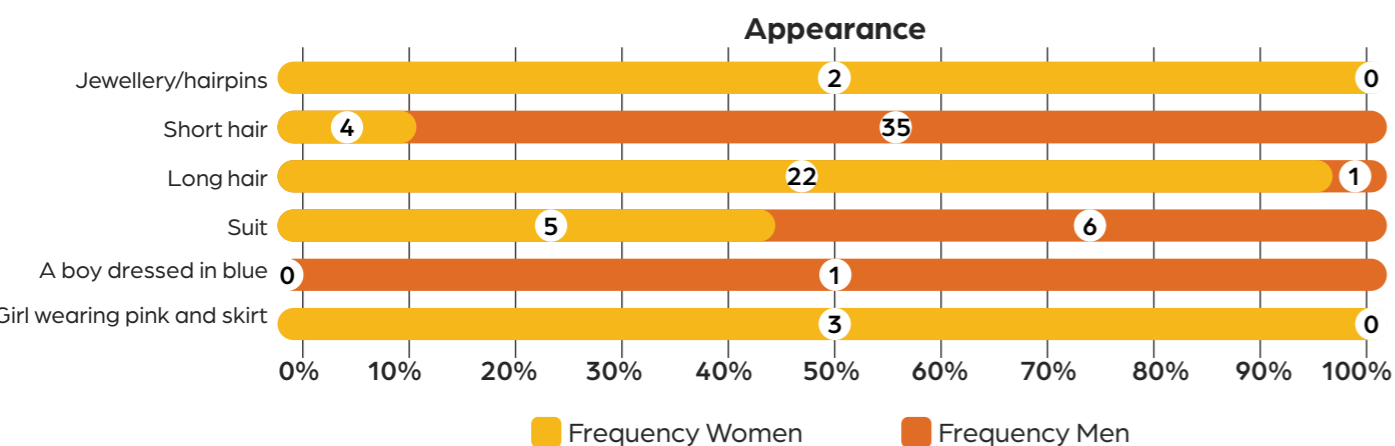


Table 41: Distribution of the subcategory *Appearance* by gender

Table 41 presents the frequency distribution of the **sociology textbook** according to the **“Appearance”** subcategory of the sociology textbook. 100% of the figures **wearing pink clothes** (N=3) and **jewellery/ hairpins** (N=2) were *female*. 100% of the figures **wearing blue clothes** were *male* (N=1).

Among the figures wearing **suits**, 45.45% were *female* (N=5) and 54.55% were *male* (N=6). While 95.65% of the figures with **long hair** were *female* (N=22) and 4.35% were *male* (N=1), 10.26% of the figures with **short hair** were *female* (N=4) and 89.74% were *male* (N=35).





RESULTS



4 Results

4.1 Results for Primary School Level Textbooks

This section presents the results of the analyses of *“Life Science”, “Social Studies”, “Science and Technology” and “Turkish” textbooks* used in primary schools. Within the scope of the analysis, a data set consisting of **four different courses** and **19 textbooks** was used and analysed according to the **main categories** of **inclusiveness** and **heteronormativity** along with **five sub-categories**.

One of the most important findings of the study is that *none of the textbooks* analysed at the **primary school level** contain any data that fall under the **category of inclusivity** and is **LGBTI+ inclusive**. Although many LGBTI+ inclusive schools around the world develop inclusive curriculum at middle and high school levels, it is crucial to lay the foundation of respect and understanding towards all people at primary school level (GLSEN, 2016). Beyond gaining academic knowledge and developing skills, during primary school, children develop a variety of assumptions by using the knowledge they acquire through formal and informal means, and through these assumptions they begin to develop an understanding of their environment and people (Allport, 1954). The assumptions they bring from their families at primary school age (A.B.C. Task Force, 1993), as well as the children’s interactions and experiences in educational environments lead them to develop heteronormative discourse and create unsafe educational environments where discrimination against LGBTI+ students occurs (Ryan, 2016). At this point, although the sources of information and social interactions that shape children’s assumptions remain diverse (Bronfenbrenner, 1994), the most important of these sources are undoubtedly the information provided to children through education and experiences in educational environments. In this context, the inclusion of LGBTI+ representations in primary school textbooks is important for fostering inclusivity and acceptance of diverse identities, enhancing visibility and normalizing all identities, and fostering empathy and understanding.

School and classroom settings provide an environment for primary school children to develop increasingly complex peer relationships. Throughout their primary school years, children begin to define different groups with the assumptions they construct and navigate these complex interactions through the in-group and out-group dynamics they form. These groups, established on the basis of diverse reference points, lead to the emergence of heteronormative discourse in both formal and informal interactions. In the absence of educational interventions, this discourse becomes entrenched in the children (Ryan, 2016).

One of the most powerful strategies used to prevent this situation in primary school is the incorporation of educational materials that portray LGBTI+s (Leung & Adams-Whittaker, 2022). These representations facilitate the creation of a secure and inclusive environment. Concurrently, they contribute to the dismantling of stereotypes and prejudices, thus enriching students’ comprehension of the world around them (Goldberg, 2014; Liang & Cohrssen, 2020). Accordingly, it can be argued that gaining LGBTI+ awareness in primary school is vital for children. This awareness assists in cultivating empathetic skills, embracing diversity, familiarizing with identities that they can correlate with themselves or their acquaintances, establishing the groundwork for understanding and respect, and nurturing consciousness within the realm of diversity (Martino & Cumming-Potvin, 2014). In this context, it is essential to acquire the aforementioned skills in early childhood in order for children to be able to recognise diversity in the society they will be a part of in the future and to engage in positive social interactions.

This study was designed to scrutinize the heteronormative elements in textbooks that cause us to drift away from heteronormativity and inclusivity within the sub-categories related to heteronormativity. Accordingly, upon analysing **30 primary school textbooks**, strikingly *similar results* were discovered across the board.

Upon analysis of the **subcategory encompassing “activities”, “roles, and responsibilities”**, it was observed that *females* were predominantly portrayed as **undertaking responsibilities within the home**, whereas *males* were depicted as **carrying out responsibilities external to the home environment**. Activities, roles, and responsibilities pertaining to childcare and housework were primarily associated with female characters, while tasks traditionally considered as ‘male duties’, such as repairing items, washing cars, engaging in gardening, or activities requiring significant muscular strength, were predominantly depicted as being undertaken by male characters. Female’s daily lives were reduced to the responsibilities of motherhood and running the household, while male were represented as breadwinners and spending more time outside the home. Beyond the fact that the responsibilities apportioned to the sexes were inherently constructed with a sexist perspective and bolstered gender stereotypes, the absence of any LGBTI+ family portrayal gave us very clear messages indications of the heteronormative imposition embedded within these textbooks. *Queer theory* contests the notion that there is a singular ‘*normal*’ or ‘*natural*’ manner of expressing male or female identities. Instead, it endorses a more fluid and inclusive comprehension of gender, (Jagose, 1996). From this perspective, the promotion of heteronormative gender roles in primary school textbooks presents children with narrow and rigid patterns of expectations about how they should behave and express their gender in accordance with these norms. (Thorne, 1993; Myers & Raymond, 2010). This can limit children’s ability to explore and express their own identities, as well as contribute to the formation of negative attitudes and stereotypes about those who do not conform to heteronormative gender roles (Goodhand & Brown, 2016).

It was observed that the **majority of occupational groups** were represented by *male characters*. The *sexism* identified in the **distribution of “roles and responsibilities”** also *manifested itself* in **“occupational fields”**. While teaching and nursing were the professions where female characters were most prominently represented, male characters were predominantly represented in professions related to health, transport, trade, construction, security, politics and many other fields. Consequently, the limited representation of females, who are depicted with imposed domestic responsibilities, in the professional sphere further diminishes their visibility in income-generating roles, reinforcing traditional gender norms and biases.

In this context, it can be argued that the **promotion of professional roles reinforcing gender stereotypes in primary school textbooks** leads children towards forming narrow and rigid expectations about the types of jobs and careers deemed appropriate for them in accordance with their gender, thus perpetuating these norms. (Cvencek, Meltzoff, & Greenwald, 2011; Miller & Stanford, 1987). This limits children’s ability to explore and pursue their own interests and passions (Bian, Leslie, & Cimpian, 2017) and may contribute to their belief in negative attitudes and stereotypes about those who do not conform to traditional gender roles in the workforce.

The data obtained under the sub-category of **“appearance”** further corroborates the **sexist approach** inherent in the textbooks. Female were portrayed as very feminine in terms of both dress and physical appearance, while male were portrayed as masculine. Unlike other primary school textbooks, a male figure depicted wearing a dress was observed in the English textbooks, though it was noted that the dress he wore represented local attire. It is acknowledged that gender expression, defined as the manner in which individuals present themselves to the world, varies greatly from person to person, thus leading to a spectrum of infinite gender expressions. Gender expression, which includes all characteristics such as mimicry, tone of voice, behaviour, appearance, clothing, and movement, is independent of the gender identity of individuals (KaosGI, 2021). Nevertheless, it can be argued that gender expressions are defined with sharp lines in primary school textbooks and

students are encouraged to position their own identities by using these references and to evaluate their environment through these references (Staley & Leonardi, 2016). Nevertheless, studies in the existing literature (DePalma & Atkinson, 2009; Warin & Price, 2019) suggest that it might be possible to disrupt the binary gender system imposed on children from an early age. By raising children's awareness that gender is a social construct and making modifications in teacher networks, primary school curricula, and textbooks, it may be possible to help children comprehend and position their own identities in a more affirmative manner. (DePalma R., 2013).

Although sufficient data was not readily available in a number of textbooks under the sub-category of **"relationships"**, the data that was accessible generally illustrated that **mothers** were depicted *spending time with girls*, while **fathers** were portrayed *spending time with boys*. However, family relationships were invariably defined through parents and children, and no elements of family diversity were encountered. Considering the development of the child, various detrimental effects could be attributed to the depiction of family structure strictly within the confines of heteronormative norms. The first of these negativities is the exclusion and alienation of children raised by LGBTI+ families or other non-heteronormative family structures from the education process (Goldberg, 2014). The second negativity is that by promoting a heteronormative family structure, children may adopt the idea that there is only one **'correct'** or **'normal'** way to build a family and that other family structures are somehow **'lesser'** or **'abnormal'**. Using this context as a reference point can lead early childhood children to develop negative attitudes and prejudices about family structures that do not conform to heteronormative patterns (Lee, 2010). On the other hand, including positive portraying of LGBTI+ families in early childhood and discussions around these portrays can help children develop awareness and positive attitudes (Bentley & Souto-Manning, 2016; Kelly, 2012; 2013). Finally, promoting heteronormative family structure in primary school textbooks may cause children to reject diversity in family structures and fail to make sense of the experiences of children from non-heteronormative families. (Soler-Quílez, Rovira-Collado, Martín-Martin, & García, 2022).

In terms of **"attitudes, behaviour and personality traits"**, **sexism** in primary school textbooks was again *evident*. *Female* were portrayed as **more compliant, calm and reserved compared to male characters**. Male, on the other hand, were portrayed as **leaders, assertive and able to defend themselves**. Another striking result was that the victims of violence were generally portrayed as female, while the perpetrators of violence were portrayed as male. At primary school age, children's attitudes towards their social environment begin to develop. (Miller & Stanford, 1987; Thorne, 1993). Considering that children's perspectives on conflict resolution and diversity are established during early childhood (A.B.C. Task Force, 1993), one could argue that associating the majority of violent or negative behaviours with male figures may contribute to the normalization of masculine violence.

4.2 Results for Secondary School Level Textbooks

This section covers the results of the analyses of a total of **12 textbooks** used in secondary school, including **"Science and Technology"**, **"Social Studies"** and **"Turkish"**. Data were obtained based on five sub-categories belonging to the categories of inclusiveness and heteronormativity.

LGBTI+'s were *not represented* in any **situations, terminology, relationships or experiences** analysed under the **inclusivity category**. However, *some findings have been observed* in **terms of inclusivity** in the sub-category of diversity. Visuals and texts on cultural diversity were found in Social Studies and Turkish textbooks. Furthermore, issues pertaining to religious discrimination and gender discrimination were addressed, with particular emphasis on the importance of equality between females and males, especially within the context of Social Studies textbooks. Disability discrimination was also mentioned in these data under the headings of democratic rights and discrimination.

The representation of diversity in textbooks will help secondary school students develop self-awareness, as well as (Chaudhri & Teale, 2013) contribute to children's positive identity development (Hall, 2008). Although LGBTI+s are also part of the aforementioned diversity, there were no LGBTI+s representations in the textbooks. LGBTI+ inclusive curriculum is crucial for raising awareness and visibility and creating a safe environment for LGBTI+ students. In a study conducted by GLSEN on the state of inclusivity in schools (Kosciw J. G., Clark, Truong, & Zongrone, 2020), it was concluded that students in schools implementing an inclusive curriculum reported a stronger sense of belonging. They experienced significantly less discrimination than students in schools lacking such a curriculum, and the rate of violence was substantially lower. Although universal values such as love, respect and tolerance are mentioned in the textbooks, it was observed that this was expressed superficially and not LGBTI+ inclusive.

The analysis of the subcategories belonging to the category of **heteronormativity** demonstrates *that less data* are obtained in **secondary school textbooks** when *compared to primary school textbooks*. The reason for this is that examples and topics related to daily life in the context of social relations and personal characteristics are more common in primary school textbooks, while in secondary school textbooks, the content decreases and the topics are handled in a more technical and conceptual way. Accordingly, although there are fewer data, findings that contain sexism and emphasise the binary gender system were also found in secondary school textbooks.

In the distribution of **"activities, roles and responsibilities"** according to gender, it was concluded that **housework** and **childcare** were mostly *performed by female*, while **activities requiring physical strength, responsibilities outside the home** and **activities for pleasure** were *mostly assigned to male*. In this context, information belonging to the categories of inclusivity and heteronormativity must be considered holistically, not merely in terms of the frequency of representation, but also with regard to how diversity is depicted. (Deckman, Fulmer, & Kirby, 2018; Macgillivray & Jennings, 2008). By providing reference points for shaping and positioning children's own identities, these representations influence how children construct, process, and apply knowledge (Dinkins & Englert, 2015).

In this context, the lack of LGBTI+ inclusivity in **secondary school textbooks**, the absence of LGBTI+ representations in textbooks and the presence of heteronormative role representations *may lead to lack of LGBTI+ acceptance* and **inclusivity** among **secondary school children**. As a result, LGBTI+ students may have to continue their education in unsafe educational environments; sometimes they may experience difficulties such as absenteeism and dropping out of school, and they may become alienated from their educational environment. (Kosciw, Clark, & Menard, 2022; Kosciw J. G., Clark, Truong, & Zongrone, 2020). On the other hand, both inclusive curriculum and LGBTI+ representations can contribute to students' critical thinking on the subject (Kedley & Spiering, 2017). As a result, it can potentially decrease the likelihood of students encountering homophobic remarks and experiencing discrimination (Hermann-Wilmarth & Ryan, 2015). Moreover, it could lessen school absenteeism and dropout rates, thus contributing to the creation of safe educational environments.

In terms of **"occupational fields"**, *male representation* was found in the **majority of the occupations** mentioned in the visuals and texts in the textbooks. Although there is a low representation of female characters in professions such as engineers and doctors, female are generally assigned professions such as cleaners, hairdressers, ballerinas and teachers, which are considered feminine or female's work by society. However, a female truck driver was also encountered, contrary to gender stereotypes. Similar to the case in primary school textbooks, the majority of occupational fields were depicted as being represented solely by male figures.

The numerical predominance of male figures was particularly noticeable in the field of science. Such circumstances result in a lack of knowledge and awareness among secondary school children concerning the diversity of professions and career paths (Shepelak, Ogden, & Tobin-Bennett, 1984). This lack of exposure to the representation of all identities in various professional roles, reinforces and normalizes gender norms, sexuality, and identity-based assumptions and expectations, rather than interrogating them, as suggested by queer theory (Jagose, 1996) and culturally sensitive education (Gay, 2014).

In the data obtained in the sub-category of *"appearance"*, it was concluded that, similar to primary school textbooks, *femininity* was assigned to female and *masculinity* to male. Appearance, which is a part of gender expression, is clearly defined in secondary school textbooks, as in primary school textbooks, and the boundaries of what a woman and a man should look like are drawn. These limits affect children's mental and physical health and cause serious issues in school adaptation. (Rogers, Updegraff, Santos, & Martin, 2017).

The data in the *"Relationships"* subcategory showed us that the textbooks used at the secondary school level are prepared from a *heteronormative* and *sexist perspective*. Talking about family diversity and LGBTI+ families/relationships in the classroom is essential for an inclusive curriculum in terms of representation of both LGBTI+ students and students with LGBTI+ parents (Ávila, 2018). Nevertheless, in secondary school level textbooks, family members are composed of parents and children; it is the mother who has the most contact with the child. However, only heterosexual families were included in secondary school textbooks. In this context, the presence and promotion of a heteronormative family orientation in secondary school textbooks may negatively affect the self-perception and self-confidence of children whose realities do not conform to the norms presented. (Hermann-Wilmarth & Ryan, 2016). Children may internalise the idea that certain family structures and relationships are inappropriate according to these patterns (Riggs & Augoustinos, 2007), they may consequently feel insecure and lack self-confidence in the context of the family structure in which they live (Kosciw J. G., Clark, Truong, & Zongrone, 2020).

In the attitude, *"behaviour and personality traits"* subcategory, *negative traits* were *generally assigned to male*, while *positive behaviours* and *good traits* were generally *seen in female*. The fact that the perpetrator of violence is male and the victim of violence is mostly female is similar to results found in primary school textbooks. In the textbooks, all masculine characteristics of male were displayed, while female were emphasised with feminine and maternal attitudes. Heteronormative behaviours privilege students who conform to heterosexual norms and oppress those who do not through silence, neglect and discrimination (Kumashiro, 2000). Accordingly, it can be argued that the creation of secondary school textbook content from a heteronormative and sexist perspective is exclusionary, discriminatory and unequal for children. In this critical period when secondary school students discover and develop their own identities (Erikson, 1950), exposure to heteronormative impositions is not only inconvenient for learning values such as diversity, acceptance, tolerance, love and respect, but also leads to the exclusion of LGBTI+ students.

Andreu (2000; cited in Ruiz-Cecilia, 2020) lists the cornerstones of heterosexism as marriage and regular relationships, reproductive orientation, defining femininity as secondary and sexist stereotypes. In light of this assertion, it can be contended that the analysed secondary school textbooks embody all the characteristics of heterosexism.

4.3 Results on High School Level Textbooks

This section covers the analyses of a total of **6 textbooks** used in high school *"Biology"*, *"Psychology"* and *"Sociology"* courses. Similar to other grades, the data was analysed under the overarching categories of inclusivity and heteronormativity, along with five subcategories belonging to these main categories.

Compared to primary and secondary school textbooks, *high school textbooks* were found to *carry less sexist content*. However, while *more data pertaining to inclusivity was found, no data inclusive of LGBTI+* was discovered. Before discussing the results of the analyses, it should be noted that the high school level textbooks examined were not prepared by the local body responsible for education, but belong to the Turkish Ministry of National Education and were developed for the Turkey's education system.

No data was found in the subcategories of *"terminology"*, *"LGBTI+ representation"*, *"relationship"* or *"experience"* under the *category of inclusivity*. However, *different contents on human rights* and *diversity* were *found*. While no inclusive data were found in biology textbooks, psychology and sociology textbooks covered topics such as cultural diversity, girls' education, racism, patriarchal societies, polygamy, female's movement, respect for individual differences, gender and prejudice against social groups. Although a wide range of human rights and diversity is presented compared to other textbooks, LGBTI+s are left out of the diversity. The lack of these representations may limit children's ability to understand and make sense of LGBTI+s and their experiences; it may cause LGBTI+ students to experience difficulties in peer acceptance and inclusivity and may lead to exclusion (Bortolin, 2010).

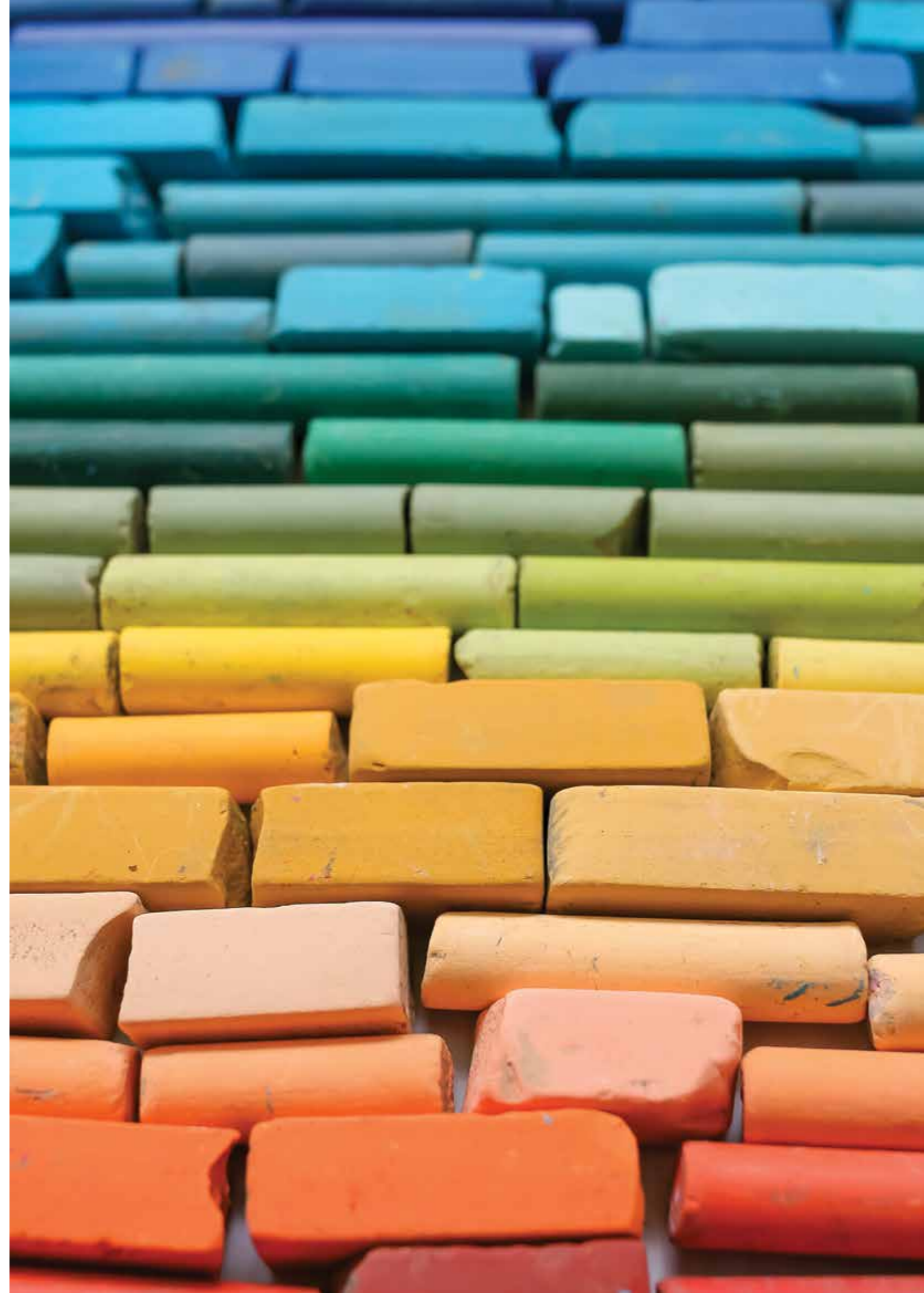
The analysis of the *"activities, roles, and responsibilities"* assigned to genders in these textbooks revealed that, *while the role of parenthood* was almost *equally represented* by *male and female*, *female* were by a slight difference *more likely to be involved* in *representations of childcare*. In high school, students often attempt to gain a deeper understanding of their own identity and roles through research and experimentation (Erikson, 1950). When their peers perceive these students differently, they may face forms of violence including bullying, harassment, discrimination, and exclusion due to their gender identity and orientation (Hillier, et al., 2010; Kosciw, Clark, & Menard, The 2021 National School Climate Survey: The experiences, 2022; Robinson, Bansel, Denson, Ovenden, & Davies, 2014). As a result, LGBTI+ high school students may not be able to develop identities that they feel are true and meaningful, and the confusion they experience about their own identities may cause shame and insecurity (Erikson, 1950).

The most striking result of the analysis of *"occupations"* reveals that the *majority of scientists* in biology textbooks are *male*. Although there is not such a big difference in psychology and sociology textbooks, it was observed that the term *"man of science"* was used instead of *"scientist"* in the psychology book. Other professions where the superiority of male is evident are sociologists and philosophers. Although gender stereotypes are sometimes observed in the remaining occupational groups, in general, there is a balanced distribution according to gender. In this context, exposing students to balanced representations during their high school years, when they acquire professional skills and/or prepare for university for professional qualification in the future, allows students to make choices accordingly within their own abilities, skills and interests.

In the subcategory of **“appearance”**, unlike the other textbooks, gender expressions were reflected by assigning **feminine** images to *females* and **masculine** images to *males*. This promotion of heteronormativity and uniformity may lead to issues of inclusivity among high school students, resulting in the exclusion of those who do not conform to traditional gender roles and expectations (Kosciw, Clark, & Menard, The 2021 National School Climate Survey: The experiences, 2022). This causes students to internalise the idea that certain identities and relationships are inappropriate; students who conform to these norms or try to ‘fit in’ adopt the balance of power in these identities and act in accordance with this hierarchy and try to make sense of the world within these norms and hierarchy.

No analysis was conducted for the subcategories of **“relationships, attitudes, behaviour and personality traits”** as there **was not enough data available**. The lack of representation of relationships, attitudes, behaviour and personality traits in high school textbooks, given their support for heteronormativity in other areas, may negatively affect students' understanding, acceptance and perceptions of diversity and may lead them to develop negative identities and perceptions of themselves and their peers (Wilmot & Naidoo, 2014).

High school textbooks, which are generally *less sexist* and *more inclusive* than **primary and secondary school textbooks**, are of great importance for students to discuss these issues. Although the current topics have the *potential to prepare a ground for discussing LGBTI+ identities*, the lack of content representing LGBTI+ students is a **major deficiency in terms of inclusiveness**. Considering that inclusive education is based on the philosophy of leaving no one behind, a curriculum that includes all students remains truly essential.





SUMMARY AND RECOMMENDATIONS



5 Summary and Recommendations

5.1 Summary of the Research

In recent years, the discrimination, inequality and rights violations experienced by LGBTI+s in different areas of life have been the subject of numerous studies. Analyses in this field have led to the development of many strategies and significant strides have been taken towards eliminating such discrimination. Many studies, especially in the field of education, have revealed the importance of LGBTI+ inclusive education programmes and curriculum. It was observed that violations of rights, violence and prejudice against LGBTI+s are higher in non-inclusive schools as compared to inclusive ones. The absence of LGBTI+ representation in the field of education has been linked to numerous negative psychological and physical outcomes.

In light of all these findings, this study aimed to analyse the textbooks recommended by the local body responsible for education for use within the scope of the current educational curriculum in the northern part of Cyprus, specifically in the context of LGBTI+ inclusivity. In that context, **48 textbooks** used at **primary, secondary** and **high school** levels were analysed by deploying content analysis method.

In light of the findings, it was observed that there was **no LGBTI+ inclusive content at any grade level** and **the textbooks were prepared with a heteronormative and sexist approach**. The majority of the primary school textbooks contain sexist and homogenizing assignments that reinforce gender stereotypes. Most of the data was found in textbooks of Life Science and Social Studies as they encompass the greatest amount of material concerning social relations, everyday life, and social events.

Visuals and texts containing **sexism** and **heteronormative** impositions **declined** with **increasing grade level**, and high school sociology and psychology textbooks contained data on inclusiveness. In these two textbooks, where topics linked to human rights and diversity such as feminism, polygamy, violence, gender, racism were covered, no data on LGBTI+ inclusivity was found.

The results show that the **textbooks used particularly at a young age, perpetuate bias, prejudice and stereotypes** in students. By solely depicting heterosexual identities and relationships, these textbooks hinder the development of students' capacity to embrace diversity and comprehend LGBTI+ identities. Furthermore, the prevalence of **male figures** in every field and the **construction of masculinity/femininity** from a **heteronormative standpoint** reinforce **masculine violence** while **marginalizing identities** that deviate from the norm. All these problematic reflections of identity in textbooks contribute to the **development of prejudices** and the **reinforcement of stereotypes among children**. This distances us from progress towards an inclusive education and it impedes students from being their authentic selves.

Considering that one of the most important points in the struggle for human rights is to raise universal values such as awareness, tolerance and empathy, it is crucial and necessary to ensure that these skills are acquired through education. Accordingly, laying the foundations for inclusive education starting from an early age, rather than waiting for high school, should be the first step towards creating a more inclusive society.

5.2 Suggestions for Research Results

This section presents several recommendations for fostering a more inclusive education, drawing upon the findings obtained from the literature review and the research conducted.

5.2.1 Suggestions for Curriculum and Training Programmes

- Action research should be conducted in the context of LGBTI+ inclusivity in schools, and the current situation should be analysed thoroughly in the classroom and school environment. Depending on the results to be obtained, training programmes should be organised by drawing on the educational practices of countries that have successfully implemented inclusive curriculum.
- The members of the commission responsible for textbook preparation should be trained on

LGBTI+ awareness, and support should be provided during the preparation by experts working in this field. Furthermore, during the process of textbook preparation, it is crucial to avoid the use of heteronormativity and related subject contents that are not explicitly intended but imposed through hidden curriculum; distorted norm impositions with subtext and visuals should be avoided.

- Subjects such as human rights, children's rights, gender equality, hate speech, discrimination, bullying, combating violence, sexuality education, sexual orientation, gender identity and expression diversity should be incorporated into the curriculum, tailored to the developmental level of students, and these subjects should be mainstreamed.
- The curriculum should use educational philosophies such as anti-prejudice education and multicultural education and aim to develop skills such as conflict resolution, positive awareness and attitudes towards diversity.
- In subjects such as "Reproductive System" or "Adolescence" in Science and Biology classes, the course content should be organized to include trans, non-binary, and intersex identities, rather than focusing solely on the binary gender system and reproductive function. Steps should be taken to ensure that the language and structure of education go beyond the binary gender system and adopt an inclusive and diversity-oriented approach.

5.2.2 Suggestions for Schools

- Diversity should be supported by promoting inclusivity in schools, and environments should be created where all students feel safe and comfortable.
- School practices should be examined with regard to sexist, hateful, and discriminatory discourse and behaviour. Efforts should be made to promote practices that prevent such discourse and behaviour, and protect the rights of all students.
- LGBTI+ awareness modules should be prepared for school staff, and all staff should be trained for a more inclusive and safe school environment.

5.2.3 Suggestions for Teachers

- Inclusivity should be promoted through group activities based on co-operation and teamwork.
- Parents and families should be provided with age- and developmentally appropriate materials to help them promote an understanding of diversity and inclusivity in their children.
- Teachers should recognise their own prejudices and develop themselves in this regard without waiting for the curriculum to change or become more inclusive.
- When preparing course materials, teachers should pay attention to the language of the content and avoid content that reinforces discrimination, hatred, stereotypes and violence.

In classroom activities, students should not be divided according to binary gender, and sexist and non-inclusive polarisation should be avoided.

- Textbooks featuring LGBTI+ representations should be shared with students, and opportunities should be created within the classroom to facilitate discussions about diversity.
- Teachers should acknowledge that students can have diverse gender expressions, and their self-presentation should not be influenced by stereotypes based on binary gender.

5.2.4 Suggestions for Civil Society Organisations

- Professional organisations such as trade unions and civil society organisations working in the field of education should come together to prepare action plans to combat LGBTI+ phobia and cis- heteronormativity in education.
- Professional organisations such as trade unions and civil society organisations that are stakeholders in education should establish common platforms and develop a common understanding between disciplines and stakeholders.
- In order to prevent marginalisation in the context of the curriculum, family trainings should be organised by professional organisations such as trade unions and civil society organisations.

5.2.5 Suggestions for Future Studies

This study was conducted using the content analysis method; focusing on frequency-based analyses. While content analysis allows for the collection of substantial data, it may not provide a comprehensive contextual understanding on its own. While frequency-based analysis provides a broad overview of the general situation, there is a need for research models that delve deeper into the topic, such as semiotics, to enhance the visibility of LGBTI+ students and facilitate transformation through participatory action research. Additionally, action research-based models, such as community work, can raise awareness and effect change within the communities where schools are located. These approaches can provide more in-depth analysis and support the transformation process.

Action research can involve students, teachers and other school staff in the research process for the prevention and positive transformation of discrimination, exclusion and marginalisation linked to sexual orientation and gender identity diversity in particular and cultural diversity in general in schools. It can thus help to create a more inclusive and democratic environment where all identities have equal rights and opportunities within the scope of the research, and to make more realistic and responsive interventions with the resulting data. Participatory action research should be employed to create spaces for identifying and questioning discriminatory, exclusionary, and marginalizing practices and structures within schools that affect LGBTI+ students. Steps should be taken to develop and implement strategies aimed at fostering a more inclusive and egalitarian school culture and education program.



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APPENDIX-1

List of Books Examined at Primary School Level

Order No	Name of Book	Author	Publisher
1	Primary School 1st Grade Turkish Textbook-1	Commission	M.E.K.B Pub.
2	Primary School 1st Grade Turkish Textbook-2	Commission	M.E.K.B Pub.
3	Primary School 1st Grade Turkish Activities Book	Commission	M.E.K.B Pub.
4	Primary School 1 Life Studies Course and Workbook 1	Commission	M.E.K.B Pub.
5	Primary School 1 Life Studies Course and Workbook 2	Commission	M.E.K.B Pub.
6	Primary School 2nd Grade Turkish Textbook-1	Commission	M.E.K.B Pub.
7	Primary School 2nd Grade Turkish Textbook-2	Commission	M.E.K.B Pub.
8	Primary Science 2 Life Studies Course and Workbook 1	Commission	M.E.K.B Pub.
9	Primary Science 2 Life Studies Course and Workbook 2	Commission	M.E.K.B Pub.
10	Primary School 3rd Grade Turkish Textbook-1	Commission	M.E.K.B Pub.
11	Primary School 3rd Grade Turkish Textbook-1	Commission	M.E.K.B Pub.
12	Primary 3rd Grade Life Science Course and Workbook 1	Commission	M.E.K.B Pub.
13	Primary 3rd Grade Life Science Course and Workbook 2	Commission	M.E.K.B Pub.
14	Primary 3rd Grade Life Science Course and Workbook 3	Commission	M.E.K.B Pub.
15	BIG English 1 - Pupil's Book	Mario Herrera, Cristopher Sol Cruz	PEARSON
16	BIG English 1 - Activity Book	Mario Herrera, Cristopher Sol Cruz	PEARSON
17	4th Grade Turkish Textbook-1	Commission	M.E.K.B Pub.
18	4th Grade Turkish Textbook-2	Commission	M.E.K.B Pub.
19	Social Science 4	Commission	M.E.K.B Pub.
20	Science and Technology 4 - 1	Commission	M.E.K.B Pub.
21	Science and Technology 4 - 2	Commission	M.E.K.B Pub.
22	BIG English 2 - Pupil's Book	Mario Herrera, Cristopher Sol Cruz	PEARSON
23	BIG English 2- Activity Book	Mario Herrera, Cristopher Sol Cruz	PEARSON
24	5th Grade Turkish Textbook 1	Commission	M.E.K.B Pub.
25	5th Grade Turkish Textbook 2	Commission	M.E.K.B Pub.
26	Socials studies 5	Commission	M.E.K.B Pub.
27	Science and Technology 5- 1	Commission	M.E.K.B Pub.
28	Science and Technology 5 - 2	Commission	M.E.K.B Pub.
29	BIG English 3 - Pupil's Book	Mario Herrera, Cristopher Sol Cruz	PEARSON
30	BIG English 3- Activity Book	Mario Herrera, Cristopher Sol Cruz	PEARSON

List of Books Examined at Secondary School Level

Order No	Name of Book	Author	Publisher
1	6th Grade Turkish Textbook 1	Commission	M.E.K.B Pub.
2	6th Grade Turkish Textbook 2	Commission	M.E.K.B Pub.
3	Social Science 6	Commission	M.E.K.B Pub.
4	Science and Technology 6	Commission	M.E.K.B Pub.
5	7th Grade Turkish Textbook 1	Commission	M.E.K.B Pub.
6	7th Grade Turkish Textbook 2	Commission	M.E.K.B Pub.
7	Social Science 7	Commission	M.E.K.B Pub.
8	Science and Technology 7	Commission	M.E.K.B Pub.
9	8th Grade Turkish Textbook 1	Commission	M.E.K.B Pub.
10	8th Grade Turkish Textbook 2	Commission	M.E.K.B Pub.
11	Science and Technology 8	Commission	M.E.K.B Pub.

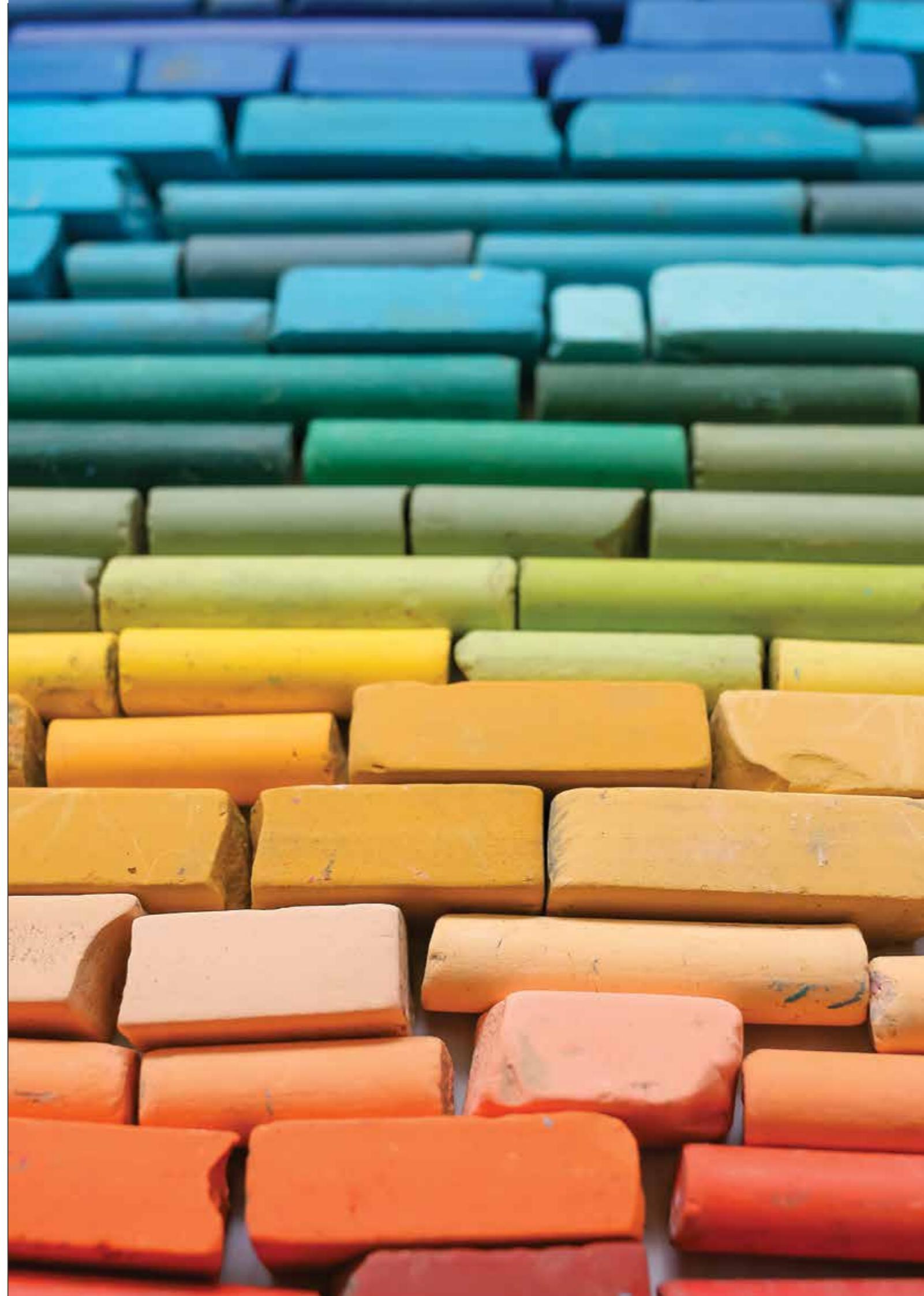
List of Books Examined at High School Level

Order No	Name of Book	Author	Publisher
1	Biology 9	Commission	TC Milli Eđt. Pub.
2	Biology 10	Dr. S. Ercan Akkaya, F. İlhan, D. Sağdıç, O. Albayrak, E. Öztürk, Ş. Cavak	TC Milli Eđt. Pub.
3	Biology 11	Commission	TC Milli Eđt. Pub.
4	Biology 12	Commission	TC Milli Eđt. Pub.
5	Psychology 10	Prof. Dr. Sibel Karakaş	TC Milli Eđt. Pub.
6	Sociology 11	Commission	TC Milli Eđt. Pub.

APPENDIX-2

Coding Diagram


Inclusivity		Heteronormativity	
Sub Categories	Descriptions	Sub Categories	Descriptions
Terminology	Are there items that contain or define the concepts of sexual orientation, gender identity?	Activities Roles and Responsibilities	Are there stereotypical activities, roles or responsibilities assigned to people according to their gender roles? Ex: Men play football. Girls love to play with dolls. Women are responsible for child care. The woman is in the role of mother.
Representation	Are LGBTI+s represented in the reading passages, in the examples given, and in the visuals used?	Occupation	Are there stereotypical occupations assigned to people based on gender roles? Ex: Women are teachers, nurses; men are doctors, engineers, mechanics, etc.
Relationship	Are LGBTI+ romantic relationships and family types included?	Appearance	Are clothing and images stereotypically assigned to gender roles? Ex: Girls wear pink, boys wear blue, girls wear dresses, etc.
Experiences	Has the experiences of LGBTI+s been mentioned on issues such as discrimination, bullying, and violence?	Relationship	How are relationships and families represented?
Diversity	Are there any items other than LGBTI+s about minority groups, cultural diversity and inclusiveness?	Behavior Attitude and Personality Traits	How are behaviors, attitudes towards certain situations, or character traits reflected or defined?




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