

Assessment of Textbooks and Curricula

Report

**Project of Building Responsible Citizens:
Combating Violence and Promoting Gender Equality in
Lebanon**

Adyan Foundation

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The following individuals and entities contributed to the present report

Experts:

Dr. Nadine El-Franji (Coordinator)

Ms. Wafaa Al-Kadi (Civic Education Coordinator at the Department of Orientation and Guidance, Ministry of Education and Higher Education)

Ms. Blanche Abi Assaf (Head of National and Civic Education Department, Center for Educational Research and Development)

Ms. Carmen Shebib (Head of Media and Public Relation Department, Center for Educational Research and Development)

Supervisory Committee:

- ❖ Lebanese National Commission for UNESCO, represented by Secretary General Dr. Tala Zein (Head of the Supervisory Committee), Ms. Christianne Geitani (Secretary General of the Supervisory Committee and National Coordinator of UNESCO Associated Schools Network) and Ms. Zeina Al-Hajj (Assistant Secretary General and Coordinator of the Lebanese Network for the Anna Lindh Foundation)

- ❖ Adyan Foundation, represented by Father Fadi Daou (Chairperson of the Foundation), Dr. Nayla Tabbara (Director of the Institute of Citizenship and Diversity Management), and Ms. Adriana Bou Diwan (Director of Training)

- ❖ Ministry of Education and Higher Education, represented by Mr. Fadi Yarak (Director General of Education) and Ms. Joumana Al-Halabi (Gender Focal Point Official in the Gender Perspective Committee, Directorate General of Education)

- ❖ Center for Educational Research and Development (CERD), represented by Dr. Nada Oueijan (Head of CERD)

- ❖ Office of the President of the Council of Ministers, represented by Ms. Rubina Abu Zeinab (National Coordinator for Prevention of Violent Extremism)

- ❖ “KAFA (Enough) Violence & Exploitation”, represented by Ms. Zoya Rouhana (Director), and Ms. Caroline Shayya (Field Officer)

Introduction

The topic of gender/gender roles has gained interest among researchers and advocates of true equality between men and women across all fields in society. Significant efforts have been made so that equality is reflected in applicable laws. This can also be said about violence (in all its forms), which may be gender-based, mainly targeting women who are viewed as weak, submissive and inferior in the eyes of perpetrators. In broader terms, violence is a widespread social and political phenomenon affecting communities, individuals, countries and nationalities, and imposing itself on national and international institutions given its negative repercussions. To address these two critical and influential topics in the Lebanese society, as in any other, it was imperative to examine the root causes of such destructive and unacceptable practices in a time of civilizational development worldwide.

That being said, the following two topics arise: gender and violence, especially at the level of curricula and textbooks used in Lebanese youth education, as officially adopted documents in this field. The “National and Civic Education” subject for the third elementary cycle (Grades 7, 8 and 9) was selected for study and evaluation.

Report / Study Methodology

This is a descriptive study based on content analysis.

In this study, we examine the content of “National and Civic Education” curricula in the textbooks developed for the third elementary cycle (Grades 7, 8 and 9) in 1997 in order to compare it with the draft curriculum developed in 2007. To ensure the credibility of the research, each word, expression and phrase used in these textbooks was thoroughly examined and interpreted according to its respective context, so that none holds a meaning or interpretation that contradicts the initially intended purpose. Therefore, each and every word or expression related to gender and violence (in all its forms) was investigated and analyzed to draw a conclusion on the existence of these two concepts and the form in which they figured in the curricula and textbooks. The report also includes an analysis of the questions, exercises and documents found in school textbooks, as well as the objectives and aims established in the curricula.

Based on the findings of this study, recommendations have been made to:

- Cover the inadequacy found in curricula and textbooks
- Remove whatever might be deemed negative, if any
- Avoid any stereotyping in texts, pictures, and questions in the future.

The material of this study consists of:

- 1- School curricula issued by the Center for Educational Research and Development (CERD) in 1997
- 2- Civic education curriculum draft developed in 2017
- 3- Unified third elementary cycle Civic Education textbooks published by CERD **as part of 1997 curricula exclusively**
- 4- Any document related to these curricula and textbooks and published by CERD

Analysis unit:

Any word or sentence directly or indirectly containing “gender” or “violence”.

Introduction to the Study

Upon exploring the “National and Civic Education” subject, especially with regard to the educational situation, several questions arise, now more than ever, as to the approach used in addressing a thorny topic related to gender equality and combating violence, as well as the role of such approach in the educational process, one that affects society’s progress and development as a whole. There is no doubt that improving and developing education on the one hand, and coupling this improvement with delivering an education based on gender equality and combatting violence on the other, are two

elements bound by a dialectical relationship. For instance, international human rights covenants and declarations highlighted this relationship by stressing the need for providing education to both genders at all levels. Justice cannot be achieved without addressing the questions of gender and combating violence in education, reflected in the official texts serving the educational system, including school curricula and textbooks.

Description of the Study

A team of researchers studied the “National and Civic Education” curricula and textbooks taught in the third elementary cycle (Grades 7, 8 and 9), published in Lebanon in 1997, to understand how these two documents/sources (curriculum and textbook) addressed two topics of high relevance at the international scene, and particularly in Lebanon: gender (equality between men and women in all its forms) and violence in all its forms. Since CERD developed a new curriculum for this subject – but with no textbooks thus far – it was deemed appropriate to include them in this report using a comparative approach, in an attempt to assess the extent to which they included topics pertaining to gender and violence compared to 1997 curriculum.

The researchers were each assigned each one of the three grades to work on the Civic and National Education curriculum (1997 and 2017) and study the textbook’s content (related to 1997 curriculum

only) in order to reach conclusions using the analytical descriptive methodology. Furthermore, the overall goals of the 1997 curriculum, subject-related objectives and competencies were compared to 2017 draft curriculum, and the impact of both on the personality of students aged 12–15 was analyzed. Each expression was also explained along with the possible intention of those who developed the curricula, while verifying whether the objective section included any implicit objectives. The researchers also reviewed the adopted linguistic style and the manner in which students were addressed, in addition to the topics covered by these curricula.

The study covered the content of the three textbooks, including texts, documents, pictures, and even the questions students must answer along with the adopted linguistic style.

An advisory body also reviewed the report and provided feedback in three stages before reaching this final version.

The study has concluded the following general findings on curricula:

- The National and Civic Education curricula have many objectives.
- The objectives are written in the masculine form with none directed to females in the singular form.

- Curricula do not cover the composition of the Lebanese society with all of its advantages and disadvantages, or in more accurate terms, do not clearly or directly point to the negative points in Lebanese society.
- Curricula do not explicitly cover violence, whether between individuals or groups. This is considered as negligence in a society that had just emerged from a civil war when the curricula were developed. Any explicit notion of violence was replaced with civil peace.

These general findings do not cover the aforementioned new draft curriculum of 2017.

The analysis of the content, ideas, and topics related to gender and violence in the three textbooks leads to the findings below:

- ❖ The content of the textbooks is very broad with many topics. It is worth noting that CERD had removed a number of lessons because the content could not be covered in one academic year.
- ❖ Textbooks did not always follow the order specified in the curriculum.
- ❖ Textbooks did not address gender inequalities in the Lebanese society, as if gender-related problems did not exist.

- ❖ Textbooks covered neither violence between individuals, the most common form in any society, nor violence against women and violence between groups within a single community, and only included topics of international conflicts.
- ❖ Documents and pictures are stereotypical. Most depict males in their traditional roles, while very few feature women. This proves that the Lebanese society still focuses on women's role as mothers who cook, clean, and care for their children, a lot more than their role in the workplace (university professors, doctors, judges, etc.) or in political life (ambassador, minister, member of parliament).

Core of the Study

A- Importance of Legal Texts

No pedagogical or social topic can be studied, analyzed, and presented with results without examining the relevant international and local legal texts. Thus, before studying “gender” and “violence” in third elementary cycle National and Civic Education textbooks, it is crucial to look at the Lebanese and international legal texts governing these two issues, notably since any applied curriculum should be founded upon the constitution and applicable laws.

Paragraph (C) of the preamble to the Lebanese Constitution states: “Lebanon is a parliamentary democratic republic based on respect for public liberties, especially the freedom of opinion and belief, and respect for social justice and equality of rights and duties among all citizens without discrimination.”

Article 7 of Chapter I states: “All Lebanese shall be equal before the law. They shall equally enjoy civil and political rights and shall equally be bound by public obligations and duties without any distinction.” As for Article 12, it stipulates that: “Every Lebanese shall have the right to hold public office, no preference shall be made except on the basis of merit and competence, according to the

conditions established by law. A special statute shall guarantee the rights of civil service in the departments to which they belong.”

That being said, one can conclude that the Lebanese Constitution, being the first legal reference in Lebanon, provided for equality between all Lebanese across all fields: in gender (through the expression “without discrimination”), education, work, freedom of opinion and belief, color and race, holding public office, ... and in all rights and obligations.

It should be noted that Lebanon signed the UN Charter (issued on June 26, 1945) that emphasizes the belief in fundamental human rights, an individual’s dignity and worth, and equal rights for men and women.

Furthermore, the Universal Declaration of Human Rights (UDHR) provides for the inadmissibility of discrimination and states that “all human beings are born free and equal in dignity and right” and that “everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind,” including that based on gender.

Lebanon recognized the UDHR (issued on December 10, 1948), and Lebanon’s then-UN representative Dr. Charles Malek took part in the drafting the two International Covenants on human rights which emphasized the need for guaranteeing all men and women’s economic, social, cultural, civil and political rights that Lebanon ratified. Lebanon also ratified many international conventions on

women, such as International Labour Organization conventions (51 international labour conventions, including 7 of 8 fundamental ones), 6 Arab labour conventions, and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) as per law No. 527/96 of 24/7/1996, with some reservations on articles 9, 15, 16, and 29.. Lebanon had also ratified the “Convention on the Political Rights of Women” in 1955 and was then among the first countries to grant women the right to participate in elections and then in public life.

Based on the aforementioned Lebanese legislation, particularly those related to education, the Council of Ministers, in 1994, adopted the Educational Reform Plan and the new curricula issued as per Decree No. 10227 of 8/5/1997. Their application began gradually, starting the academic year 97-98. These curricula are the mandatory minimum all Lebanese schools must comply with and respect as part of the right to education provided for in the Constitution. As regards the subject of this study, unifying the History and National and Civic Education textbooks was part of Al-Taif Agreement given their importance in building the overall political and social knowledge of any citizen, as well as their crucial role in preserving national unity and solidarity among citizens. Thus, the development of the National and Civic Education textbook was exclusively entrusted to CERD, and public and private schools were required to adopt it.

Based on the Educational Reform Plan and new curricula: “The National and Civic Education curriculum is no longer a list of titles for separate lessons and topics, but has become an integrated and coherent structure with chapters, each of which is a group of cohesive lessons set in order under a specific title. The National and Civic Education objectives require more diversification and in-depth understanding of knowledge, skills, and values that must be included in intermediate school curricula¹” (Education Curricula, pages 19–20)

In order to expand the scope of this study, it was deemed appropriate to address the topic of gender in neighboring Arab countries, for the Arab region has made remarkable progress in bridging the gap between men and women by implementing human development initiatives. The Arab countries undertook the Millennium Development Goals very seriously to eradicate gender discrimination in education from elementary to secondary classes by 2005, and in different education stages by 2015. They also exerted significant efforts towards the promotion of gender equality in the education sector in an attempt to provide equal opportunities to men and women. Consequently, the number of females enrolled in universities has become higher than males across Arab countries,

¹ (Public Education curricula and objectives, circular No. 36/M/98 on July 1, 1998, Details of the National and Civic Education Curriculum, second year of each academic cycle)

while fertility rates decreased in the past few years². This proves that Arab women have begun to assume their multiple social and professional roles and are no longer restricted to marriage and raising children.

However, the reality in Arab countries and Lebanon is inconsistent with the content of plans and reports on gender equality. A case in point is the content of curricula and school textbooks that reflect some degree of gender discrimination in favor of men and a shy portrayal of all forms of violence. For this to be based on facts rather than personal opinions, this study set out to show the extent of gender parity and equality in the field of education, in particular National and Civic Education curricula and textbooks, which reflect the government's and society's stance with regard to gender and violence.

B- Identification of the Objective of Studying Gender and violence

(1) Gender

Gender is the range of characteristics pertaining to, and differentiating between, masculinity and femininity (Wikipedia). Moreover, “the term gender refers to the relations, social roles, and

² Gender and Education in the Arab World: Elementary Education and the Degree of Literacy among adults – Part 1 – Arab Development Portal – **Rima Nair Blassanderm – 4/6/2015.**

values that society defines for men and women, and these roles, relations and values change when the place or time changes due to their interrelations with other social relations” (Lebanese Women Democratic Gathering, www.rdfwomen.org).

Gender occupies a central position in the literature dealing with women's issues today. This position is based on two factors: first, to emphasize that the distinct roles of women and men in society are determined by the cultural and social components within a given society. Second, the nature and type of relationship between men and women in that society, at a given place and time, affect the allocation of their respective social roles, hence the ability to access and control resources. Given the importance of "gender" at the local and global levels, it is worth considering it in the Lebanese society to uncover the elements of inequality and stereotypes related to gender roles and to correct this reality for a better education of Lebanese youth

(2) Violence

According to Lalande, violence is a “violent act or word”. In general, violence is “any behavior that causes harm to others; it may be physical or psychological. Ridicule and mockery, imposition of opinions by force, and the use of obscene words are all different forms of the same phenomenon.”

The manifestations of violence are numerous. It is not only limited to war, nor is it always physical. Violence can be social, such as subjecting the other to those who wield power. It goes beyond attack or defense and can be expressed through resort to force, as practiced by the media or others in hostile ways, be it verbal, visual, or moral, with the aim of intimidating, curtailing or even eliminating the other. Violence is also not limited to a human being's conflict with another, or sometimes with oneself, but extends also to violence towards animals (the extinction of many animals), plants (deforestation and ecological imbalance), or even nature (changing the course of watercourses, marshes, quarries), and other practices. Given the negative aspect it reflects in human behavior, violence should be studied, especially in the Lebanese society, which has suffered a great deal of it among its various communities. Gender-based violence has become a phenomenon in recent years, with hundreds, and even thousands of women falling victim to domestic violence, e social abuse, or even murder.

Therefore, the objectives of the two intermediate school National and Civic Education curricula (1997 and 2017) and textbooks will be analyzed to determine the positions of men and women in each and better grasp the phenomenon of violence which has swept our region for decades. Has it been addressed? How? This study focuses on the terminology and pictures found in National and Civic Education textbooks to identify underlying gaps and curb their impact by

enacting laws and policies that contribute to gender equality and combating violence.

The study will examine the two curricula developed for each grade, followed by the 1997 textbook under two titles: gender and violence.

DRAFT

FIRST: GENDER AND VIOLENCE IN SEVENTH GRADE CURRICULUM AND TEXTBOOK CONTENT

A- 1997 Seventh Grade Curriculum

The 1997 seventh grade curriculum comprises six chapters covering individual, national and global topics in this order. The first chapter starts with citizen rights and obligations, the second and third ones focus on human values and media education respectively, while the fourth chapter addresses topics related to the environment, quality of life and public safety. The last two chapters cover an array of national topics, with the fifth chapter revolving around the nation and national identity, and the sixth one tackles public authorities in Lebanon, their types and roles.

We notice from this quick description of the curriculum's content that it is devoid of fundamental gender equality concepts and the notion of avoiding violence explicitly. Instead, it calls for civil peace.

1) 1997 Seventh Grade Curriculum Content Regarding Gender

The curriculum of this grade did not contain objectives directly related to the concepts of gender, gender equality, women's rights, and violence against women. In addition, the language therein uses the masculine form (see Education Curricula, p. 727). For instance, in Arabic, the word "citizen" in "citizen rights" is used as a masculine

noun and never in its feminine form. The same applies for the terms “student” and “Lebanese”. In addition, the subject of all the actions is a male student, e.g., “he is introduced to”, “he understands”, “he is able”, “he verifies”, “he touches” ...

However, it is important to note that the concept of equality is mentioned in the learning objectives, particularly in the fifth chapter of the curriculum: “Understand the importance of openness, fostering justice and equality, and collaboration to promote coexistence and strengthen the future.”

2) 1997 Seventh Grade Curriculum Content Regarding Violence

The curriculum of the seventh grade in the elementary cycle covers several learning objectives that help students acquire key life values and understand their responsibilities towards themselves and others, as well as learn how to deal with their surroundings. These values are instrument tools to control the students’ conduct, playing a key role in confronting conflict and violence.

In the first chapter, the learning objectives focus on helping students acquire values related to personal rights, freedom of belief, physical integrity, rejection of intolerance, and the distinction between respect for and infringement of rights. In a way, this contributes to combating violence and promoting gender equality.

The second chapter tackles human and moral values in general, such as truthfulness, honesty, patience, and self-restraint, and the manner in which these values manifest in mutual relationships, leading to a happy life, thus negating the tendency to violence. More interestingly, this chapter addresses the topic of cooperation in the Lebanese society to face challenges, fight for freedoms, work together to build a healthy and fair society, hence achieving civil peace. With that, students understand the disadvantages of crises and the importance of peace and solidarity among the members of one society in order to maintain peace.

Furthermore, the second chapter focuses on knowledge and capabilities, all the while omitting attitudes. The implicit attitudes that stem from this chapter depict a Lebanese student who is conscious of his/her fellow Lebanese brother and sister, realizing that coexistence and solidarity are two of life's important necessities, whereas conflicts and wars only produce evil, destruction and ruin for everyone. The lessons the students acquire from this chapter are crucial for building a stronger Lebanon, a country that cannot be dragged into conflict and war in the future. In turn, this paves the way for stability and social and economic security in all areas.

The third chapter introduces media, a highly important topic in combating violence. In this chapter, students learn that media plays a constructive role in bringing people closer together, spreading the culture of understanding among them, and strengthening

communication between different social groups. As a result, students develop a better understanding of positive media, one that does not incite or spread hatred against others. As such, students are invited to assume a role that contributes to a better use of the media to achieve global communication.

This chapter develops critical thinking in students, as they realize that they should not believe everything they hear in the media, but must compare news in different media outlets (as they each represent one faction of society). In turn, this sharpens their capacity to verify the news transmitted. Critical thinking and fact-checking for a given topic prevent students from blindly buying into advertisements and believing false news that spread hatred and fuel violent acts towards one's self or others.

The fourth chapter tackles the topics of environment, quality of life and public safety. It is directly linked to the subject of this study, since the curriculum dictates that students must learn about the elements constituting the natural environment surrounding them such as habitats, plants, animals, and humans, as well as their interdependencies. Therefore, it is important to disseminate the concept of non-violence; the propensity for violence among humans is not limited to violence against one's self or other human beings but includes violence inflicted on the environment in general. This is due to the fact that the violent behavior of humans affects everything around them, and the culture of peace and non-violent behavior

stems and grows from the simplest behaviors in society and the environment.

The fifth and sixth chapters help students acquire concepts that lead to non-violence. The fifth chapter instils the notions of homeland and national identity in students who then realize the importance of openness, justice, equality, and coexistence in safeguarding their homeland. As for the sixth chapter, it sets out to explain the various types of public authorities and their roles in Lebanon. This is key for encouraging students to engage in and interact with the civil life, thus shaping their spirit of patriotism.

All of these concepts are essential to building conscious human beings who accept others regardless of race, culture, religion and belief, and understand their own as well as other people's rights and obligations. As a result, this person rejects violence targeting him/herself, others and the environment he/she lives in. Moreover, these concepts help students acquire good ideas and convictions that reflect positively on their behavior and lead them to reject violence based on difference, intolerance, sectarianism and territorialism. In addition, these concepts and values develop the students' sense of national belonging and openness, encouraging them to assume their role in society and fulfill their responsibilities towards it and the nation.

A– 2017 Seventh Grade Curriculum

Now that we have covered the 1997 curriculum, it should be noted that the CERD, in cooperation with Adyan Foundation and funded by the British Embassy in Beirut, developed the “National and Civic Curriculum Project” on 9/8/2017. However, it is yet to be officially announced pending finalization of the required legal procedures.

The project draft states that “the Lebanese people, as any other people in the world, aspire to build a strong national community.” “As a key contributor to building the student’s personality and establishing society’s identity in its broad and comprehensive sense, the subject of National and Civic Education abounds with ideas, instils values and shapes behavior. Students are thus encouraged to develop visions and aspirations that render diversity an enriching factor of their personalities, fostering collective life and efforts towards a Lebanon that is home to all its citizens.”

In developing the new curriculum, the authors adopted a competency-based approach. Two competencies were assigned to each grade for the student to acquire by the end of the academic year. The approach also took into account the logical sequence and relevance of these competencies to the student’s age, ensuring that these skills are in line with the 21st century, in addition to other modern pedagogical criteria.

The content of the seventh-grade curriculum regarding gender and violence is detailed below:

1) Gender – 2017 Seventh Grade Curriculum

Even though the committee that developed this curriculum comprised eight women and eight men, i.e. there was equal gender representation, the new National and Civic Education draft curriculum was written in the masculine form (male student) without any use of the feminine one. For instance, in Arabic, the fifth general objective of the course is to “introduce the (male) student to his rights and obligations and how to claim and exercise them.” It would have been more appropriate if both the masculine and feminine, or even the plural form, of the word “student” in Arabic were used. It would also have been preferable if the fifth objective was to introduce the students (male and female) to their rights and obligations and how to claim and exercise them; hopefully, the new textbook content will cover this deficiency.

With regard to the competency resources of the National and Civic Education of the third cycle, it has been noted that the curriculum content did not include the notion of gender.

As for the competencies, the first one states: “The student is capable of providing suggestions to rectify situations that positively govern his relationship with himself, others and the nation.” The student can accomplish this through his relationships with himself, others and the nation, i.e. through expressing his personal opinions and reflecting them in positions and views rooted in the concepts of self-esteem and self-confidence, by introducing the biographies of

successful individuals. However, these biographies were written in the masculine form, and it would be more effective if they covered the successful lives of both men and women in the public life.

The content of the curriculum (or any educational document) ought to incorporate and underline women's role in social life through biographies that embody, promote respect for and defend such a role.

The second competency is the following: "The student participates in developing a plan with the help of an elected student body at the school. This plan must fulfil local needs, as well as achieve the community's private and public interest." This competency can be achieved by making the distinction between local needs and the community's private and public interest, with a commitment to prioritizing public interest, while preserving the private one. To this end, it is worthy to consider situations that prioritize public interest over the private one, and recognize the effective engagement of all male and female social groups in civil activities, as well as the environment's development and its impact on the student's personality, society and nation. All these suggestions would serve a fair gender representation.

The elected body aims at educating students on the freedom of speech guaranteed by the law. It emphasizes the idea that students should first be well informed about the electoral programs of the male and female candidates and cast their vote for the program that

best serves the class/school community. In addition, this system ensures that student participation in the elections, whether through voting or candidacy, are valued. Instilling a democratic behavior in students promotes the culture of gender equality .

2) Violence – 2017 Seventh Grade Curriculum

Every society seeks development to attain peace and stability, away from violence, within legal frameworks that ensure justice, equality and equal opportunities for citizens. To that end, Lebanon has established judicial authorities specialized in securing rights, and the new curriculum states that the “National and Civic Education” is a key contributor to building the student’s personality and establishing society’s identity in its broad and comprehensive sense through instilling values and shaping behaviors. That being the case, we notice, based on the curriculum, that the committee covered all the topics that establish male and female students’ roles, training them on claiming their rights according to the applicable laws and regulations as provided for in the preamble to the Constitution.³ The first competency reads as follows: “The student is capable of providing suggestions to rectify situations that positively govern his relationship with himself, others and the nation.” This may be interpreted as carrying out positive actions (non-violent), away from

³ Lebanese Constitution Preamble, Paragraph B

extreme and violent behavior, through the relationships established with one's self and the others, i.e. expressing personal opinions (through communication and tolerance) and reflecting them in positions and views – rather than clashing – out of self-esteem and self-confidence.

By underlining belonging to Lebanon, the curriculum means to underline an inclusive identity (above secondary identities such as sectarian belonging) with both male and female students advocating all rightful causes (e.g. protecting the needy and underprivileged at any time and place across Lebanon). Achieving this requires empowering male and female citizens to take on an active role in shaping their national, civil and social lives, adopting citizenship principles conducive of diversity. This approach enhances social cohesion, boosts civil society's dynamism and strengthens civil peace (a key objective of the National Accord Document), enabling transition from the mindset of integration, aimed at forcibly obliterating and marginalizing specificities from public life, towards respect for diversity as a component of the shared national culture and an enriching factor for individuals and groups alike.⁴

Thus, the subject matter of National and Civic Education will have the general objectives of developing social, national and humanitarian problem-solving skills, and instilling citizenship inclusive of religious diversity and based on coexistence. These

⁴ Fadi Daou: From National and Civic Education to National Education on Citizenship and Coexistence

objectives also include promoting democratic values, respect for the law and the freedom of thought and conscience and exercise thereof; this begins by building social and political awareness among students to enable their participation in the democratic life and strengthen their presence in the field of civil service. Therefore, one can assert that the 2017 Curriculum paved the way for addressing the topics of gender and violence, thus compensating the deficiencies we observed in the 1997 Curriculum.

B- 1997 Seventh Grade Textbook

The language in the textbooks uses the masculine noun. For instance, in the preface, the term “teachers” in Arabic is used in the masculine form, and in the introduction by the committee of authors, the terms “citizen, Lebanese, student...” were also used in the masculine form. The same applies to the rest of the book.

1) Gender – 1997 Seventh Grade Textbook

The first chapter entitled “Citizen Rights and Obligations” focuses on rights in general, portraying women’s role with an image of a female judge (p. 10), which supports the idea of women assuming important positions. The picture on p. 11 is of the Universal Declaration of Human Rights (UDHR) and defines the types of rights therein. The caption emphasizes the need for alignment on “the rights inherent to all human beings, regardless of sex, ethnicity, religion, opinion or social origin.” It also indicates that Lebanon was one of the countries who participated in the drafting

and signing of the declaration, and is a member of the committee in charge of monitoring the implementation thereof, thus supporting the idea of gender equality.

In the first lesson of this chapter, the concept of rights and obligations is defined, as well as its evolution throughout history. The text also mentions some women's rights, particularly in a picture on p. 12 illustrating a female citizen casting her vote, which shows women's participation in the public life. There is also Doc. 3, taken from Article 2 of the UDHR stating "everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex..." In addition to that, the picture on p. 13 is of Laure Moghaizel (former member of the International Human Rights Commission), a prominent women's rights advocate in Lebanon. This also supports the idea of women assuming decision-making positions.

The rest of this chapter revolves around human rights, values and obligations in general, without distinction between men and women, except in specific topics. For example, the text on p. 18 states that there must be equal remuneration for the same work: "If a man and a woman are working the same job, they shall be entitled to the same wage." Additionally, the importance of women's role in society is reflected in the chapter such as in Doc. 9 (p. 15) which shows men and women in a work meeting, and another picture that shows the participation of women in marches and demonstrations

demanding rights (Doc. 1 on p. 16, and Doc. 8 on p. 23). However, we come across a stereotypical picture (p. 18) depicting men and women in gender stereotypical roles: male doctor and female nurse. Surprisingly, this picture was used to demonstrate equality between men and women, considering that they are working the same job and being paid the same wage.

The second chapter covers human values in general, without distinction between men and women. However, all the given examples are of male characters, such as Youssef Karam (p. 34), Ghandi (p. 36), Hassan Kamel Al Sabah (p. 43), and Michel Temer (p. 44). There is no mention of women's role, and no examples of women who played a key role in preserving human values were provided. In addition to that, all the illustrations are of men, with many reflecting certain gender-related ideas. The illustration on p. 33 shows a female teacher collecting money from the students for a fund to support resistance, highlighting the positive and active contribution of a woman through resistance-supporting activities. However, the illustration is also depicting the woman in a traditional female job as a teacher. As for Doc. 4 (p. 35), it would be best to remove it from Lebanese curricula altogether because it features an environment that is largely different from the Lebanese society (a Bedouin council). On the one hand, it portrays the man as a person who convenes a council, and as a possibly violent individual as he is bearing a gun. On the other hand, it depicts women as existing on

the margins of life, carrying baskets over their heads in the background of the picture.

In Doc. 1 (p. 38), we see a group of children celebrating a birthday. Interestingly, the picture shows the father in a caring role. The textbooks should cover this role more often, so that we can teach children that fathers have an instrumental role in taking care of them, just like mothers. Doc. 3 (p. 46) displays women's role and participation in defending rights and freedoms in a picture that shows men and women in a non-violent movement, protesting in Beirut for peace, unity, independence and human rights. Doc. 4 (p. 51) is of a female fighter raising a victory flag on the borderline in the South. Moreover, Doc. 8 (p. 52) highlights women's participation in public life with a picture of a woman voting and other women in charge of the voting process.

As for the third chapter, it focuses on media education in general, without distinction between men and women. The pictures attached to the text highlight the role of women in the media, e.g. Doc. 1 (p. 56) depicts a female news anchor, and Doc. 2 (p. 60) male and female reporters listening to the decisions of the Council of Ministers, but the caption only includes the word "reporters" in its masculine form. The same goes for Doc. 4 on p. 64 featuring female and male reporters in their offices, but the caption describes the picture using the word "reporters" in its masculine form. Doc. 6 (p. 70) is a depiction of a court trial as an example of the right to a fair trial and

media's role in not influencing the investigation and fairness of the trial. The picture shows a woman under investigation, and another as the judge, giving a positive impression of women and men's equal roles in society. We also find a picture of a boy and a girl using the internet in Doc. 4 on p. 73, which gives the idea that both have the right to access information. However, the caption states: "A female student using the internet."

The fourth chapter tackles the environment, quality of life and public safety, without mentioning women's role at all. In Doc. 7 (p. 80), a woman is shown standing on the beach but the picture is clearly from a non Lebanese setting. Also there is Doc. 2 (p. 86) that shows women shopping at a mall, while the farmers taking care of the land are all men (Doc. 2 on p. 78 and 82).

Doc. 8 (p. 89) represents a father playing with his children at the public park and a mother doing the same thing. This is important insofar as it sheds light on the fact that a father's role in the family is equal to that of the mother.

Doc. 1 (p. 90) exhibits members of the Civil Defense that are all men, while Doc. 3 (p. 90) reveals two male and one female doctors taking care of children in a clinic, indicating equal role for both genders.

The fifth chapter elaborates on the notions of homeland and national identity, but women's role is poorly represented in it. Although the texts do not distinguish between men and women, the

pictures attached to them largely do. Doc. 7 (p. 99) shows stereotypical roles of men and women; the soldier, worker and farmer are all men, while women are represented in traditional princess costumes and clerical jobs.

As for the characters mentioned in the texts, they are all men such as Rashid Nakhle (Doc. 5, p. 102) and Wadih Sabra (Doc. 6, p. 102). In a public voting scene (Doc. 9, p. 107), women's presence is scarce, and all the workers are men in the reconstruction pictures (Doc. 2 on p. 112, and Doc. 9 on p. 115). It would have been appropriate to include a picture of a woman as an engineer, for example, supervising the work, to highlight women's participation in reconstruction. We find one picture (Doc. 3, p. 108) showing the participation of kids, both girls and boys, in rebuilding Lebanon.

Women's participation in the public life is displayed through two illustrations, the first one showing a woman voting (Doc. 1, p. 104) and the second one showing women watching the news (Doc. 2, p. 104).

Women's role is poorly depicted in the sixth chapter addressing public authorities in Lebanon. This underrepresentation is seen in the illustrations, which only show men in a law enforcement role, such as the police officer directing traffic and issuing a ticket (Illustration on p. 117, and Doc. 1 and 2, p. 119), and the Presidential Palace guards (Doc. 1, p. 130), and the famous figure in one of the texts that is Montesquieu (Doc. 8, p. 121). Moreover, there is a

picture of an election rally (Doc. 1, p. 122) where all the participants and candidates are men. Parliament pictures included men in general, with rare female presence (Doc. 3, p. 122; Doc. 7, p. 124; Doc. 9, p. 125; Doc. 4, p. 131; Doc. 1, p. 134), as was the case for the picture featuring the Council of Ministers with no women in them (Doc. 3, p. 134), and the one with a male ambassador (Doc. 9, p. 133). These illustrations reflect the quasi absence of women in political life in Lebanon in general.

However, there is an attempt to highlight women's role through a picture featuring four men and two women (Doc. 1, p. 126), explaining the manner in which a draft law is presented. In the picture, we see two men holding papers that read: draft law, law proposal. A second picture (p. 116) shows a woman casting her vote, while other women are overseeing the electoral process, with one man as registrar. In general, these illustrations depict men in decision-making positions, and women as participants in the election process and not leaders or decision-makers.

2) Violence – 1997 Seventh Grade Textbook

The first chapter entitled “Citizen Rights and Obligations” displays, in the beginning, pictures related to rights. For instance, there is a picture reflecting freedom of religion on p. 10 (a church and a mosque in the same neighborhood), and a picture (p. 10) of a mechanism for protecting rights, i.e. a court, thus introducing the

notion of recourse to the law to ensure rights. This helps reduce violence arising from someone claiming his/her rights on his/her own, a phenomenon perceived in some of our communities. The chapter then displays two pictures representing the concepts of peace and human rights, and that their application requires an effort from each one of us.

The picture on the following page points to the Universal Declaration of Human Rights and defines the types of rights therein. The caption emphasizes the need for alignment on “the rights inherent to all human beings, regardless of sex, ethnicity, religion, opinion or social origin.” It also indicates that Lebanon was one of the countries that participated in the drafting and signing of the declaration, and is a member of the committee in charge of monitoring the implementation thereof.

The topic of human rights in this chapter starts by defining the concept of rights and obligations and its historical evolution, underlining how humans cannot live without a law defining their rights and obligations to ensure peace, and how they must fight for their rights. Doc. 3 (p. 12), taken from Article 2 of the UDHR, focuses on the following idea: “Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.” In addition, the exercises on p. 15 aim at raising awareness on the idea

that other people are entitled to the same rights we are entitled to. One of the exercises requires the students to analyze the saying: “My freedom ends where that of others begins” with examples from the daily life, which is a fundamental notion.

The focus of the chapter then shifts to introducing main citizen rights through texts and illustrations, pointing out that Lebanon shares the universal human rights culture, and bases on it the rights of citizens in Lebanon. The text is supported by documents including UDHR articles (Doc. 4, p. 17), and a paragraph from the Lebanese Constitution’s preamble (Doc. 7, p. 18). However, we also find a picture of violence, depicting a man beating another one while tied to a post (Doc. 3, p. 16); even though it aims to show a violation of human rights, some could argue that the picture might be inappropriate for the students’ age.

After that, the students are introduced to the idea that their rights are not always granted, and that there are legal means to safeguard them. Any individual whose rights are violated should contact competent authorities according to the law. This concept is supported by excerpts from the Lebanese Constitution (Doc. 2, p. 20; Doc. 4, p. 21; Doc. 9, p. 23), with attached pictures showing how to claim rights through peaceful demonstrations (p. 21 and 23). It is worth noting that stating and recognizing rights shall not necessarily be construed as non-violence. All constitutions around the world include similar texts, but societies still face violence.

Nevertheless, quoting the Constitution teaches male and female students that the law is essential to protecting and claiming rights, and not violence.

The important point in this chapter is the focus on the freedom of belief and its significant role in society. The pictures of mosques and churches (p. 24, 26 and 27) in this chapter reflect the freedom of performing religious rituals in Lebanon. In addition to that, verses from the Bible and Quran (Doc. 3-4, p. 25) are used to support the idea of respecting this freedom and rejecting intolerance in order to ensure social affinity and prevent violent extremism.

The second chapter entitled “Human Values” revolves around the importance of these values in building society and upholding justice and equality, and focuses, at the beginning, on the idea that human values:

- Reject racial discrimination and intolerance
- Encourage demonstration of virtues
- Highly favor the love of knowledge, work and aspiration for the best
- Renounce wars, but encourage resistance against injustice and aggression
- Ensure public freedoms and contribute to a healthy and fair society.

All of these points are highly important for living in peace and rejecting violence. The chapter also considers human values from various aspects, as well as their impact on the individual and society:

- Values related to personal conduct, such as self-restraint at all levels, hygiene, tidiness, patience, courage in the face of tribulations, responsibility and self-reliance in achieving ambitions; all these lead to living a peaceful and happy life.
- Values related to dealing with others, such as politeness, honesty, helping, sharing others' joy and sadness, and understanding others through dialogue. All these lead to a safe, happy, stable and open society where people communicate with each other with no room for violence.
- Values that safeguard coexistence among the Lebanese people, such as collaborative work and upholding civil peace, through which students learn the importance of peace, as well as cooperating to maintain peace, while also realizing the scale of loss and damage resulting from crises and wars.
- Civil society values such as fighting for freedoms and building a healthy and fair society. The students learn the importance of civil society and the fight for what they believe in.

Some of the illustrations reflect positive values. For example, a picture on p. 34 (Doc. 1) portrays a common bad habit that should be avoided, which is littering from cars. Then, there are documents

7 and 8 on p. 36 about Gandhi, giving the students a good example of committing to personal conduct values and rejecting violence, as well as sectarian and religious discrimination. The picture on page 40 (Doc. 9) shows a kid selling things on the side of the street to make a living, evoking the values of compassion and responsibility for helping others.

Documents 6 and 7 (p. 40) include examples from the Bible and the Quran that call for tolerance and love towards others regardless of whom they are.

Documents 1 and 2 on p. 46 exemplify the devastation wrought by war and violence by contrasting two pictures of downtown Beirut before and after the civil war, and displaying the extent of destruction and loss resulting from it. However, some documents represent realities that are inconsistent with the Lebanese society. For instance, Doc. 4 on p. 35 illustrates a Bedouin council, reflecting violence and the use of weapons, as if encouraging students to accept the idea of bearing a weapon. Documents 2 and 3 on p. 34 demonstrate two contradicting situations. On the one hand, Doc. 3 highlights the principle of respecting the law, by depicting Socrates abiding by the laws of his country to the point of execution, while on the other, it undermines the concept of justice and self-defense in the face of injustice, since Socrates was wronged, but unjustly and courageously succumbed to his execution. Such an example may create a contradiction for the student, leading him/her to wonder whether

he/she should respect the law, even if it was unfair, or defend him/herself in this situation. We believe these two documents should be removed from the book to avoid distorting the concept of justice and giving rise to ambiguity.

It would also be preferable to remove documents that do not reflect our societies. For example, Doc. 4 on p. 39 displays a blockade of a Bedouin fortress. This is inconsistent with the Lebanese environment, and the scene reflects a great deal of violence. Furthermore, Doc. 5 on p. 39 features the story of Samaw'al's trustworthiness in keeping weapons and armors in his custody to the point of sacrificing his son to that end. The story, with its depiction of extreme loyalty, holds a large degree of violence, giving rise to many questions about the price of loyalty for students. It would be appropriate to replace with another story on loyalty.

The third chapter tackles media education and introduces students to the freedom of the media and the role of media outlets in raising awareness. As such, students discover the importance of reporting correct news in all accuracy, honesty and objectivity, as well as the risks of neglecting those principles, which would have a negative impact on the public opinion. In this chapter, students also acquire the skill of verifying the news before believing it.

The following documents support the freedom of speech/expression as a human right: Article 19 of the UDHR (p. 24), Article 2 of a UNESCO 1978 conference (p. 55), and Article 60 of

Lebanon's Publications Law (p. 55) that penalizes any news outlet that broadcasts false news. This emphasizes the role of media and their negative or positive influence on the public opinion. In doing so, students would learn the obligations of media towards the nation and citizens. We can also find Article 36 of Law no. 382 related to Television and Radio Broadcasting (Doc. 7, p. 70) which stipulates that television and radio institutions shall not broadcast advertisements that deceive consumers, harm their health and wellbeing, and contain elements detrimental to the youth and public morality.

The textbook focuses on the freedom of the media, their role and impact on public opinion, their responsibilities and obligations towards the society and nation, and their role in bringing people and social groups closer together. This is quite important in combatting violence sparked by false news broadcasted by news outlets and the promotion of programs that incite hatred among individuals. Some extremist groups or organizations have used media to incite violence and killing. Therefore, it is crucial to understand the positive and negative influence of media, and to focus on the positive side to bring people closer together, promote mutual understanding and strengthen communication between social groups in order to ensure community peace and deter violence.

The fourth chapter revolves around environment, quality of life and public safety. These topics are essential considering that Lebanon

currently suffers from pollution, reckless behavior and damage toward the environment. Students are introduced to the elements constituting the natural environment such as habitats, plants, animals and human beings. Students learn how to interact with these elements and what role human beings play in maintaining them. They are also introduced to the urban environment and institutions in charge of ensuring public safety.

This chapter is important insofar as it helps students realize that harmful practices against any environmental element, including human beings, are a type of violence, and reducing them is a collective responsibility. In doing so, the students learn that preserving the environment is one of their duties as citizens. As for the pictures and documents, they are appropriate in general and serve the purpose of the chapter.

The fifth chapter addresses the concept of homeland and national identity and aims at strengthening the sense of patriotism and belonging, and to raise awareness on the obligations of citizens towards their country and on the democratic practices associated with their obligations, responsibilities and claiming their rights. This leads to social harmony, national unity, and better coexistence.

The attached pictures and documents are appropriate and serve the purpose in general, except for Doc. 2 on p. 112. The illustration features two contradicting meanings. The text written under the picture describes the resolve of citizens in resisting the Israeli

occupation, whereas the picture shows construction workers doing their jobs, and on the upper side of it, Israeli enemy planes bombing and burning buildings. At a first glance, the picture suggests an opposite meaning: as if while Israeli planes are bombing certain neighborhoods, others are spared and unaffected, and life continues as normal, with ongoing construction, and workers working as usual, instead of helping the affected areas. This is dangerous as it goes against the concept of a common destiny shared by all Lebanese people. It would be better to separate these two scenes to better communicate the targeted message.

As for the sixth chapter, it focuses on public authorities in Lebanon, their activities and jurisdictions. Students learn about the role of the three authorities, their own role as future electors, and the importance of abiding by the law. The pictures and documents are all appropriate and serve the purpose in general.

In conclusion, it would be fair to say that none of the materials of the textbooks encourages or inspires violence in general. However, anti-violence and peace promoting concepts are lacking or insufficient.

SECOND: EIGHTH GRADE CURRICULUM AND TEXTBOOK CONTENT

A- 1997 Eighth Grade Curriculum

The eighth grade curriculum of National and Civic Education comprises 7 chapters, ranging from the individual to the national framework. The first chapter starts with the socio-economic rights, obligations and responsibilities of citizens, while the second chapter tackles family relations, and the third chapter revolves around forms of government and the political regime in Lebanon. The fourth chapter focuses on the electoral system in Lebanon, the fifth on official institutions and their roles, and the sixth on business, disciplines and professions. As for the last chapter, it tackles national and cultural values and heritage.

This overview of the curriculum content shows that the latter does not include basic gender equality concepts, nor direct concepts countering violence, but is rather directed towards calling for justice based on an understanding of rights and obligations within one society.

1) 1997 Eighth Grade Curriculum Gender-Related Content

The National and Civic Education curriculum discusses the student's intellectual, emotional and physical changes and interests at this stage, without referring to gender equality. Instead of writing in

the third person in both masculine and feminine forms, curriculum authors used the masculine singular form only.

When it comes to the desired objectives for this phase, we have noticed the following:

- Under the objective of “promoting the student’s humanitarian sense and moral obligation by strengthening his belief in equality and non-discrimination”, gender equality and equal rights for men and women should have been taken into consideration.
- Under the objective of “training the student to participate in civic life through various and numerous institutions in society, and ensuring ways for him to play active roles in his community and nationwide”, it is obvious that the idea of participation is an integral part of social equality, which the curriculum seems to highlight for all members of society. Nevertheless, it could have mentioned the importance of engaging women in civic life.
- Under the objective of “enriching the student’s culture with health and environmental issues, and training him to preserve them and respect their laws and regulations in order to contribute to improving the quality of life and preserving the environment”, there should have been a clear description of the said issues.
- Under the objective of “introducing the student to the society’s economic sectors and their activities and benefits...”, focus should

have been put on the importance of women's role in economic sectors.

2) 1997 Eighth Grade Curriculum Violence-Related Content

The students' understanding of rights and obligations highly contributes to promoting stability and limiting social violence, especially when all citizens know their rights and assume their responsibilities. This decreases the rate of violent attacks in society, and ensures the required social stability. Moreover, education that promotes the rule of law constitutes an effective element to reduce social violence. This kind of education starts from schools and is reflected in the student's behavior in public life, which effectively contributes to promoting democracy and social stability.

The Curriculum underlined the role of the family: "... and training the student on how to provide conditions for proper growth to [family] members, which allows them to open up and integrate socially, and introducing him to the role of the family in building society". In fact, it is crucial to educate citizens on the importance of belonging to a family as a factor contributing to better relations between family members, the better relations in society . However, the curriculum does not cover domestic violence and ways of addressing it, and could have mentioned this topic here to raise awareness among students of their rights and mechanisms of dealing with domestic violence.

The eighth grade curriculum objectives include “instilling human and moral values into him, and training him to practice them in his daily life and all his social relations. The most important values are honesty, integrity, politeness, good listening, independence, audacity to express oneself democratically, responsibility, social solidarity, openness and respect towards others, and using dialogue as a means to resolve conflicts”.

Teaching students about the predominance of high principles, such as the values of equality and non-discrimination, is one of the most important factors that accompany them during their sound development, based on clear rights and obligations, preparing them for sound citizen behaviour.

The curriculum also aims at “introducing the student to the social, political, administrative and judicial State institutions, and clarifying their functions and duties according to the modern concept of State, which allow them to perform their role in society and raise awareness among citizens of their role in participation, monitoring and evaluation in order to achieve public development”. Teaching students about the role of social protection institutions in raising awareness of the dangers of social violence enables them to counter violence by reaching out to these institutions, be they associations, tribunals or security centers, which help them recover their rights and prevent clashes among individuals.

This class curriculum points out the important role that students play in social life by participating in civil society organizations and establishing social ties between citizens through social service, thanks to schools and their relationship with social institutions, which would have a positive impact on students' behavior and on showing the important role of mass media and social media in raising awareness among students of the social dangers surrounding them. This would lead to complementary roles between media and educational curricula.

It is well known that violence is not only physical or verbal, and that it can affect not only humans, but also nature and animals. Therefore, educating students on respecting the law is important to preserve society by minimizing the waste of natural, animal and economic resources, and protecting the environment. This promotes students' psychological and emotional stability, and reduces social clashes and violence. The same goes for introducing students to the social, political, administrative and judicial State institutions and clarifying their functions and duties, that hinder violence, according to the modern concept of State.

Promoting national identity ("promoting the Lebanese national identity among students by clarifying the components and moral, social, political and humanitarian dimensions of this identity, and consolidating national loyalty and belief in coexistence") reinforces the sense of belonging among students, as well as their faith in their

country, helps them defend their homeland, and unifies their vision, reducing the chances of clash and division. Promoting cross-sectarian social cohesion and highlighting the role of international organizations are very important in educational curricula, as they facilitate raising students' awareness on reducing violence worldwide.

B- 2017 Eighth Grade Curriculum

1) Gender – 2017 Eighth Grade Curriculum

The eighth grade curriculum includes the following competency: “The student shall participate in organizing an awareness campaign, using mass media and social media”, without determining the theme of the campaign. In fact, the choice was left to the textbook authors. However, the curriculum determined the campaign structure throughout all phases, from the theme that should be related to pressing topics, to the awareness mechanism that should be chosen by the instructor based on specific criteria, for example: the theme should be related to the students' interests and needs, the main issues that require awareness raising, or the controversial and pressing topics of the year; the purpose of the theme should be to change knowledge and adjust trends for the sake of National and Civic Education; or the theme should be issued by competent authorities in CERD through the ad-hoc electronic platform and auxiliary curricula.

The components of this curriculum suggest that the curriculum opens the door for textbook authors and instructors to formulate a content that could include the topic of gender and all the related issues. The curriculum could also point out different means – publications, electronic platforms, and audiovisual aids – that might contribute to stressing the importance of gender equality, raising awareness on women’s rights and role in society, and reducing problems faced by women in order to change knowledge about fair representation of men and women, and lay the foundations of a healthy public life.

The second competency is that: “The student shall evaluate the work of the three powers by comparing their organization, the complementarity of their roles and their documented practices, based on the Lebanese Constitution, analytical and critical perspectives, and a comparison with distinctive practical experiences”. This can be achieved by evaluating the performance of the three powers, i.e. distinguishing between the functions of these powers, and concluding their complementary work. Thus, students should learn to express their opinions and positions regarding the performance of each power, based on its functions, authorities, and effectiveness. To this effect, textbooks could provide real-life examples that show the minimal female representation in some decision-making positions, and alternatively, the notable female presence in all public administrations.

2) Violence – 2017 Eighth Grade Curriculum

As mentioned earlier, the eighth grade curriculum includes the competency of organizing an awareness campaign, but does not determine its theme. Thus, it can be concluded that the components of this curriculum open the door for textbook authors to include in the content the topic of non-violence education, along with problems arising from violence itself. The content could also point out various means that might contribute to stressing the importance of equality or raising awareness on the rights of individuals and their role in society, away from bullying and harassment, etc., in order to alleviate the problems that students face in their private and public relationships.

The second competency is as follows: “The student shall evaluate the work of the three powers by comparing their organization, the complementarity of their roles and their documented practices, based on the Lebanese Constitution, analytical and critical perspectives, and a comparison with distinctive practical experiences”. To this effect, textbook authors could use real-life examples to explain the types of violence that these powers could engage in and should be held accountable for.

C – 1997 Eighth Grade Textbook

1) Gender – 1997 Eighth Grade Textbook

The situation of Lebanese women has been changing in society and in various aspects of the work field, especially since the last quarter of the past century. A large number of women has entered the workforce and started earning a regular income. As a result, women became aware of their important socio-economic role and of their equality with men in terms of financial participation in the family budget and ability to achieve self-sustainability.

Consequently, working women have had the chance to show their real potential, and assumed critical roles at the personal and familial levels. However, was this new reality reflected in school textbooks, including the eighth grade National and Civic Education textbook (subject of this section)?

Terms and expressions in the eighth grade National and Civic Education textbook are used in the masculine form only, with the possible purpose of speaking in general, for example: the citizen, the worker, the union member, etc., instead of the plural form that could also include women, for example: male and female citizens, male and female workers, male and female union member, or the dual form, for example: the male and the female worker, etc.

As for pictures, there is a clear difference in the number of pictures of men in the textbook, compared to pictures of women, with 54 pictures showing only men, 7 photos showing only women, and 39 photos of men and women together.

What is remarkable about men's photos is that men are depicted in national decision-making positions, for example: the Constitutional Oath of the President of the Republic (p. 57-63), a Lebanese Parliament session (p. 70), a UK Parliament session (p. 52), a souvenir photo of the Council of Ministers (p. 51-71), meetings at international conferences (p. 22), union meetings (p. 80), labor demonstrations (p. 12), Municipal Council members (p. 107), businessmen and industrialists (p. 135), employers (p. 15), etc.

Women's pictures, on the other hand, only depict women's personal lives, such as stereotypical pictures showing the fulfillment of family needs like food and clothes, for example: a woman baking traditional Lebanese *saj* bread (p. 133), since this is traditionally a role exclusive to women. Another picture shows a girl in a female clothing store (p. 110), as if women are interested in fashion more than social or political matters. One of the pictures (p. 80) show women in public life: a mother carrying her nursing baby while voting. The picture suggests that the woman is participating in the elections although she has no one to look after her baby, but does not show women participating in political decisions. As to female participation in economy, women's role is limited in the pictures to specific jobs, such as a picture of women working in a sewing factory (p. 20), and another of women in a textile factory (p. 110).

Photos that show men and women together are as follows:

At the international level: a picture of a foreign Prime Minister's wife helping a person with a disability (p. 34), a picture of men and women participating in international and global conferences (p. 33), and a picture of people at an electoral campaign in the United States (p. 66).

At the national level: a picture on electoral participation (p. 60), and a picture of a female TV anchor interviewing male candidates for the parliamentary elections (p. 88).

At the work level: a picture of one woman at an enterprise board meeting (p. 97), a picture of women working in a factory with a group of men (p. 114), and a hand-drawn picture of a traditional celebration illustrating some women performing various tasks, such as baking, carrying urns and pounding with a pestle, as well as a man smoking Nargileh, another man playing the flute, and men and women dancing the traditional Lebanese dance Dabke (p. 126).

At the social level: a picture of a father talking to his daughter as she listens carefully (p. 40), 2 family pictures depicting the father, the mother and the children (p. 42), and a picture of a family setting the dinner table (p. 48).

Expressions and pictures used in the textbook suggest the following:

- Predominance of the masculine form in both singular and plural

- Using the Arabic masculine form for job titles for both men and women, for example: when mentioning ministers, instructors, board members, etc.
- Using the masculine pronoun when the gender of the person in question is unknown
- Depicting women in traditional roles in households or public life (limiting her role to specific jobs, such as an employee in a sewing factory...), and disregarding her role in first-class jobs, such as the government, etc.
- Ignoring unequal employment opportunities and difference in pay between men and women.

Women's reproductive and caring role is a basis for gender discrimination in many societies, where raising kids, cooking and doing household chores are considered a mother's main tasks. This explains why some pictures revolved around setting the dinner table for example, when this activity could be performed by both men and women as part of sharing responsibilities.

2) Violence – 1997 Eighth Grade Textbook

The first chapter is entitled "Citizens' Social and Economic Rights, Obligations and responsibilities". Teaching students about their rights and obligations contributes to a large extent to promoting stability and reducing social violence. This is especially found in the first chapter of the National and Civic Education textbook, which

introduces citizens to their rights and responsibilities. Moreover, promoting the rule of law in education helps deter violence in society.

The chapter teaches Human rights through showing their contrary. Thus it includes a picture of children working in a coal mine (p. 10), to introduce the condemnation of child labor in international conventions and the Lebanese Labor Law (new article 22, 1946: It is strictly forbidden to employ juveniles under 13 years of age. Juveniles shall be employed only after undergoing a medical examination... until juveniles complete 18 years of age). The picture also points out the risks of employing children in jobs that endanger their health or life. Denouncing child labor means denouncing also one of the forms of violence against children.

The second chapter, "Family Relations", focuses on the family's role in protecting children (who are born weak (Conclusion, p. 41)), surrounding them with love, protection and stability, and teaching them the basics of dialogue, starting from home, to their surroundings, then the world. The chapter also focuses on the provisions of international conventions concerning family protection, based on "the International Covenant on Economic, Social and Cultural Rights, article 10", for example: the need to provide families with the utmost protection and assistance... and the need to provide mothers with special protection... (p. 38).

The third chapter, “Forms of Government and Political Regime in Lebanon”, focuses on the democratic regime in Lebanon and the means of claiming rights, as well as the protection provided by the Lebanese Government through legitimacy, the rule of law and the parliamentary system, compared to totalitarian and other regimes. All of this builds a healthy political, civic and legal life, where students learn that claiming rights is achieved through legal means, rather than violence.

In the same context, the fourth chapter revolves around the electoral system in Lebanon, electoral regulations, and types of electoral systems, focusing on the Lebanese system. It also discusses rights and freedoms, claiming political and labor rights (unions), and focusing on freedom of speech through televised debates (portrayed in pictures p. 74-78-80-88...).

The fifth chapter defines “public institutions and their functions”, such as public hospitals that cater for people in need, the public administration that facilitates public affairs, and the government budget and taxes that are meant to fulfill the needs of citizens despite their compulsory nature, as well as local community institutions represented by municipalities in terms of their establishment (chosen by citizens through elections, a democratic behavior), and role (providing infrastructure to public utilities and regional services in order to ensure justice and equality among citizens). One of the public institutions referred to in the chapter is the military institution

that protects the Lebanese borders. Weapons are mentioned in this chapter (a picture of a Lebanese Army artillery firing at the enemy, p. 90), but only as the legitimate means of protecting the Nation.

The seventh chapter, “National Cultural Heritage and Values”, discusses the Lebanese communication values, for example: respecting the elderly (from generation to generation, p. 128), and using dialogue as a non-violent communication method. It also includes photos with the purpose of making students proud of Lebanese history and achievements, thus reducing their susceptibility to sectarian exclusionary speeches and fanaticism.

THIRD: NINTH GRADE CURRICULUM AND TEXTBOOK CONTENT

A- 1997 Ninth Grade Curriculum

The ninth grade “National and Civic Education” curriculum is composed of seven chapters with three to six lessons in each. The chapters are as follows: Social and Civil Values, Civil Society and its Institutions, Relationship between Citizens and Public Administration, Inhabitants and the Quality of Life, Education and Occupation: Professional Awareness, Arab Identity: Components, and finally, the United Nations.

The curriculum covers national, civil, social and humanitarian issues starting at the individual level, moving to the national and Arab levels, before concluding with topics at the international level.

The 1997 National and Civic Education curriculum focuses on teaching values and trends, general knowledge, citizenship, and values of engagement and openness to other cultures. It also indicates that the characteristics of a good citizen are limited to three fields: political, economic, and social.

Similarly to all other grades, the ninth grade curriculum in the general curricula document was examined according to a list of 3 main titles: content (chapters, lessons, and annual periods), learning

objectives (knowledge – capabilities / skills – stances), and observations.

It should be noted that the content order in the curriculum differs from the one in the textbook. The order adopted in the curriculum is as follows: Social and Civil Values, Inhabitants and the Quality of Life, Relationship between Citizens and Public Administration, Civil Society, Education and Occupation, Arab Identity, and finally the United Nations.

However, the order of the chapters in the textbook is as follows: Social and Civil Values, Civil Society and its Institutions, Relationship between Citizens and Public Administration, Inhabitants and the Quality of Life, Education and Occupation: Professional Awareness, Components of the Arab Identity and finally the United Nations.

Of course, this inconsistency does not directly affect the subjects of this study (gender equality and violence). However, we believe it is necessary to point it out since the content of curriculum must be in line with that of the textbook.

1) Gender – 1997 Ninth Grade Curriculum

Our analysis of the ninth grade National and Civic Education curriculum showed that the basic concepts of gender equality and avoiding all forms of violence are not widespread. It also highlighted the inconsistency between covering gender equality and violence in

ninth grade National Education textbooks and their relevant content and educational objectives in the curriculum. As we shall see next, these two concepts occur in the textbook more than in the curriculum.

According to the curriculum, the “National and Civic Education” objectives are as follows: :

- 1- Provide the student with a moral education consistent with the human values of his society and country
- 2- Introduce the student to the universe of professions and crafts, instill the spirit of work in him/her, and help him appreciate workers of all fields
- 3- Provide the student with a civic education that enables him to keep pace with international development and be in harmony with the modern world.
- 4- Educate the student on criticism, discussion, acceptance of others, and solving problems with peers in a spirit of peace, justice, and equality
- 5- Develop the student’s social personality as a member of society whose unity is enriched by its diversity
- 6- Increase the student’s cultural, social, political, and economic contributions and promote his free engagement in the public life

- 7- Strengthen the student's ties to his Lebanese identity, land, and country within an inclusive and unified democratic political framework
- 8- Enhance the student's awareness and adherence to his Arab identity that is open to all humanity
- 9- Enhance the student's awareness on his humanity and kinship to others regardless of gender, color, religion, language, culture, etc. (Public Education Curricula, p. 714)

The analysis of the content of these objectives from a gender perspective shows the following:

The explicit reference to "gender" occurred in the ninth objective: "regardless of gender, color, religion, language, culture, or other". Thus, the currently adopted National Education curriculum devoted one of its objectives to maintaining gender equality and highlighted the importance of teaching the student how to interact with members of the opposite sex (male or female) with humanity, love, and openness.

Based on the content of the first objective: "consistent with the human values", the fifth objective: "society whose unity is enriched by its diversity", and the sixth objective: "Increase the student's cultural, social, political, and economic contributions", one can discern the importance the "National and Civic Education" curriculum attributes to human values. The latter

includes: equality in all its forms, recognition of diversity, recognition of the student's effective role in society, encouragement of cultural and social engagement with the required awareness of rights and obligations and of each member's role in the social and public life in Lebanon.

The curriculum did not clearly state specific objectives related directly to gender equality, but the objectives of the first chapter stated that “the student understands the relationship between civil society development and compliance with the following civic values: respect for the law, respect for property, and respect for others' rights ...”

The occurrence of the “equality” and “consolidating justice” values in the objectives of the first chapter: “Social and Civil Values” is proof of the importance of these two values, but no reference related directly to gender equality was found, although the curriculum had covered it (Education Curricula, p. 729)

The “Ninth Grade Learning Objectives” in the fifth chapter “Education and Occupation” include the following: “The student learns that the professional and vocational education sectors are the two main fields of citizen education, and that they play a key role in development and achieving justice with regard to providing equal education and work opportunities for everyone.” The word “everyone” includes both genders.

Therefore, achieving social justice and ensuring education and work opportunities for everyone lead to gender equality.

2) Violence – 1997 Ninth Grade Curriculum

Based on the aforementioned objectives, objective four clearly refers to violence: “Educate the student on criticism, discussion, acceptance of others, and solving problems with peers in a spirit of peace, justice, and equality.” Accepting others automatically eliminates the need for violence that accompanies the rejection of others. Similarly, solving problems in a spirit of peace, justice, and equality requires avoiding violence, for violence cannot be part of problem solving. People usually adopt two methods in solving an individual or group problem: violence or peaceful resolution.

The specific objectives and chapter short description of the ninth grade curriculum did not explicitly mention anything about the various forms or contexts of violence (home, school, society, country, the world ...). However, topics that fall under “respect for law”, “respect for property”, and “respect for human rights” in the “Learning Objectives of Chapter One: Social and Civic Values” lay the foundations for sustainability and ending violence. That said, it could be said that the first chapter of the curriculum covered peace building and sustainability without mentioning the forms, contexts and practices of violence.

“The Learning Objectives of Chapter Seven: United Nations” stated: “The student understands the role of the UN as the highest

international authority for addressing conflicts between nations and peoples.” Here, we believe that the word “conflicts” points to the existence of “violence” at the international level, particularly since the UN was established for this purpose. In this respect, the curriculum addressed the importance of avoiding violence at the international level, since violence inflicts tragedies upon individuals living in countries at war. This chapter also included: “The student is introduced to the role of the UN in peacekeeping in Lebanon and around the world.” This is proof that the chapter covers combating or fighting violence at the international level, that all countries bear the responsibility of peacekeeping across the world, and that they support each other in preventing violence.

Having said that, we conclude that the ninth grade “National Education” curriculum covered violence more at the regional and international levels than at the level of individuals or groups, and that the principles raised are related to world peace.

In conclusion, it is not enough for the National and Civic Education curriculum to include democratic values and principles, such as equality, justice, and peace in the general sense in all grades, and in the ninth grade in particular. Their underlying concepts and areas of application should be elaborated. Moreover, it is not enough to discuss international or national peace building without addressing violence in family and school life as well.

B- 2017 Curriculum

The ninth grade 2017 curriculum covers two competencies. First, “the student shall be able to propose and adopt solutions for the problems he faces at the personal, social, and national levels.”

Second, “at the end of the ninth grade, the student shall be able to participate in proposing a public administration reform program that serves the administration and the employee and that organizes work within the framework of coordination between the public sector and civil society , leveraging Lebanon’s participation in specialized regional and international organizations.”

The curriculum is divided between “knowledge”, “skills”, “attitudes/values”, and “tools”.

What caught our attention was that it discusses an interpersonal problem for both female and male students: “obstacles to communicating with others”, and a social problem: “the problem of gender inequality”. In fact, these two problems are at the heart of our study.

1) Violence – 2017 Ninth Grade Curriculum

In the context of the first problem, which is directly related to reducing violence between members of society, the “National and Civic Education Curriculum” in the “New Education Curriculum Project” of 2017 includes the following, under “Knowledge”:
“defining effective communication and listing its components; identifying obstacles to direct and digital communication; listing

listening principles; listing dialogue basics; listing types of conflict solving in class, school or society; and identifying communication and digital communication ethics.” The above-mentioned knowledge would play a positive role if the student was aware of it, understood it, and adopted it when combating violence at the personal and social levels and reducing its negative effects.

As to the “skills” that the student must acquire, they include: “listening to others and talking to them in order to solve conflicts, analyzing the causes behind the absence of effective communication with others, analyzing the reasons leading to violence, and solving any conflict in school through working and coordinating with friends.”

“Attitudes/values”, which represent the behavior that we wish students would follow in their daily life and conduct and that constitute one of the attributes of educated citizens that we aim for, in particular when combating violence, include: “respecting others’ rights, respecting others’ opinions, respecting parents... tolerating friends, valuing positive communication with others, appreciating coordination with friends...”

The “tools” section covers the problem through: “legal texts that include moral and social values, as well as documentaries about communicating with others and obstacles thereto.”

Hence, one can conclude that the proposed and completed “National and Civic Education Curriculum Project” of 2017

highlights the importance of effective communication in solving conflicts and combating violence for students at the personal level.

2) Gender – 2017 Ninth Grade Curriculum

Gender and equality are included in the curriculum as a social problem under the title “the problem of gender inequality”.

In the “knowledge” section, the curriculum includes: “mentioning the forms of discrimination against women, showcasing the reality of women’s participation in political life, listing women’s rights in Lebanon, mentioning the forms of violence against women, and showing the link between gender inequality on the one hand and citizenship and development on the other hand.” The “skills” section includes: “comparing the rates of female and male political participation and representation, and analyzing the causes of gender inequality in political rights and social life.” The curriculum adds this vague sentence: “critiquing CEDAW in light of community culture”, which may indicate Lebanon’s reservation about four clauses of the Convention.

The “attitudes/values” section includes: “valuing gender equality in rights and obligations and defending women’s right to equality.” In the “tools” sections, it is mentioned that the “Lebanese Constitution, CEDAW, and a visit to an organization working in the field of women’s rights and violence against women” will be used as resources.

In conclusion, the 2017 National Education Curriculum Project covers one of two competencies in the ninth grade, related to the importance of communication and the need to achieve gender equality directly and explicitly. Since this is not mentioned in the 1997 curriculum, we wanted to go through it in detail.

C) 1997 School Textbook

1) Gender – 1997 Ninth Grade Textbook

We reviewed the textbook and studied how many times the concepts related to this study are present in it, and have noted the following:

Equality is mentioned as a concept, value, or right 14 times in the main text section of the textbook “Aqra` Wa Ufakkir” (I Read and Think), in the documents annexed to of each lesson, and in the summary of the lesson “A`aref Wa A`amal” (I know and I do), and is distributed between chapters as follows:

- 11 times in the “Social and Civil Values” chapter
- Once in the “Civil Society and its Organizations” chapter
- Twice in the “Education and Occupation” chapter

Justice is mentioned 5 times in the textbook as a concept, value, or right:

- 4 times in the “Social and Civil Values” chapter
- Once in the “Education and Occupation” chapter

In the first chapter, “Social and Civil Values”, the concept of justice is mentioned in a general and comprehensive manner (organizing common life justly, p. 21-22), without directly referring to “gender”, while “equality” is discussed as a social value.

The concept of equality is mentioned several times in the first chapter, such as: freedom, dignity, and equality (p. 12), equality as a social value (p. 12 and 15), promoting equality (p.17), preserving citizens’ rights to equality (p. 17), the principle of equality is preserved among all citizens (p. 18), violates the principle of equality (p. 21), but they are my equals (p. 21), equal to all citizens (p. 21), and equality between citizens (p. 22).

The repetition of the concept of equality many times in the textbook gives students a chance to dive deep into this concept and allows for a broader discussion of this concept in future curricula and textbooks, because providing students with the knowledge, skills, and behaviors relevant to values, specifically equality, is – we believe – the first step towards promoting the concept of gender, believing in it, and practicing it in daily life.

Page 21 includes a sentence that makes a clear reference to gender, but without explaining it: “A healthy common life is thus based on social and civil values that refute all theories built upon racial, ethnic,

religious, linguistic or sexual superiority...”. Therefore, the first chapter, “Social and Civil Values”, does cover “gender”, but only briefly.

In the second chapter, “Civil Society and its Organizations”, the concept of equality is mentioned using the word (equal) (document 3, p. 30), as per Article 7 of the Lebanese Constitution: “All Lebanese shall be equal before the law. They shall equally enjoy civil and political rights...” The concept of justice is completely absent. However, the content of Article 7 is not used in any of the lessons.

Thus, there is a significant gap in the ninth grade textbook in terms of tackling “gender”. The textbook could have mentioned the concept, even if indirectly, in this chapter, especially when defining civil society and its role and identifying the types of participation in its organizations, as well as the role of each member of society – whether man or woman – in its activities.

The third chapter, “Relationship between Citizens and Public Administration”, mentions the concept of equality (p. 49): “You should sense equality between citizens and your human dignity.” Nonetheless, the word “employee” is used in its masculine form (in Arabic) only in all the lessons, and also when listing the general employment conditions stipulated by the Employee Statute (p. 53): “The candidate must be Lebanese He should have reached.... He should present...”

All lessons raise ideas and questions and include titles in the third person masculine form. This gap is especially significant in this chapter where civil service and public administrations seem to be reserved for men.

In the fourth chapter, “People and Quality of Life”, most verbs are used in the present first person form in order to avoid the male-female problematic: I organize, I calculate, I count (p. 77), I enumerate, and I propose (p. 81). Moreover, most sentences started with gerunds or nouns: maintaining, using, distributing, and adopting ... (p. 76) maintaining, spread, and difficulty (p. 97).

In the fifth chapter, “Education and Occupation”, the concept of equality is mentioned: “providing equal educational or professional opportunities to enter the labor market” (p. 93-94). Also, the World Declaration on Education for all (document 4 p. 93) states the following: “Education is a fundamental right for all people, women and men, of all ages, throughout our world “. This is another clear indication of the need for gender mainstreaming in education.

Nevertheless, most verbs in this chapter are also used in the masculine imperative form (put, calculate, mention, draw, try...) in all pages. The same goes for most terms and expressions (the student, your education, your specialization, suits you, your decision ...), particularly on p. 106.

In the sixth chapter, “Arab Identity”, justice and equality are not mentioned at all, while peace concepts and terms are widely used, as

will be shown later. It is worth noting that the Evaluation section (p. 113) includes the following question: “Why do State presidents and ambassadors deliver their speeches in their countries’ official languages...?”. This question fails to include women and their participation in public life by using the masculine form.

In the seventh and last chapter, “United Nations Organization”, “gender” is clearly mentioned in the third purpose of the Charter of the United Nations (p. 133): “To achieve international co-operation in solving international problems of an economic, social, cultural, or humanitarian character, without distinction as to race, sex, language, or religion.” However, this purpose is not extensively explained or clarified; the focus in this chapter is rather on establishing peace and solving conflicts away from violence.

Document/Picture Analysis

The ninth grade textbook contains:

- 38 pictures showing men of different ages
- 6 pictures showing only women
- 32 pictures with both men and women

Discrimination in gender roles is clear, especially after analyzing these pictures in context of each chapter:

In the first chapter, “Social and Civil Values” (p. 15), there is a picture of two young men greeting each other without any girls,

or without any similar picture of two girls or of one girl and one young man greeting each other.

On p. 16, there is a picture of men conversing and listening to each other, and on p. 18, there is a picture showing two young men conversing and seeming respectful of each other's opinion, but without any girls, or without any similar photo depicting girls having a conversation.

In the second chapter, "Civil Society and its Organizations":

- p. 25: a picture of the Economic and Social Council with no women
- p. 26: a picture of a televised debate with no women
- p. 28: a picture of Mrs. Zahia Salman with a brief biography. This is one of two pictures depicting the active role of women in civil society.
- p. 33: a picture of an economic meeting held between men only
- p. 39: a picture of male volunteers helping an injured man
- p. 40: a picture of men working in or supervising a worksite
- p. 41: a picture of a young man holding alone a protest sign with no women nearby
- p. 42: a picture of Lebanon's female running champion in 1999 holding the Lebanese flag all alone

Most of these pictures are of men and reflect gender inequality, in the selection of pictures itself.

In the third chapter, “Relationship between Citizens and Public Administration”:

- p. 47: a picture of a male employee and a male citizen in a public administration, with no women
- p. 52: a picture of a male employee organizing the entrance of a group of men into a public administration, with no women
- p. 54: a picture showing a male employee receiving an appreciation award from a higher ranking male employee, with no women
- p. 55: a picture showing two male employees exchanging duties in a public administration, with no women
- p. 62: a picture of a male mayor in his office standing next to a male citizen, with no women
- p. 65: a picture of a male citizen in a public administration standing in front of a male employee, with no women

This chapter also has stereotypical pictures in terms of gender roles of men and women.

In the fourth chapter, “People and Quality of Life”:

- p. 86: a stereotypical picture of two seamstresses with the caption: “Women ‘s education is important and essential for development”, as if women’s contribution to economy and growth is limited to traditional roles.
- p. 89: a picture of male workers on a worksite with the caption: “Towards a balanced and comprehensive development”. Women’s role in development is absent.

In the fifth chapter, “Education and Occupation”:

- p. 92: a picture of 10-year old boys selling gum on the street, as if the problem of child labor is limited to boys
- p. 95: a document with pictures of five scientists, including one woman (Marie Curie)
- p. 100: a stereotypical picture of a vocational education workshop showing only male students, as if vocational education is only for men

Pictures were expected to show men and women equally, especially that women have entered the professional field at all levels.

In the sixth chapter, “Arab Identity”:

- p. 109: a real picture of a meeting of the Council of Arab Foreign Ministers (all are men)
- p. 110: a real picture of a meeting in the headquarters of the European Common Market (all are men)

- p. 118: a real picture of the Council of the League of Arab States (all are men)

In the seventh chapter, “United Nations Organization”:

- p. 130: a real picture of the Security Council (all are men)
- p. 138: a real picture of the International Emergency Forces distributing assistance to civilians (all are men)

Once again, women are absent from the pictures. However, women have recently assumed senior positions in all UN organizations locally and internationally, and have entered the political life at the highest levels in the Arab countries. Therefore, it is crucial to shed light on this progress and on what still needs to be done in order to provide equal opportunities in public life and in decision-making.

2) Violence – Ninth Grade Textbook (1997)

Violence and peace, which are contradictory and interrelated, are tackled in the ninth grade textbook in terms of their role worldwide more than their impact on individuals and groups. However, the textbook focuses more on peace than violence, which we believe is a positive thing because seeking to establish peace helps to avoid violence.

In the first chapter entitled “Social and Civil Values”, the concept of peace is mentioned in “defending peace and living in peace” (p. 22), while violence (p.17) is found in “the State where violence does

not play a role in resolving conflicts”, and “forms of violence” (p. 18).

In the second chapter, “Civil Society and its institutions”, the concept of peace appears in “peace organizations” (p. 30), and “peaceful assemblies” (p. 32), whereas the concept of violence is mentioned in “to demand cessation of violence” (p. 31), in the context of the roles of civil organizations in Lebanon during the war.

However, neither of the terms “peace” and “violence” is mentioned in the third chapter, “Relationship between citizens and public administration”.

In the fourth chapter entitled “Inhabitants and Quality of Life”, we find the concept of peace under the conditions of development (p. 88): “peace that paves the way for the stability and welfare of human beings, as well as their harmony with nature.” This is a non-violence model that promotes the happiness and welfare of human beings.

The fifth chapter, “Education and Profession”, includes the concept of combating violence in “liberating human beings from ignorance, poverty and slavery, as in combating social violence” (p. 93). This means that education provides citizens with ways to ensure a decent life free from violence.

Both concepts are also included in the sixth chapter entitled “Arab Identity”. The concept of peace is mentioned in “serving world

peace” in reference to The Arab League, and also in “peacefully resolving crises and conflicts” (p. 120), “peacefully resolving some Arab conflicts” (p. 120), and “peace treaties” (p. 123). This suggests that the topic of violence is tackled at the regional and international levels, and not at an individual level. There is also a reference to violence in “usurpation of Palestine”, “wars”, “invading Lebanon”, “massacres”, “bombing” (p. 115), “wars”, “tortured, bombed and captured” (p. 116), “attacks” (p. 117), and “conflicts” (p. 120).

Lastly, in the seventh chapter, “United Nations Organization”, peace is brought up many times in “peacekeeping” (p. 133), “love of peace” (p. 133), “maintaining peace and security” (p. 134–135), “peacekeeping” (p. 137 – 139), as well as in “peacekeeping operations” (p. 137). The recurrence of the term means focusing on combating violence peacefully and productively and not through negative and destructive means.

The concept of violence appears as well in this chapter, particularly in “scourges of war” (p. 132), “conflicts” (p. 133, 134), “armed confrontation” (p. 137), “renewed warfare” (p. 137), “conflict” (p. 138), “Israeli bombing” (p. 138).

It is obvious that this chapter focuses on the UN role in maintaining international peace and security by eliminating threats to peace and holding on to peaceful means to resolve international conflicts. It also focuses on the role of peacekeeping forces in stopping conflicting parties from renewing warfare. However, the

chapter does not mention any reasons or means to resolve conflicts between individuals peacefully and away from violence.

As to documents and pictures, they include important ideas that should be presented.

Document/Picture Analysis

All the documents/pictures in the ninth grade textbook are free of violent images, unless the purpose is to intentionally highlight violence. They include:

- A picture on p. 92 (10-year-old boys on the street begging and selling gum): a clear reference to “social violence”. Child Labor is considered social violence against children. This is mentioned in Civic Education textbooks. The perpetrator is the parents themselves, as well as society, which abandons its obligations towards children.
- A picture (p. 114) showing Israeli military vehicles invading Lebanese lands, and representing international violence.
- A picture on p. 155 showing people displaced because of the war carrying their luggage.

Conclusions for grade 9

- Texts do not include concepts that refer to gender equality, with the exception of the content of the ninth objective of the National and Civic Education curriculum, 1997, what is mentioned on p. 21, the reference to Article 7 of the Lebanese Constitution, and what is mentioned on p. 93 and 94, and on p. 133. However, the draft of the 2017 curriculum was much clearer in this regard.
- Gender equality was not clearly taken into account when drafting the ninth grade textbook
- Presence of stereotypes
- Some texts are irrelevant to the Lebanese social reality
- Women are excluded from public functions in many chapters
- Women are excluded from technical and vocational training
- Women are excluded from creativity in education and work
- Women are excluded from playing a role at the regional and global levels.
- Verbs are mostly used in the third person masculine form in texts, activities, evaluations, and conclusion

- Language is neutral in some texts where gerunds and nouns are used instead of verbs
- Texts are generally more expressive than pictures
- Predominance of men's pictures
- Pictures are stereotypical in general: most of them are of men (38), some of them are of women (6), and the rest includes both men and women (32).
- Some of the pictures are repeated
- There is a focus on violence in the fourth objective of the National and Civic Education curriculum, which is about the necessity of countering violence: “educate them to critique, discuss and tolerate others, and resolve issues with peers in a spirit of peace, justice and equality”
- There is a focus on international violence in the textbook, without tackling violence among individuals
- There is a focus on Arab League efforts in terms of not resorting to violence in resolving Arab disputes
- The concept of peace and the role of the United Nations in this area are underlined
- Pictures that depict violence were intentionally used

Recommendations

Based on the conclusions reached in the analysis of the curriculum and textbook content, it is essential to make recommendations in order to rectify weaknesses identified in this study, according to three categories: general, gender-specific, and violence-related.

A- General Recommendations:

- Revise the curriculum and direct its objectives towards both men and women
- Include in the curriculum content that is directly related to Lebanese society and its problems
- Highlight the importance of addressing violence in all its forms, rather than referring to violence through focusing on civil peace
- Review the National and Civic Education textbook content for all three classes, and remove all the above-mentioned pictures, texts or grammatical forms that do not take gender equality into consideration
- Remove everything that is irrelevant to Lebanese society because it leaves a negative impression among students and

makes them wonder if things that are unfamiliar to them do actually happen in their society

- Include in the texts topics on individual and collective violence in order to explain such situations and how to deal with them to prevent them from escalating and causing everyone harm
- Include in the textbooks activities to be done by students in relation to violence against women, social equality, stereotypes, and discrimination
- Provide activities on nonviolent communication and conflict resolution

Moreover, similar studies can also be conducted on other National and Civic Education textbooks or other subjects that tackle gender or violence.

B- Gender-specific Recommendations:

- 1- The curriculum should clearly include the key concepts of gender equality in order to stress the necessity of incorporating these concepts in school textbooks. This can be achieved by asking textbook authors to take this into consideration when choosing topics and explanations
- 2- Revise the curriculum and direct its objectives towards both men and women

- 3- Rewrite the 2017 curriculum in a gender-sensitive way that stresses equality between men and women in rights and obligations, since this curriculum is still a draft and can be easily modified
- 4- Help the learner to clearly understand the meaning and importance of the concept of gender equality mentioned in the Lebanese Constitution
- 5- Shed light in the curriculum and book on international conventions signed by Lebanon in relation to gender equality (along with the Lebanese Government reservations about some clauses), such as CEDAW (Convention on the Elimination of All Forms of Discrimination Against Women) of 1996
- 6- Highlight the role of official women institutions, such as the National Commission for Lebanese Women (NCLW) and the Office of the Minister of State for Women Affairs
- 7- Review the content of National and Civic Education textbooks for all three classes, and remove all pictures, texts or grammatical forms that do not take gender equality into consideration
- 8- Avoid stereotypes in texts and pictures
- 9- Include women as much as men in any topic in the curriculum and the book

- 10- Focus on the Lebanese reality as much as the world reality
- 11- Make sure that the language used refers to both men and women, and avoid masculine forms
- 12- Use pictures of both genders in order to avoid stereotyping
- 13- Mention that women's rights in Lebanon have witnessed important achievements in the last decades, in terms of the amendment of laws that were unfair to women, and what is yet to be amended in order to ensure equality

C- Violence-related Recommendations:

- 1- The curriculum should clearly and directly include concepts related to staying away from violence and advocating peace in order to stress the necessity of incorporating these concepts in private and public school textbooks
- 2- Highlight the importance of addressing violence in all its forms, rather than referring to violence through focusing on civil peace
- 3- It would be better if educational objectives of the curriculum do not focus on knowledge and capacities only, because it is important to create a number of situations for the learner in order to achieve the curriculum objectives that would have an impact on society

- 4- Focus in the curriculum on the Human Rights culture in general, i.e. everything related to respecting others and tolerating differences
- 5- Include in the curriculum and book values of human dignity, and compassion and solidarity with people deprived of their rights
- 6- Focus on tolerance and respect of foreign customs, traditions and values, just as foreigners should tolerate and respect the Lebanese society's customs, traditions and values. It is also important to stress the concepts and acquired skills related to tolerating differences, being open to others and resolving conflicts, as these skills highly contribute to eradicating violence
- 7- Draw attention to the negative role that mass media and social media could play by disseminating bigotry and hatred
- 8- Focus on critical thinking and how to teach it to learners
- 9- Focus on individual violence first, then collective violence between groups and nations.
- 10- Elaborate types of violence and their danger on individuals and groups
- 11- Include in the text topics on individual and collective violence in order to explain such situations and how to deal

with them to prevent them from escalating and causing everyone harm

12- Include subjects on violence against children and how to address it, as well as violence against women

In order for Civic Education to achieve the objectives expected by society, its old curriculum (1997) and books should be revised and rewritten with a non lecturing or preaching tone. Special focus should be put on curriculum teaching strategies, as well as activities related to the curriculum content implementation in schools and society. In addition, some points should be added to the draft of the new curriculum to explicitly reflect real-life violence in all its forms, particularly against Lebanese women, and to directly tackle gender in order to instill in students a belief in equality, which stems from justice for men and women alike.