

The Images of Women and Men
An analysis of the contexts of some textbooks
In the Syrian Arab Republic

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I. The Problem of the Study and Its Importance

The past decades have witnessed a tangible change in the status of women in the Syrian Arab community, where they entered various spheres, and attained clear progress in the ability to play their roles, thus consolidating their positions in society.

Since education affects male and female awareness, interests and ambition, its role becomes extremely important in changing the role of women in contemporary society. There are many fields where education is produced and transferred from generation to generation. The school is one of the most important institutions contributing to the process of social upbringing through the transfer of the values and norms of the society to individuals. It provides them with the means of dealing with the situations of daily life. The school plays its role in this process by education offered through textbooks and delivered to pupils from the first stages of schooling. Naturally, the contents of such books have a basic role in inculcating values that are part of the education of the community where the individual lives.

The issue of this study is defined by the attempt to know the contribution of textbooks at the stage of basic education to the formation of the gender-related values, the role of these books within the context of efforts exerted to change the status of women, to achieve equality between the two sexes, and to develop textbooks in line with the social change within the Syrian Arab community.

It is necessary to know how gender roles are perceived in school textbooks, in order to develop the contents of these books if the results of the study contradict the requirements of the educational policy applied in society. The aim is to upgrade the process of educational development of school textbooks, as part of the project of development and modernization which is being constantly carried out at present. It is also necessary to eliminate any discrimination based on gender in these books, as an important step to achieve equality between men and women in the Syrian Arab community.

The importance of this study lies in the fact that it is the first of its kind in analysing the contents of textbooks to know the extent of their contribution to the formation of individual attitudes to gender.

II. Goals of the Study

This study aims to achieve the following goals:

1. To know how school textbooks deal with gender;
2. To know gender roles in textbooks;
3. 3. To reveal how gender roles are perceived in textbooks;
4. To define the language used in textbooks from the gender perspective;
5. To know male and female stereotype images in textbooks;
6. to Know the school environment and the extent of its adoption of the gender concept;
7. To know the attitudes of the school management and teachers to the subject of tender;
8. To know the family perceptions of the subject of gender;
9. To know the students' opinion of this subject;
10. To improve the quality of gender studies in particular, and the studies of contents analysis in general; and
11. To offer some relevant recommendations and proposals leading to proper intervention to deal with the subject of gender in school textbooks and environment.

III. Fields of the Study

The dimensions of the study are defined in the following fields:

A) School textbooks:

1. Analysis of the general goals of textbooks;
2. Review of textbooks to ensure their adoption of the gender Concept; and
3. Evaluation of previous studies on gender.

B) The Social Field:

- 1- Random samples of pupils from the 1st to the 6th grades of the stage of basic education, of headmasters and teachers, and parents from the governorates of Damascus, the Damascus countryside and Quneitra;
- 1- To know the students' opinions of the extent of the school's adoption of gender in dealing with them;
- 2- To assess the extent of the adoption of gender concept by the management and teachers; and
- 3- To know how families evaluate gender.

C) The Field of Place:

- 1- Some schools in the governorates of Damascus, the Damascus countryside and Quneitra, Baath Vanguard Camps, and some residential quarters in these three governorates;
 - 2-Evaluation of whether school classes are suitable for male and female students; and
 - 3-Evaluation of the suitability of school playgrounds and public utilities for boys and girls at the same time.
- D) Time:From the beginning of May till the end of October, 2005.

IV- Terms of the study:

Control analysis, school textbooks, Sex, Gender, Aspects of gender discrimination, Statuses, Role, Gender roles, Gender Equality, Gender Advocacy, Gender Blindness, Gender Relationship, Socialization, Gender language, Positive Image, Negative Image and Neutral Image.

V- Previous Studies and Notes Thereon:

Despite the importance of this issue, only a few and incomplete studies about it are available in the Arab homeland in general, and Syria in particular. They mostly focus on analyzing the contents of some books on one issue and the image of women therein. Most previous studies highlight the traditional role of women in school textbooks in several Arab countries, neglecting men. This study differs from the previous ones in the following aspects:

- 1- It does not only study the image of women, but it also tries to explore gender roles. Any study of women's image in school textbooks remains incomplete unless it is compared to men's image and the prospects of gender roles;
- 2- The samples in this study include the textbooks from the 1st to the 6th grades of the stage of basic education;
- 3- The study includes samples of students, teachers, headmasters, families and the physical school environment in three governorates; and
- 4- The study analyzed the language used in textbooks, and their images and drawings, according to the gender dimensions.

VI- Questions of the study:

The study answers the following questions:

- 1- Do school textbooks deal with gender or not?
- 2- What are the gender roles in school textbooks?
- 3- How do perceptions of gender roles appear in textbooks?
- 4- What is the gender language used in school textbooks?
- 5- What is the gender nature of images and pictures in school textbooks?
- 6- How does the image of men and women appear in textbooks?
- 7- Does the school environment take gender into consideration?
- 8- Do teachers and school administrations take gender into account?
- 9- How do students assess teachers' treatment with regard to the concept of gender?
- 10- Does the family take gender into account in dealing with its children? And does it feel that teachers do so?

VII. Method and Sampling

This is a descriptive study, for it depends on the style of “content analyses” in order to give an accurate description of the content of textbooks at the stage of basic education, with regard to the question of discrimination between the two sexes.

The Study Method

Content analysis is one of the few methods that allow a scholar to deal with a text, subjecting it to the process of division, classification, calculation and quantification. It also allows a researcher to carry out quantitative or qualitative process. Proceeding from the general aims of the study, the following dimensions have been defined:

1. Analysis of gender roles in school textbooks;
2. Analysis of prospects or perceptions based on the roles that have been observed;
3. Analysis of the general image of males and females as presented in the text; and
4. Analysis of the language used in addressing students in terms of its gender dimension.

Analysis Units

1. The **word**, to observe gender roles and language.
2. The **paragraph**, to observe gender roles and any prospects or perceptions related to the role.

3. The **topic**, to analyze roles, but in terms of most perceptions and expectations in the text, or the general image of males and females in the topic. The topic was used to extract some qualitative examples of gender roles for the purposes of qualitative and quantitative analysis.
4. **Pictures and images** were utilized to observe roles and the general image of males and females.

The Study Tools

The tools of this study consist of the following models:

1. Analysis of gender roles
2. Analysis of prospects and perceptions related to roles and the general image
3. Analysis of language
4. Analysis of drawings and pictures, basically to discover gender roles.

These four models cover the goals of the descriptive study, and the requirements of quantitative analysis.

As for the requirements of qualitative analysis, they consist of the following two tools:

a) **Free Interviews:** There were 21 headmasters and headmistresses interviewed in three governorates, together with 21 individual teachers, 30 males and female students, and 30 families.

b) **Group Interviews:** Nine such interviews were conducted with students collectively in their summer camps. Each group contained 30-37 students. Group interviews were conducted in nine schools, equally distributed among the three governorates, where the number in each collective interview ranged between 40 and 50 students. The method used was group discussion. The issues raised here were those discussed in the free individual interviews. Participants were given freedom to express their opinions. Nine group interviews were also held with teachers in these summer camps, with 8 to 12 male and female teachers taking part each time. These consisted of three group interviews for each governorate.

- The tool of data collection in the physical school environment was a survey in which each researcher would personally register what he/she sees in tours of public utilities, playgrounds and classes, the contents of posters and wall magazines, whether these are suitable for males and females.

Study samples

In choosing the samples for the study, one of the most important things taken into account was that a sample should be inclusive of looks and grades, in order to obtain a good representation of textbooks in the basic stage of education. The final sampling included textbooks, chosen after a preliminary review to define their relevance to the subject of this study.

V- Results and Discussion

1- Concerning the first question: Do textbooks deal with gender or not?

School textbooks deal with gender, but in ways that differ in rates from one situation to another with regard to roles, role perception, gender language and pictures and drawings. In general, the average frequency of male topics is 67.2 % of the total gender topics.

This result is normal. Communities in general show clear cases of gender bias. Society in Syria is undergoing development in all domains, including gender. A comparison of today's textbooks with those of the past would show a great advantage in favour of the current school textbooks. The Ministry of Education revises these books every now and then.

2- Concerning the 2nd question: What are gender roles in school textbooks?

A difference was noted in the distribution of gender roles at the grade levels. The highest rate of gender roles occurred in the fifth grade, and the lowest in the fourth.

It was also noticed that male roles were much more than female roles in all grades. In general, the percentage of male roles was (77.4 %), as compared to (22.8 %) of female roles.

Although gender roles were generally concentrated in Arabic language and social education in terms of proportional weight, becoming less in

science and history, the proportion of male roles in the latter two disciplines remained higher.

- As for female gender roles, they were concentrated in the disciplines of mathematics and Arabic, and became less in science and history.
- It was noticed that the distribution of male gender roles by disciplines was in complete contrast to that of female gender roles.

More concentration of gender roles was noticed in social, mathematical, educational and historical subjects. However, the proportion declines in a large, tangible way in athletic, cultural, service, geographical, vocational, economic and political subjects. Social subjects accounted for the higher proportion in school textbooks.

In general, a higher rate of male roles, and a lower rate of female roles were noticed in the disciplines. However, the rate of female roles rises a little in some disciplines, like the artistic, social, mathematical and vocational disciplines. This concentration of female roles in these subjects reflects a new opinion of women, enabling them to take active part in building society, in line with the social development of the community in Syria. Thus a clear decline has already begun in the traditional roles of women, in the negative stereotypes and preconceived ideas about women.

It is clear that the largest concentration of female roles is in the field of health, followed by the family, social, economic, national and educational fields. This concentration of female roles in these fields, although at a rate less than that of male roles, reflects an official and communal desire to involve women in the untraditional activities of society, and the introduction of women into social spheres. However, there is a lack of female roles in the political, religious, scientific and athletic spheres. This reflects a clear traditional division, and a view that keeps women in an unnatural status, contradicting real life in Syrian society.

As for male roles, they are concentrated in the four spheres mentioned above, while they are least concentrated in the sphere of health care and family.

3- As for the third question: How do perceptions of gender roles appear in textbooks?

- The majority of these perceptions (82.6%) are descriptions of male roles, and the rest (17.4%) describe female roles.
- Perceptions related to male roles included goodness, generosity, pride, wisdom, fairness, esteem and victory, but they were not frequently repeated. This reflects a clear official and communal inclination to reduce stereotyping in gender roles. However, there were frequent repetitions of the perceptions of strength, achievement, freedom and creativity. In contrast, there were no male perceptions of shame, and a considerable lack of the perception of kindness and affection.

Perceptions related to female roles were mostly represented by shyness, followed by kindness, affection and gentleness. It was also noted here that the repetition of these perceptions was infrequent (3 to 11 times), while freedom and creativity occurred frequently (83 times). Some qualities were lacking in perceptions of female roles, such as goodness, generosity and innocence, wisdom, faith, injustice, old age, victory, fairness and esteem, while perceptions like rationality and order showed a low rate. These are only the stereotypes of previous stages, still lingering in the current textbooks, waiting to be developed in line with the development witnessed by Syrian society.

The decline of the rate gender stereotyping means that there is practical application of the political orientations about gender quality in Syria and the empowerment of women in society, particularly in textbooks, whose contents have witnessed great changes in line with the political perspective in Syria. Women are citizens with full rights, and have the same duties of men, on equal footing.

4. As for the fourth question: What gender language is used in textbooks?

Male language dominates half of the school textbooks, while female language accounts for nearly one third. It has been noted that neutral language use is weak.

It has also been noticed that male gender language reached its highest level in the first grade, and its lowest level in the fourth grade, while female gender language reached its highest level in the fifth grade, and its lowest level in the first grade. As for neutral gender language, it reached its highest level in the first grade, and its lowest level in the fifth grade.

The textbooks of the Arab language accounted for one third of the gender language used; while the least use of such language was in the books of social education.

If we consider the male gender language within each subject, we shall find that mathematical books contain the highest rate of male language, followed by history books, and finally books of social education.

As for the female gender language, its highest rate was in the books of social education, followed by the books of Arabic, then history, and finally mathematics.

The highest rate of neutral gender language was in books of Arabic language, and the lowest rate was in history books.

Gender language is clearly concentrated in the topics of athletic training, science, education, history and sociology. It relatively decreases in administrative topics. In the other hand, female gender language reaches its highest rate in administrative topics, followed by artistic, geographical, economic, literary, environmental and national topics, reaching its lowest rate in vocational, religious and athletic topics.

It is observed here that female gender language is distributed to all topics, at average rates. This indicates an obvious change in female gender language, and a new view of women in Syria's social life.

It has also been noticed that neutral gender language rose above average in the following subjects: linguistic exercises, national education, health, religion, vocation, sports and economics. The lowest rate of the same language is in literary subjects. This in itself is an important development in the field of amending gender language used in textbooks, though this needs a lot of time and effort.

5. As for the fifth question: What is the gender nature of pictures and drawings in textbooks?

Fourth grade textbooks account for the largest rate of pictures and drawings, followed by those of the second grade, then the third, the first and the sixth. The highest rate of male pictures and drawings was in the sixth grade, and the lowest in the first grade.

As for female pictures and drawings, their highest rate was in the fourth grade, and the lowest in the fifth. Mixed pictures and drawings ranged between their highest rate in the first grade, and lowest rate in the sixth.

We found that the subject of Arabic contained the highest rate of pictures, followed by science, social education, mathematics, and finally history.

As for pictures and drawings containing males, the highest rates appeared in textbooks of history, followed by mathematics, then Arabic, and finally history.

Most pictures and drawings focused on social, educational, scientific, health, national and historical topics, while those treated least were the political, natural and tourist topics.

It has also been noticed that male pictures and drawings reached their highest rates in literary and historical books, where they exceeded the general average, but they were lacking in political and natural topics.

The female pictures and drawings reached their highest rate in scientific, educational, health and social topics, exceeding their normal average; but they were lacking in literary, political and tourist topics.

As for mixed pictures and drawings, they were focused in political, service, social and educational topics, exceeding their general average, but were lacking in literary subjects.

Although the appearance of males in most pictures and drawings is not strange, this indicates significant implications directly relevant to the image reflected by the language and in textbooks. Although the appearance of females is limited, it reflects new, untraditional roles, illustrating the positive change attained by women in Syria.

As for mixed pictures, which constitute a large rate, compared to female pictures, they call attention to the development of social awareness which is beginning to spread in Syria. It considers that women must contribute very effectively to the issues of social development, in addition to her known natural role. The pictures and drawings show that women stand side by side with men in the fields of social, family, economic, political and cultural life.

6. As for the sixth question: How does the image of men and women appear in textbooks?

Female gender roles are focused in the subjects of mathematics and Arabic, with a lower rate in science and history. However, the rate rose a little in some subjects, like the arts, sociology, mathematics and vocational topics. The major concentration of female roles was in the private field (health and family), in the social field, followed by the economic and educational fields. However, the rate of female roles in public fields is very low, not exceeding 19 percent.

Most public female roles are focused in fields like teaching, training and administrative work. They are lacking in semi-specialized work, particularly in the specialized vocational field.

The rate of private female roles reaches 30.8 percent. It rises in the roles of wife, sister, mother and daughter, accounting for 72 percent of private female roles.

The shyness linked with the female roles is the most prominent perception, followed by kindness, sentiment and gentleness. As for freedom and creativity, they account for 33.1 percent. The female language used in school textbooks represents 35.1 percent.

Female gender language reached its highest level in the fifth grade, and its lowest in the first grade. The books of social education attained the first degree of female gender language.

As for mathematical books, they came last in this field, Female gender language reached its highest rate in administrative subjects, exceeding the average, followed by the subjects of arts, geography, economics, literature, the environment and national subjects. Their lowest rate was in vocational, religious and athletic subjects.

The drop in the negative pictures of women, and the increase of neutral images is another proof of communal trends towards empowering women, who are half the community, while the other half is raised in their lap. So, women affect society as a whole; and as such, they should be aware of their responsibility, namely raising generations, and taking part effectively in the life of the community. Thus, women are assigned to activate and formulate one of the major factors of civilization, namely man, the other two being space and time.

Female and pictures and drawings reached their highest rate in the fourth grade, and the lowest in the fifth. Although female gender roles are few in school textbooks (22.6%) of the total, it was noted that the female subjects beyond traditional roles are expanding, with a clear increase in their public roles, in addition to their private roles.

In the perceptions of female gender roles, gender stereotypes have receded very much in general, and the female of them in particular.

In history books, we find a reference to an active role for Arab women in Arab Islamic history, as women enjoyed a prominent position in Arabic Islamic communities, where they took part in the socio-economic life of the family. They also participated in the circles of teaching and learning in mosques and schools. Some women became scholars, poetesses and women of letters.

The advancement of women is embodied, first and foremost, in liberating them from the precocious and narrow-minded view and its illusion. A woman is not a temporary object of a sensual function to be thrown away like any object whose role and time have been exhausted. She is rather the objective part of the equation of the emergence of humanity. (*We have created you of male and female, and made you people and tribes to know each other*). This equation affirms that both man and woman are essential components of the creation and survival of mankind. Thus, each represents a status parallel to its counterpart, of equal value, with no increase here or decrease there. Otherwise, Islamic jurisdiction would not have come in this balanced and integrated formula.

Women thus emerge as having useful work for the community. They are heroines, historically participating in struggle and defense. They have contributions to development and work, with various types of activity. Women in Syria stand with men, giving them help and support, competing with them to do good. They stand with men in the field of work, as workers, engineers, teachers, students, managers, directors and university professors.

Women stand with men in the field of health, as nurses and doctors, in courts as advocates, judges and public attorneys, and in the legislative field as members of the People's Assembly. In the armed forces, women serve side by side with men to defend the homeland, and in the executive branch they work as ministers and ambassadors. In the political authority, they work as leading members in the leaderships of the Baath Arab Social Party.

The study has shown the large presence of men in school textbooks. There was a large number of pictures interpreting the nature of the general image of men, showing them as reformers, with generosity, pride, wisdom, innocence, faith, old age, victory, firmness, esteem, intelligence, ambition, freedom, creativity, administrative experience, strength, courage, activity, order and rationality.

However, these images are very rarely repeated. This means a shift in society towards reducing stereotypes in gender roles. But there were more repetitions of the perceptions of strength, achievement, freedom and creativity, as well as the image of man as the family supporter, and as a leader with achievement and an independent will. On the other hand, there are no male perceptions of shyness, and very few perceptions of male kindness and affection. The study has shown the following results:

- The number of male images is larger than that of female images.
- A very high rate of the images in general is positive in form and content.
- The rate of positive female images is higher than that of positive male images.
- The rate of negative female images is lower than that of negative male images.
- Neutral images of females are more than neutral images of males.
- The number of images in the Arabic language is more than in any other subject.
- Male images are still more in number than female images.
- Positive images maintained their high rate, and the rate of positive female images remained higher than that of positive male images.
- Neutral images of females became less than those of males.

7. As for the seventh question: Does the physical school environment deal with the subject of gender?

The field visits carried out by the research team in the schools of the three governorates have shown the following facts:

- Most classrooms in school buildings are suitable for male and female students.
- Schools have potable water utilities also suitable for both sexes.
- In general, schools have water closets for males separate from those of females. However, there are joint water closets in some schools in the governorates of Quneitra and the Damascus countryside.

- Wall posters in the playgrounds, classrooms, or aisles contain meaningful pictures of political, social, environmental and cultural objects without any gender discrimination, as well as drawings by male and female students.
- The playgrounds are large and suitable for the numbers and activities of students of both sexes.
- All this indicates that the physical school environment, with its conditions and qualities, is appropriate, dealing with gender without any discrimination between males and females.

8. In answer to the eighth question: Do school administrations and teachers take gender into account?

The data collected from management samples showed that all headmasters made no discrimination in dealing with male and female teachers. This was taken for granted. They also treated their students on equal footing. Distinctions were made only on the basis of success and excellence, through the provision of moral and material incentives for outstanding students.

Interviews with male and female teachers in summer camps or in their schools have yielded the following conclusions:

- There is no discrimination between males and females on the basis of gender.
- Discrimination usually occurs in penalties; and then it is in favour of the girls.
- It was generally observed that male teachers were inclined to teach females, and vice versa. This is normal, since each sex is inclined to deal with the other sex.
- Male teachers prefer to deal with a headmistress.
- Female teachers prefer to deal with a headmaster.
- A very small percentage of male teachers prefer to teach male, rather than female, students.
- A very small percentage of male and female teachers prefer to separate males from females in the classroom, and that mixed classes should only be from the first to the fourth grades.

All this makes it clear that school administrations have gender knowledge and experience. Therefore, they find no difficulty in dealing with both males and females. This is also not difficult for teachers. It is proof of educational awareness and constant follow-up by the Ministry of Education.

9. As for the ninth question: How do students understand the teachers' dealing with them according to gender concepts?

The students' opinion concerning the subject of gender is very important. They are the important part of the educational process in society. Discussions with male and female students gave the following results:

- There is no gender discrimination in the teachers' dealing with students.
- Male and female students favour female teachers, because of their educational method or style.
- Most male and female students prefer separate education, because the male will have more freedom, while the females will get rid of male harassment, particularly in the higher grades.
- Due to social habitudes, friendship is confined to members of the same gender.

These results suggest that students are well aware of what they are talking about. Consequently, if there had been anything contravening gender issues, i.e. any discrimination between males and females, they would have talked about it clearly.

10. Concerning the tenth question: In dealing with the children, does the family take gender into account, and does it feel that teachers do that?

- All parents are of the view that there is no discrimination between males and females in schools at all on the basis of gender.
- As for discrimination by families in the treatment of their children, such cases were found in 35 percent of the families. The rest made no distinction.

This attitude indicates substantial awareness of educational issues. Families reject discrimination; and, to them, equality is the basis of treatment. Moreover, parents have not mentioned any contravention by teachers concerning discrimination between males and females. This corroborates what the teachers have already said about the subject.

IX. Recommendations:

On the basis of the survey of textbooks in the stage of basic education in Syria, the free and collective interviews of male and female students,

teachers and headmasters of both sexes, and groups of families in the three governorates, a set of recommendations have been deduced. It is hoped that these will gain appropriate attention by national and regional government and non-governmental institutions in order to have school textbooks fully void of sexual bias. This would be in line with the general objectives of developing school curricula and advancing them towards the elimination of any sexual bias therein, by the following means:

1.Revision of textbooks in a a regular, systematic way, to make their language, roles, perceptions, images, pictures and drawings compatible with the gender orientation, giving a real and accurate picture of the socio-economic developments in Syria. The books of the fifth grade should be revised first, then those of the second, sixth, third and fourth grade, and finally the first grade.

2.Reformulation of female gender roles in school textbooks, making them as equal as possible to the make gender roles, and in line with the rate of females in society, in order to reflect the real situation of Syrian women, and not to allow the roles of one gender to surpass the other.

3.Creating a balance in the rates of gender roles within the textbooks of each subject, and raising the rates of female genders in the subjects of science and history.

4.Distributing gender roles in a balanced way among subjects, particularly the political, cultural, athletic and historical subjects, so that women may take part in all subjects, instead of being confined to certain subjects.

5.Increasing female gender roles in the athletic, scientific, political, health, cultural, tourist and national fields, as well as all the other fields. They should not be confined to the family and educational fields, lest there should be a stereotyping of female gender roles, particularly the traditional ones. There should be some focus of the issues of women and their political, economic and social rights in society.

6.Increasing female gender roles of public fields, such as vocational and political specialization, free enterprises, office and semi-specialized work, skilled labour as well as the private sector.

7.Constant work by various educational and information means and the mass media to reduce stereotype perception of males and females, although these are few at present. New, positive stereotypes should be set

up for women, such as goodness, generosity, pride, innocence, wisdom, faith, old age, victory, justice, rationalism and esteem.

8.Reduction of male gender language, and increasing neutral gender language within the classes, topics and materials of school textbooks.

9.It is necessary that the focus on having a number of pictures and drawings in line with the level of each class, so that the number decreases as the level of the grade rises. This means that the largest number will be in the books of the first grade and the lowest in those of the sixth grade.

10.Pictures and drawings should be distributed in a balanced way among disciplines and topics, so that no material or topic may surpass another.

11.Increasing the numbers of female pictures and drawings for the fifth grade, then for the second, sixth, third and fourth grades, and finally the first grade.

12.Increasing mixed pictures and drawings in the textbooks, according to classes, disciplines and topics.

13.A gender training guide should be set up for schools as an educational means in the hands of educators and teachers.

14.Training courses should be organized to create gender awareness within the committees supervising the writing of textbooks, in order to clarify this issue, and to have motives to adopt it.

15.There is need to organize training courses for male and female teachers on gender awareness.

16.Promotion of scientific research to study the extent of the qualification of educators and teachers to deal with gender issues.

17.Giving support and attention to the school environment to maintain its capacity to achieve equality between the two sexes.

18.The organization of courses of gender awareness for headmasters, supervisors, teachers and educational personnel.

19.Raising family awareness of the importance of equality between males and females, by way of educational courses, or through the various mass media.