



## ¿Se reflejan las políticas de igualdad en los libros de texto? Un estudio en los libros de texto de Ciencias Sociales de Educación Secundaria

### Are equality policies reflected in textbooks? A study in the textbooks of Social Sciences of Secondary Education

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#### RESUMEN.

Esta investigación ha utilizado como técnica el análisis de contenido, tanto del lenguaje como de las imágenes de los libros de texto que han formado parte de la muestra tomando como referencia los criterios de las instrucciones de 14 de junio de 2018 sobre libros de texto. Se ha puesto el foco de atención en el número de imágenes que aparecen de hombres y de mujeres, así como el uso que se hace del lenguaje en las tres editoriales estudiadas. La muestra ha quedado formada por 3 libros de texto utilizados en la asignatura de Ciencias Sociales (Geografía e Historia) de 2º de Educación Obligatoria Secundaria de las editoriales Vicens Vives, Oxford y Santillana. Se han analizado 10 temas para la primera categoría 1. Uso de lenguaje inclusivo, 158 imágenes analizadas para la categoría 2. Diversidad, y 286 imágenes analizadas para la categoría 3. Roles sociales. Los resultados señalan que las políticas de igualdad en Andalucía pretenden conseguir unos fines que todavía están bastante lejos de conseguir, al menos en el campo de la educación y más concretamente en los valores que se transmiten, por lo que es necesario seguir trabajando para que la igualdad se refleje en los libros de texto presentes en las aulas escolares.

#### PALABRAS CLAVE.

Libros de texto; políticas de igualdad; Ciencias Sociales; Educación Secundaria.

#### ABSTRACT.

This research has used as a technique the analysis of the content, both of the language and of the images of the textbooks that have formed part of the sample, taking as a reference the criteria of the instructions of 14 June 2018 on textbooks. The focus has been on the number of images of men and women, as well as the use of language in the three publishers studied. The sample consisted of 3 textbooks used in the Social Sciences subject (Geography and History) of the 2nd year of Compulsory Secondary Education of the publishing houses Vicens Vives, Oxford and Santillana. Use of inclusive language, 158 images analysed for category 2. Diversity, and 286 images analyzed for category 3. Social roles. The results indicate that equality policies in Andalusia aim to achieve goals that are still far from being achieved, at least in the field of education and more specifically in the values that are transmitted, so it is



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necessary to continue working so that equality is reflected in the textbooks present in the school classrooms.

## KEY WORDS.

Textbooks; equality policies; Social Sciences; Secondary Education.

### 1. Introduction and approach to the problem.

The problem of sexism is still present in education, and textbooks and school materials are one of the most important means of perpetuating this situation. Thus, although there are many and varied factors that participate in the educational process, among them, the textbook, which continues to be the bearer of certain roles and social models, as Ruiz-Oliveras and Vallejo Martín-Albo (1999, p. 125) point out:

[...] Every model of social organization is accompanied by an ideology and a system of values that legitimize and perpetuate it. (...) The value system implies a hierarchy of models, which are legitimized in function of such a system. Today's western society has an institutionalized form of transmission: the school, which has assumed, together with the family, most of the educational process of individuals.

Likewise, schools, as the fundamental axis of the education system, are subject to the evolution of norms. In recent decades there have been numerous actions that have influenced Equality Policies, both at the social and educational levels. In fact, the official curriculum of Secondary Education in Andalusia includes, in its legislative framework, different measures that promote gender equality in education, assuming in its Statute of Autonomy the commitment to gender equality, stipulating in Article 10.2 "that the Autonomous Community shall promote effective equality between men and women". In addition, Article 15 guarantees "equal opportunities for men and women in all areas". It also recognises the strengthening of the important role played by the education system in the area of equality, as established in Article 1.8, according to which, "Andalusian educational plans shall incorporate equality between men and women and cultural diversity in all areas of political and social life".

In compliance with Organic Law 1/2004, of 28 December, on Comprehensive Protection Measures against Gender Violence, the Regional Government of Andalusia implemented the First Plan for Equality between Men and Women in Education (Agreement of the Governing Council, of 2 November 2005). This Plan addresses and involves the entire educational community, conceiving that the education of new generations is the engine of change in relations between men and women.

Subsequently, Organic Law 3/2007 of 22 March incorporates the legislative amendments to advance equality between men and women. This served as the basis for Law 12/2007 of 26 November for gender equality in Andalusia.

The previous Law 17/2007 of Education of Andalusia, gathers the accumulated experience of the "I Plan of Equality" and makes its proposals its own, establishing among its articles the following, Article 4 of the "promotion of effective equality between men and women in the spheres and practices of the educational system" and promoting among students "equality between men and women" in its article 5.





At the same time, the equality regulatory framework is complemented by Law 13/2007, of 26 November, on measures for prevention and comprehensive protection against gender-based violence and Decree 19/2007, of 23 January, adopting measures for the promotion of a culture of peace and the improvement of coexistence in educational establishments.

This entire legislative framework, and the experiences of the Andalusian educational system as well as its representatives and actors, results in the current "II Strategic Plan for Gender Equality in Education 2016-2021".

Despite legislative advances, the educational model in Spain has not undergone major changes and continues in a process of permanent adaptation, which in many cases depends on the interest of the educator when adapting to different regulations. Confronting coeducation must be a basic objective, not only of the administrations, but also of the professionals and the groups involved. And the role of the textbook, as the main axis of education, once again highlights its importance.

In many cases these didactic materials, "both for their content and their function, are carriers of social models and fulfil an evident ideological function, which has been documented in various fields, especially relating to social knowledge" (Blanco, 2000), from which it is intended to show a specific vision of the world and reality.

The Autonomous Community of Andalusia has been legislating on the real concept of equality and coeducation. Law 17/2007 on Education in Andalusia already included and promulgated the "promotion of effective equality". Its development has been further specified in the "II Strategic Plan for Gender Equality in Education 2016-2021" which specifies such measures and in the Order of 14 July 2016. This Order develops the curriculum of the ESO in Andalusia which states "real and effective equality between men and women, recognition of the contribution of both sexes to the development of our society and the knowledge accumulated by humanity. Therefore, we can affirm that gender equality in Spanish and Andalusian education is a reality, at least at the legislative level. But do the conditions in the classroom exist to comply with the legal norm? Do professionals have the necessary and effective instruments to carry out this task in the classroom?

The answers to these questions vary depending on who is addressing the problem. The administration, the professionals, the parents or guardians and even the students, all these agents are part of creating a society or "breeding city" (Torres, 2011). But, without a doubt, the classroom is the space that everyone recognises as the real framework for the implementation of all these legal measures. The classroom continues to be a framework in which the textbook continues to have a strong presence.

The textbook is not a neutral element at the time of facing the development of the formative process of the student. From its design, planning and use by teachers and students, the textbook becomes a main element in the day-to-day educational reality. In fact, it includes a series of contents that students usually assume as "neutral, objective and unquestionable" (Gómez and Tenza, 2015). They also become the preferred vehicle for transmitting norms and values, and each historical stage influences the editorial line. However, it must also be borne in mind that it is a product made through rules established in the market and conditioned by the business framework (Pérez-Sabater, 2001).





The textbook is decisive in both content and images. In the former, a series of "narrative and descriptive textual" sequences predominate over those that are "explanatory and argumentative" (Atienza-Cerezo and Van-Dijk, 2010). Along with the contents of each discipline, textbooks transmit social models and images complement the content, facilitating comprehension in a direct way (Gómez-Carrasco and López-Martínez, 2014). As for the images, they have a different treatment since they depend on the relationship they have with the text in question (Valls-Montés, 2007). Traditionally, women have had a reduced presence in books, appearing on many occasions as secondary characters, in the best of cases and on rare occasions, occupying a main role in the narration of the historical event.

The revision of the contents of textbooks by the educational administration has been questioned by certain sectors that accuse it of excessive intrusiveness as well as scarce applications in the field of educational intentions (Martínez-Bonafé and Rodríguez-Rodríguez, 2010). The desire to eliminate sexist stereotypes and the promotion of equality between men and women has forced the publishing sector to face the problem with different results. In addition to the modification of texts and images, some publishers have complemented their actions with the implementation of training programmes for employees from a gender perspective. Other publishers have produced manuals and guides on how to use inclusive language in school materials.

The work carried out by Peñalver (2003), López-Navajas (2014), Gómez-Carrasco and Gallego-Herrera (2016), Alberca-Rodríguez and Ortiz-Cermeño (2019), and Díaz-López and Puig-Gutiérrez (2020) has been of great help in the development of this work. Peñalver (2003) carried out an analysis of 24 textbooks used in Secondary Education. López-Navajas (2014) analysed 115 manuals from three publishing houses in all subjects of the four years of Secondary Education. Meanwhile, Gómez-Carrasco and Gallego-Herrera (2016) analysed the images of 3 manuals on Social Sciences, Geography and History in the 4th year of Secondary Education. Specifically, the Oxford (Social Sciences, Geography and History, 2008), Santillana (Social Sciences, Geography and History, 2010) and Vicens Vives (Social Sciences, Geography and History, 2014) manuals. Manuals that this study takes as a reference although updated to the LOMCE.

## 2. Objectives.

The main objective of this research is to analyse whether the "II Strategic Plan for Gender Equality in Education" has had repercussions on the presence or absence of sexism in the History (Social Sciences) textbooks of the 2nd year of Secondary Education. Specific objectives have been formulated:

- To define the place occupied by the promotion of equality within the objectives of each of the editorials analysed.
- To analyse the behaviours attributed to men and women, as well as the iconic language of the different characters (male and female) in order to check whether there is equality in their representation.





- Check the extent to which discriminatory features appear according to gender.
- To study the role, the roles given and the places in which the woman and the man develop through the illustrations of the textbooks.
- Observe whether there are differences between publishers.

### 3. Methodology.

A descriptive-interpretative study has been carried out. This study has taken as a reference some of the criteria for the selection of textbooks that appears in the Instructions of June 14, 2018, of the General Direction of Participation and Equity and the General Direction of Educational Planning, on the criteria for the selection of textbooks and for the elaboration of curricular materials without sexist or discriminatory prejudices. Although these instructions are subsequent to the publication of the textbooks analysed, we consider that they contain fundamental lines that have been worked on for the last ten years in official bodies, and are therefore a compilation of issues to be taken into account in matters of equality. Therefore, the following will be taken into account:

- Use of an inclusive and non-sexist language that names and makes visible men and women equally, avoiding the use of generic masculine to include men and women.
- In cases that include images, respect and reflection of human diversity both quantitatively and qualitatively. Care for the balanced presence of girls and boys, men and women and the diversity of people in terms of age, clothing, social and professional practices, physical appearance, ethnic or cultural origin, or sexual identity.
- Analysis of the causes of women's absence in some areas. Valuation and visibility of women's contributions, singular and anonymous, to the different fields of human activity, as well as the work that women have traditionally and historically carried out and their contribution to the development of societies. In situations of persistence of differentiated and discriminatory social roles according to sex, critical treatment on the models they represent, the values they transmit and their repercussion on social models.

Three publishers with a strong presence in the Andalusian classrooms have been selected: Vicens Vives, Oxford and Santillana. The topics analysed in the selected manuals range from the fragmentation of the ancient world to 17th century Europe. In our case we will study the subjects related to Feudal Europe and the beginning of the Modern Age due to the fact that in a space of three or four themes they allow us to analyse different historical milestones and social aspects such as, for example, the role of women in medieval society. This study, when establishing categories for the analysis of images in textbooks, had as a reference the classifications of the studies carried out by Pérez-López (2011) and Gómez-Carrasco and Gallelo Herrera (2016).





#### 4. Results.

Previous to the development of the investigation, it is necessary to emphasize that the subjects that we will analyze for the above-mentioned study are (table 1):

<b>Vicens Vives Publishing House</b>
Theme 3: Feudal Europe Theme 7: The Birth of the Modern World Theme 8: The age of great geographical discoveries
<b>Oxford Publishing House</b>
Theme 8: Full middle age and feudalism Theme 10: The Beginning of the Modern State and the Renaissance Theme 11: The Europe of Charles V and Philip II
<b>Santillana Publishing House</b>
Theme 2: Feudal Europe Theme 6: The Modern Age, a New Era Theme 7: New ways of thinking: Rebirth and reform Theme 8: The Formation of the Spanish Empire

Table 1. Selected research topics.

#### 4.1. Use of inclusive language, avoiding the use of generic masculine to include men and women.

##### 4.1.1. Vicens Vives Publishing House.

In the three didactic units analysed, it has been detected that there is a clear predominance of generic masculine when naming the different social, ethnic and/or professional groups, although they have been occasionally given in certain sections of topics 3 and 8 examples where men and women are highlighted equally (see Table 2 and 3).

	Frequency of occurrence
Peasants	3
Servants	2
King/Reina	1
Christian	1
Sick	1
Men/women	1
Abbot/Abadess	1
Monks	1

Table 2. Inclusive language in theme 3.

Suspects	Jews	Christian
Converts	Muslims	Moorish

Table 3. Inclusive language in theme 8.





While in Theme 7 there are no egalitarian terms, what we consider to be the case occurs because this didactic unit focuses on male characters related to politics, culture, etc., of the time studied. There are semantic leaps in which the generic masculine is used for occasions in which at first it seems that it includes both sexes but then it is demonstrated that it only refers to men, issues that have been reflected in other studies such as Querol and Triviño (2004), in the textbook itself this situation is appreciated in phrases such as:

[...] To govern the king, he had the help of the Curia or Royal Council, formed by a group of notables (bishops, abbots, counts, dukes and marquises) who advised him when making decisions. (Theme 3, p.50)

[...] Before exposing his project to different European crowns, Columbus studied and consulted the wise men of Antiquity and also his contemporaries. (Theme 8, p.178)

#### **4.1.2. Oxford Publishing House.**

There is a clear predominance of generic male to refer to different social, professional or religious groups. The editorial line seems to opt for inserting specific paragraphs highlighting aspects of women's lives. Examples of these are:

[...] "The elements of the fief". The customs of women, both in clothes and in the different social strata, are reviewed, with an indication of customs and tasks. (Theme 8, pp. 174-175)

[...] It begins with a recognition of Queen Elizabeth the Catholic. Later, in the interior, the situation of discrimination suffered by women is highlighted. (Theme 10, p. 217)

In theme 11 there are no references to women in texts or images.

In general, the Oxford book is expressed in terms of the use of the generic masculine, under which both the masculine and feminine categories are attempted to be included. This use of language has made it difficult in many cases to find out if the protagonism was of male or female characters since with the generic male, in its desire to generalize, in many cases includes women but not in others. These are some of the examples we have found about the use of generic masculine:

[...] The servants worked as peasants and servants [...] they could not be sold. (Theme 8, p. 177).

[...] Since most Mudejars were peasants, their departure negatively affected agriculture. (Theme 10, p. 222).

[...] The inhabitants of the Aztec and Inca empires were accustomed to living under authoritarian governments. (Theme 11, p. 246).

#### **4.1.3. Santillana Publishing House.**

In the three units analysed, there is a clear predominance of generic masculine when naming the different social, ethnic or professional groups, although in certain sections there are many outstanding examples where men and women stand out equally. Inclusive language dominates theme 2, as reflected in the following examples:

[...] The regular clergy: it was composed of the religious orders, headed by an abbot or abbess who directed the convents and monasteries in which the friars, monks and nuns lived. (Theme 2, p.48).





[..] Although the monks and nuns devoted themselves mainly to prayer, they also tilled the garden, helped by numerous servants who depended on the abbot or abbess. (Theme 2, p.50).

This language does not appear in the overall wording of the rest of the topics. These are some of the examples that have been found on the use of generic masculine:

[...] Servants could not marry or leave the fief without the permission of the lord. Servanthood was inherited from fathers to sons. (Theme 2 p.46).

[...] The people were composed of artisans, who stood out as goldsmiths and potters; and by peasants, who created terraces staggered to be able to cultivate on the slopes of the mountains, mainly corn and potato. (Theme 7 p.137).

## 4.2 In relation to images, reflection of human diversity.

### 4.2.1. Vicens Vives Publishing House.

Of the 67 pictures analyzed, 90% are original (engravings, paintings...) and only 10% (7 illustrations) are of specific creation for this textbook (see Table 4).

	Number of Pictures	F (%)
Original pictures	60	90
Created by the publisher	7	10
<b>Total</b>	<b>67</b>	<b>100%</b>

Table 4. Types of pictures appearing in the Vicens Vives textbook.

Analyzing all the subjects to study, there is a clear predominance of the male figure (see Table 4), the representation of images of everyday life of the time (tournaments, clergy, royalty, conquest, art ...) (see Table 5).

	Number of Pictures	F (%)
<b>Pictures</b>		
Men	32	48
Women	3	4
Both sexes	32	48
<b>Total</b>	<b>67</b>	<b>100%</b>
<b>Original pictures</b>		
Men	31	52
Women	3	5
Both sexes	26	43
<b>Total</b>	<b>60</b>	<b>100%</b>
<b>Created by the publisher</b>		
Men	1	14
Women	0	-
Both sexes	6	86
<b>Total</b>	<b>7</b>	<b>100%</b>

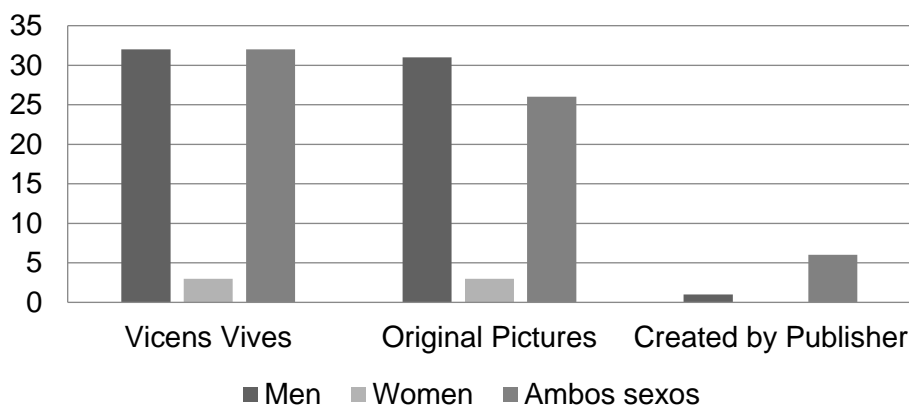
Table 5. Total of pictures of the topics analyzed from the Vicens Vives textbook.







The number of characters varies in the images, although what is undoubtedly noteworthy in the total count of individuals computed is, on the one hand, the scarce appearance of women in the images (4%) and, on the other hand, the number of images in which both sexes appear (48%, the same percentage as men) (see Graphic 1).



Graph 1. Appearance of male and female characters in the illustrations.

In this sense, in the analyzed topics it has been detected that the publisher has chosen to equalize the number of images of men with those that appear men and women together. Not so in the case of women alone or in preferential attitude. This effort is even greater when the images analysed are those created by the editorial's graphic team.

#### 4.2.2. Oxford Publishing House.

Diversity is not the characteristic element of image analysis. There is still a majority representation of male characters; both in the original images and in those created by the publisher (see Table 6).

	Number of Pictures	F (%)
Original pictures	41	91
Created by the publisher	4	9
<b>Total</b>	<b>45</b>	<b>100%</b>

Table 6. Types of pictures appearing in the Oxford's textbook.

The number of characters varies in the images. There has been little appearance of women in the images (7%). The male presence continues to stand out above that of both sexes (see Table 7). In the original pictures, the male presence continues to predominate. In general, the woman is in secondary role except for some outstanding female characters. The illustrations produced by the publisher include female characters in situations of equality with other male characters.





	Number of Pictures	F (%)
<b>Pictures</b>		
Men	27	60
Women	4	7
Both sexes	15	33
<b>Total</b>	<b>45</b>	<b>100%</b>
<b>Original pictures</b>		
Men	26	63
Women	4	8
Both sexes	12	29
<b>Total</b>	<b>41</b>	<b>100%</b>
<b>Created by the publisher</b>		
Men	1	25
Women	0	-
Both sexes	3	75
<b>Total</b>	<b>4</b>	<b>100%</b>

Table 7. Total of pictures of the topics analyzed from the Oxford's textbook.

#### 4.2.3. Santillana Publishing House.

Of the pictures analyzed, 74% correspond to original pictures; only 26% have been prepared by the publisher specifically to complement the topics analyzed in this study (see Table 8).

	Number of Pictures	F (%)
Original pictures	34	74
Created by the publisher	12	26
<b>Total</b>	<b>46</b>	<b>100%</b>

Table 8. Types of illustrations that appear in Santillana's textbook.

In the original pictures the masculine presence predominates. The woman appears mainly in a secondary role. In the pictures created by the publisher the total presence between sexes is not balanced, being the picture of the superior man in presence that that of the woman (see Table 9).

	Number of Pictures	F (%)
<b>Pictures</b>		
Men	29	63
Women	3	7
Both sexes	14	30
<b>Total</b>	<b>46</b>	<b>100%</b>
<b>Original pictures</b>		
Men	21	62
Women	3	9
Both sexes	10	29
<b>Total</b>	<b>34</b>	<b>100%</b>





Created by the publisher		
Men	8	67
Women	0	-
Both sexes	4	33
<b>Total</b>	<b>12</b>	<b>100%</b>

Table 9. Total of images in the analyzed themes of Santillana's textbook.

### 4.3. Causes of the absence of women in some areas. The survival of differentiated social roles.

#### 4.3.1. Vicens Vives Publishing House.

The privileged treatment of women is only given in those historical figures that have had a very prominent role both in the political arena (queens) and religious (virgins or saints). Their appearances are proportionally insignificant in comparison to the bibliographical references of males, which if they appear with their own name (see Table 10).

	Number of Pictures	F (%)
Male	81	89
Women	10	11
<b>Total</b>	<b>91</b>	<b>100%</b>

Table 10. Presence of masculine and feminine characters with their own name in the Vicens Vives Textbook.

Of all the historical figures singled out for their contributions, 89 per cent are men and 11 per cent are women. The fact that men are reflected as overwhelmingly as constructors of social and historical reality can only be due to a patriarchal conception of the social world and history. Women are not only absent in practice but their contributions, when there are any, are hardly presented as the work of individual characters, but as the generic and undifferentiated collective of women. Something similar happens in the treatment of generic trades or responsibilities (see Table 11).

	Number of Pictures	F (%)
Male	50	82
Women	11	18
<b>Total</b>	<b>61</b>	<b>100%</b>

Table 11. Presence of anonymous male and female characters in the Vicens Vives Textbook.

In the professional field, women represent only 18% of the images analysed (a total of 11). The male characters are presented in a total of 50 different occupations in the subjects dealt with in this study. In the case of the professions in which women are present, it should be noted that part of them are shared with men. Do not hide the same thing the other way round. This indicates that there are numerous social and forbidden possibilities for women who belong exclusively to male characters. It is also significant that the singular men, with their own name, are kings, explorers, while an important part of the women are nuns or Blessed Virgin. As for the anonymous singular characters, 18% are located for men (27 characters)





and 5% for women (8 characters). This trend continues for anonymous males (15%) as opposed to anonymous females (1.5%). It is in the group of characters with their own name that the differences are most noticeable. Of the 80 men with a proper name (53%), women are only 10 (7%), which means that men with a proper name are 46% more than women. Again, we observe here that the protagonism of these subjects is men, especially those with a proper name. In none of the tables above women exceed 20% of the total characters, which leads us to conclude that we still need to incorporate more female presence in history, there is an invisibilization in many aspects (see Table 12).

	Number of Pictures	F (%)
Anonymous male	27	18%
Anonymous males	23	15%
Male with proper name	80	53%
Men with proper names	1	0,5%
Anonymous woman	8	5%
Anonymous women	3	1,5%
Woman with her own name	10	7%
Women with proper names	-	-
<b>Total</b>	<b>152</b>	<b>100%</b>

Table 12. Distribution of men and women in the analyzed pictures in the Vicens Vives Textbook.

#### 4.3.2. Oxford Publishing House.

In the images analyzed, as in previous cases, it seems that only those female figures that have traditionally been recognized by historians and researchers have a prominent place in textbooks. There are no incorporations of new female figures, which is why men are the main protagonists. Of all the historical figures singularised by their contributions, 88% are men and 12% are women (see Table 13).

	Number of Pictures	F (%)
Male	81	88
Women	11	12
<b>Total</b>	<b>92</b>	<b>100%</b>

Table 13. Male and female characters with their own name in the Oxford Textbook.

The historical and social protagonism is still held by men, this concealment of women evidences the way in which traditionally masculine values are imposed from school. Women's contributions tend to be presented as the work of the generic and undifferentiated collective of women. Something similar happens in the treatment of generic trades or responsibilities (see Table 14). In the analysis carried out on trades, tasks or the use of generics, men (occupying 86%) also stand out notably over women (14%). These percentages are similar to those in the section on the appearance of characters in the textbook.





	Number of Pictures	F (%)
Male	54	86%
Women	9	14%
<b>Total</b>	<b>63</b>	<b>100%</b>

Table 14. Anonymous male and female characters in the Oxford Textbook.

Based on the table on the distribution of men and women in the textbook (see Table 15) within the anonymous singular characters, 12% for males (19 characters) and 5% for females (8 characters). This trend increases for anonymous males (22%) compared to anonymous females (1.5%). It is in the group with a proper name where the greatest number of characters appear, both in men with a proper name (52%) and in women (7.5%), in this case neither men nor women with proper names appear.

	Number of Pictures	F (%)
Anonymous male	19	12
Anonymous males	34	22
Male with proper name	80	52
Men with proper names	-	-
Anonymous woman	8	5
Anonymous women	1	1,5
Woman with her own name	11	7,5
Women with proper names	-	-
<b>Total</b>	<b>153</b>	<b>100%</b>

Table 15. Distribution of men and women in the analyzed pictures in the Oxford Textbook.

Again, we observe here that the protagonism of these issues is men, especially those with a proper name. In none of the characteristics of Table 15 do women exceed 10% of the total number of characters, which leads us to conclude that there is still a need to incorporate a greater female presence in History, corroborating an invisibilization in many aspects.

### 4.3.3. Santillana Publishing House.

The biographical references of males, as in the previous revised textbooks, continue to be much higher than those of females, 89% out of 11% (see Table 16).

	Number of Pictures	F (%)
Male	92	89
Women	11	11
<b>Total</b>	<b>103</b>	<b>100%</b>

Table 16. Male and female characters with their own name in the Santillana Textbook.

Something similar happens in the treatment of generic trades or responsibilities (see Table 17). The privileged treatment of women is only given in those historical figures that have played a very prominent role in the political sphere (queens).





	Number of Pictures	F (%)
Male	48	83
Women	10	17
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 17. Presence of anonymous male and female characters in the analyzed themes of Santillana's textbook.

Based on the table on the distribution of men and women in the textbook (see Table 18), the data that stands out the most is the numerous presence of "men with their own names" (57% of the total number of characters), as data "men with their own names" do not appear when in the female section if there is a representation (The Three Graces). Similarly, as previously stated with the tables and graphs, the male presence abounds in the textbook since the "anonymous males" occupy 21% and the "anonymous males" 9%, so the sum of all the blocks of male characters represent 87% of the total characters in Santillana's textbook.

	Number of Pictures	F (%)
Anonymous male	14	9
Anonymous males	34	21
Male with proper name	92	57
Men with proper names	0	-
Anonymous woman	1	0,7
Anonymous women	9	5,6
Woman with her own name	10	6
Women with proper names	1	0,7
<b>Total</b>	<b>161</b>	<b>100%</b>

Tabla 18. Distribution of men and women in the analyzed themes of Santillana's book.

Again, we observe here that the protagonism of these issues is men. In none of the characteristics or blocks of Table 17 do women exceed 6% of the total number of characters, which leads us to conclude that there is still a need to incorporate a greater feminine presence in History, it is true that there are some sections related to women in the period studied but it is true that most of the characters that appear in the text book are men.

### 5. Discussion of results.

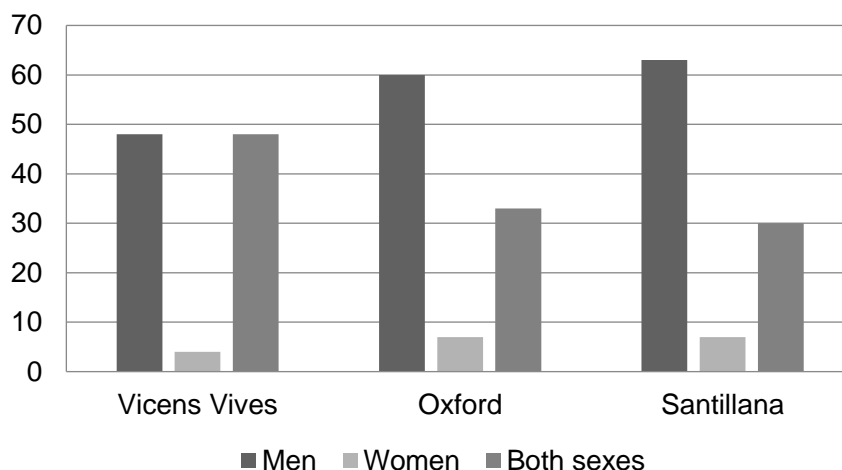
In this section, we are going to proceed to the comparative study of the treatment of each editorial carried out in relation to the items proposed by the recommendations of the Instructions of June 14, 2018, of the general directorate of participation and equity and of the general directorate of educational planning, on the criteria for the selection of textbooks and for the elaboration of curricular materials if sexist or discriminatory prejudices.

In the case of section 4.1, Vicens Vives makes a greater effort to use inclusive language, while Oxford and Santillana textbooks make greater use of generic masculine when including men and women. With regard to section 4.2, and more specifically in the presence of men and women, we have already purchased that in the three publishing houses the figure of the male predominates over the female. A certain balance is detected when we count those images



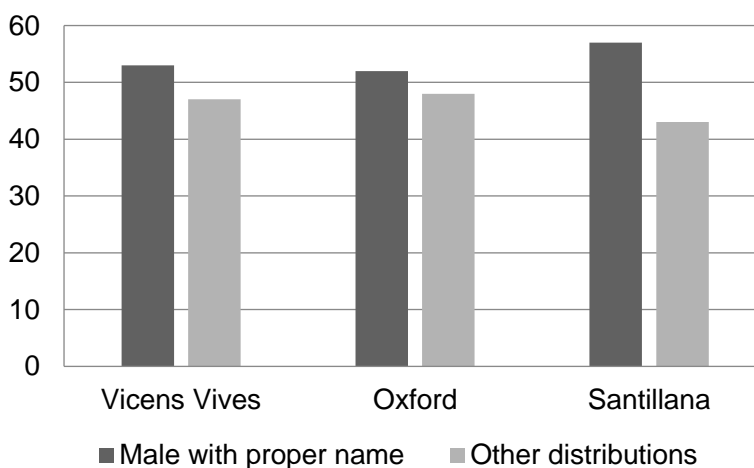


that have been designed by the publisher and where both sexes are represented together (see Graph 2). It should be noted that at least Vicens Vives has the same total percentage of images of males and both sexes (48%). Therefore, there is a greater female presence but never individually, but in the company of men, or as part of the collective or a couple. Where the three publishers coincide is in the small number of images of women individually, none of the percentages reaches 10% of the total.



Graphic 2. Comparison, in percentage (%), of the presence of men, women and both sexes in the images of the textbooks studied.

Finally, in section 4.3, the presence of the majority of men in front of women is again confirmed, both in the presence of characters with their own name and anonymous characters or those referring to groups or professions (see Graph 3). In general, the most prominent group is the "male with his own name" (53% of the total Vicens Vives, 52% Oxford, 57% Santillana).



Graphic 2. Comparison, in percentage (%), of the group of "man with his own name" with the rest of the distributions of men and women in the textbooks analysed.





We are in a historical epoch in which men are qualified as famous, excellent, famous, expert, illustrious, important, reputed or powerful. The same happens when it comes to attributions related to professions: authors, creators, founders, geniuses, inventors, precursors, Given the limited variety of occupations attributed to women in the texts analysed, it is not to be expected that they will be qualified according to their work or activity.

## 6. Conclusions.

After researching the texts of the three publishing houses, it can be considered that equality policies in Andalusia aim to achieve ends that are still far from being achieved, at least in the field of education and more specifically in the values that are transmitted. It is true that we can appreciate numerous advances and aspects related to equality between men and women. Social advances have not been aliening to the reality of the educational world, indeed, in this field the role of women has been very forceful, both quantitatively and qualitatively, and this role is palpable in the management teams of the centers. On the other hand, this provisional effort has not always been accompanied by the editorial effort.

During the process of the study it seemed that the presence of women had increased, both in the text and in the language and images, but by adding the results and deepening and analyzing the research in more detail, we observed how the difference between men and women is ratified.

Of the three textbooks studied, the publisher closest to tackling sexism is Vicens Vives due to the incorporation of egalitarian elements in informative tables complementary to the text, the use of inclusive language and the greater number of images where both sexes appear together, with respect to the rest of the publishing houses studied. Thus, in the editorials of Oxford and Santillana, the absence of the role of women does not indicate a macho treatment but it does not allow visualizing and studying it in its context.

It is also true that, due to the historical framework of the period studied, women had a very marked role within medieval society and also in the Modern Age. The blessed virgin or the queens become the only referents.

Thus, the Order of July 14, 2016 of the subject of Geography and History 2nd ESO in Andalusia: "the situation of women: from the Middle Ages to the eighteenth century. If it is assimilated by the historical community that women were left out of the historical analysis because it interested a patriarchal and androcentric vision in many cases, but women have history and are part of it, so textbooks must be modified in greater depth. In many cases it can be said that educating stereotypically according to gender means collaborating with the partial development of the students.

With the aim of improving the situation we have described, we consider it vital to raise the awareness of all educational agents in this respect, mainly teachers, since they have the most decisive role in this sense and their actions could be directed towards explanations of the subjects with the greatest responsibility to apply these policies of equality in the classroom, favouring critical analysis and reflection on the social conventions shown by images and texts.







The training of teachers, in the value of equality, should not be seen as just another subject, but as the basis of a true co-educational model. The revision of teachers' curricula and their adaptation to a more just and egalitarian society would reinforce the future role of educators. If this is not carried out, it can negatively affect students, conditioning their behaviour, thus complicating the objective of achieving equality between men and women, since educating stereotypically according to gender means, in many cases, collaborating with the partial development of the student body.

Bearing these aspects in mind, we can conclude that the awareness of the main educational agents (teachers, administrations, publishing houses...) is necessary to achieve a true co-education in educational centres without sexist, cultural or discriminatory prejudices.

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