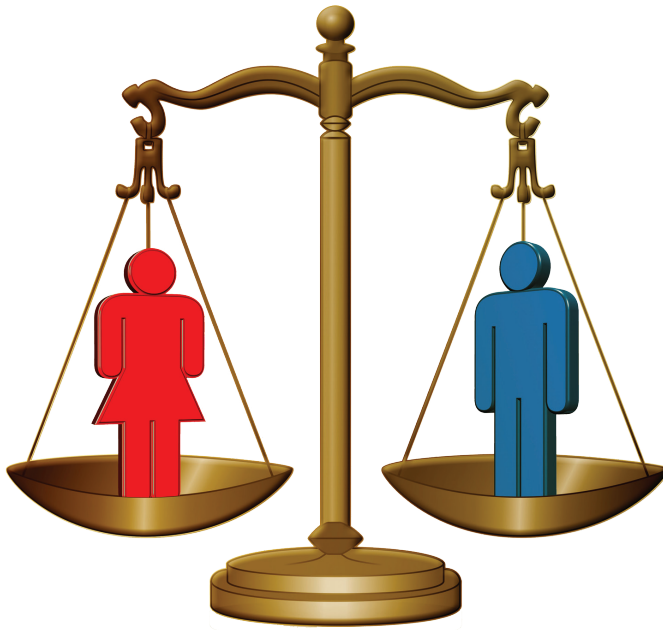




Palestinian School Curriculum Development for Gender Equality



Union of Civil Society Organizations for Development
In partnership with the Rosa Luxemburg Foundation



Women's Issues and the Union's Vision

Palestinian women occupy a special place in the course of the national and social struggle because of the important role they played and will continue to play in the militant march of our people. They have the capacity and efficiency to continue this role impressively, which is crucial in the construction process and the progress of the Palestinian society. The strengthening of political and social democracy was - and remains - an objective necessity and calls urgent need for steady progress towards the goals of the national struggle and the desired democratic goals. There is no doubt that the general correlation between the two tracks, national and social, particularly in our case as Palestinians, represents an enriching factor. Enriching this movement is not in contradiction with the needed unity of various sections and classes of the people in the course of this liberation and construction process; but it increases and reinforces it. The strengthening of social democracy as it is directly linked to the progress towards the achievement of social justice among all segments of society and marginalized groups, the women's rights and equality with men in all fields pose a faceted manifestations key to this desired justice in terms of equal opportunities with men in social rights, political rights, economically, or with regard to legislation stipulated in education, employment, and personal or social behavior in practice at home and work, as well as in the ranks of organizations and parties as well.

The empowerment of Palestinian women to exercise their right to complete equality with men on all levels of political, social, and economic in dedicating its legal in public life, political participation, and strengthen their presence in decision-making positions, as well as in private life within the family, in which men are still in control of cultural heritage, represents a priority at all progressives in the Palestinian society, particularly among left-wing parties and institutions and social frames associated with them. It is also a target of a unified plan to participate in an ongoing struggle with many of the institutions of civil society and progressive forces, institutions and feminist. We proceed from the same shared vision of the importance of

devoting equality in word and deed and at all levels mentioned within the program and long-term partnership with Rosa Luxemburg, which is based on the diagnosis of the legal, social, political, and cultural obstacles and barriers to the achievement of equality and seeks to work in accordance with the mechanisms and program of appropriate struggle to bridge the gap in order to achieve the desired goal of equality awareness and in the behavior of members of the Palestinian society .

Since the Palestinian left wing parties have a vision and a program that theoretically provides justice to women and advocates equality with men in all fields, we decided to start this program to study the status of women and their role in the Palestinian left parties raises the theory and practice. At first the project was entitled “Women’s Rights between the Slogan and The Application.” Left-wing parties of the Palestinian model try to prove the hypothesis that the Palestinian women still suffer from discrimination and persecution even in the consciousness and behavior of the members of the Palestinian left wing parties and point out clearly that there is a gap in belief between the slogan and the application in respect of the rights of women, where involving left with other social and political forces of traditional liberalism. Not accompanied by legislation nor the Declaration of Independence nor texts nor theoretical programs, left parties have difficulty in trying to reduce discrimination, and for reasons of hand a legacy of cultural patriarchal heavy and dominant on the awareness and behavior of the vast majority of members of the society , due to lack of serious follow-up because of the inherent programs of political parties and institutions insuring women’s rights in seeking to change this reality, according to the mechanisms of action of audited cumulative and long-winded . This is in addition to the absence of translation, creative legislation, and formal laws that do justice to women, which includes failure based on the authors of the Platform for primary school education, for example, the provisions of this legislation, or the philosophy of the Palestinian political system emanating from it, which leads to offload those texts and legislation of the content of the Progressive and Democratic. It also makes the curricula and textbooks depend on the vision and culture of their authors and thus be neutralized educational institution as important as the schools all contribute to democratic change desired, and

even contribute to the distortion of consciousness and behavior of future generations, specifically in sensitivity to the issue of gender, and through the dedication of the traditional notions that define roles women based on the cultural heritage of the negative and do not do justice to the modernist concepts of modern women and seek to enshrine equality with men .

The Union of Civil Society Organizations for Development is aware that it is not only the curriculum, but that there are a number of factors and obstacles and in the existing framework of laws and the dominant inherited culture. It also realizes that contributing to the process requires a comprehensive and clear vision in all fields, whether legal or educational ones or different cultural and social. In this context, the Union emphasized its vision of the main struggle for women's rights and equality goal, in order to devote its legal and factual at the level of political participation and the imperatives to strengthen their role and position in the decision-making centers. In addition to ending all forms of discrimination, negative direct and indirect order to combat different forms of violence against women, regardless of any justification that may invoke or shelter them.

On the other hand, on the basis of the principle of equality between the sexes substance Social Union believes the need to devote base affirmative action on women's representation in various institutions and political bodies, national and local, and through the adoption of Kota binding, equitable and progressive in different bodies, whether formed through election or appointment. It also believes that there is a real need to devote a practical commitment to international agreements adopted as a framework for women's rights equality horizon, through the harmonization of domestic laws and regulations of public and private work with those agreements and covenants.

From a third point of view, the Union stems from the fact confirmation organic bonding between the political and social tasks, thus bonding with the issues of human development and human development with the requirements of the community in the forefront of the issue of women. The development of the Palestinian society requires a development institutionally and legally based on actual participation devote balanced

and regular women who constitute half of the society. Also, as requires, the democratization and unification of laws that would guarantee the rights of women from acknowledging equality between women and men as stipulated in the Declaration of Independence, and in line with the necessities of harmonization with international laws and conventions that guarantee human rights, specifically women.

A fourth point, what helps the practical translation of the premises referred to them and to promote community culture according to this approach requires pursuant to actively spread the culture of democracy, equality, and the deepening of the widest in the framework of the Palestinian society, which includes curriculum and educational at various levels. This calls for a series of legal and administrative proceedings, media, and educational institutions by concerned and all other political and social forces that are extremely keen on the democratic path and to the overall development of society.

According to this vision, the project was “The Rights of Women between the Logo and the Application,” that was implemented in partnership with the Rosa Luxemburg Foundation, which culminated in the conference held in December 2011. This has resulted in the conference for a number of important recommendations, with an emphasis on the importance and necessity of follow-ups energetically and consistently as an indispensable condition to contribute to bridge the gap between the logo and the application to the reality of Palestinian women and their rights. In the outcome of the mentioned project and the work of the conference, a number of important recommendations were emphasized on the need for follow-up energetically and consistently as an indispensable condition to contribute to bridge the gap between the logo and the application to the reality of Palestinian women and their rights.

One of the major recommendations of the conference emphasized on the importance of involving the left wing parties and their women organizations to have an influential role on the programs and curricula of education, both in the preparation of these programs and approval, or through criticism and revealing the backward aspects and implications, if

any. It also noted by another recommendation on the need to focus on the education and upbringing of the early stages of life ... to promote programs and activities and scientific thinking, and logical and principles of human rights and equality.

Taking into account these recommendations, and in the context -oriented target year, we have worked through 2013 to study the system of gender in the books of the Palestinian curriculum for grades core between the first and fourth. In spite of our appreciation beforehand that the contents of the curriculum adopted and its contents as a whole involves dedicating a direct discrimination against women, but scientific research checker “Analysis of the System of Gender in the Content of Textbooks “ explained that the pace of such discrimination is the highest of expectations and prior estimates. If that were present in the curriculum generally, the focus on basic first rows acquires special importance:

The first is the magnitude of the impact on the building and the upbringing of children in accordance with the concepts of non-objective, and also contribute effectively to devote culture and perceptions of discrimination and rejection of equality.

The second is related to the study, which included a range of subjects of the curriculum for grades first to fourth, because the focus on the platform and one of the years first to fourth or all the curriculum for one year does not provide the information and conclusions of scientific audited and which can be built upon in the media or frame events advocacy mass and pressure purposeful to correct that imbalance and community awareness of its danger. To devote so concepts that with respect to the upbringing of generations and contributes to building society in the consolidation of discrimination and there are more barriers to equality that we see them as a condition and an objective necessity indispensable to devote to the democratic approach and the overall development of society. Of course, this is not a major task entrusted to the feminist movement and their frames only, but it's a fundamental task for all political and social forces that truly believes in democracy and that target the actual development and the overall communities.

The Union of Civil Society Organizations for Development “Tanmiya” as it is highly appreciated for the efforts of the research team and we thank them all for the preparation of this study, the value, and highly appreciate the efforts and support the partners in the institution Rosa Luxemburg, as well as all the participants at the closing conference of the project and who made recommendations rich and useful, we hope to form a guide as to contribute in shaping the plant in the subsequent part of the original program on women’s right to equality, and in the organization and follow-up campaigns, lobbying, and advocacy aimed at correcting the mass manifestations of discrimination and imbalances reliefs involved in the curriculum.

Board of Directors

The Union of Civil Society Organizations for Development

“Tanmiya”

12/01/2013

Palestinian School Curriculum Development for Gender Equality

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Analysis of Gender content in the Palestinian curriculum for first to fourth Grades

Introduction:

The integration of a gender perspective in educational policy is a process that helps to achieve gender equality. It is not a goal in itself as it is the approach followed. And carry the integration efforts to address structural issues related to the distribution of resources and the provision of equal social opportunities for men and women to participate in social and economic activities and to take advantage of its outcome. In addition to this , the integration of a gender perspective and the creation of frameworks and processes for planning implies the presence of the organizational planning system works towards gender equality and between social groups . This can be achieved by recognizing their special needs and interests, and observance and planning. The planning and policy makers tend to develop assumptions and generalizations for individuals and the needs of families and homes, in addition to that, in many cases; women are excluded from entire sectors of the development process.

Achieving continuity in gender planning through the integration of this perspective in the national planning helps to increase the likelihood of a regular and sustainable development for both women and men in society.

The curricula and textbooks are still enforcing traditional roles in society for men and women, which did not endorse any of the principle of anti-discrimination between the sexes, so the neither the language, nor the content in teaching and in authoring deviate from the traditional perspective to distinguish between the two genders.

The curriculum did not break free from the traditional social perspective that distinguishes between males and females in the family education, so we should re-evaluate the curriculum to emphasize a balanced outlook for family members of males and females in school curricula and textbooks. It is no secret that the great importance of textbooks on influencing individuals and composition of cultural perspective and how they affect the refinement perceptions of male and female roles in society. Where each gender has a specific stereo-typed role that became a guideline to the aspirations and performance of individuals which will affect their positions and status in society.

The integration of gender in educational curricula that would benefit the community through the learning process and educating the new generation and raising awareness in a positive environmental community around us so that the next generation will recognize the right of participation of women social, political, cultural, and economic fields, and helps women to ascend to leadership positions.

On the other hand, it ensures the right to complete her education just like her brother by helping them to achieve their ambitions and to give them all the rights guaranteed by the Constitution and law and instilling these values in young people from an early age and this young man will make a strong advocate for women.

The integration of a gender perspective in educational policy process will help to achieve gender equality is not a goal as far as it is an approach followed, and the efforts of merger deal with issues related to the distribution of resources and the provision of equal opportunities for men and women to participate in social and economic activities and benefit from the outcome.

The idea of gender equality in the modern era appeared at the end of the nineteenth century, at that time, women were treated as an inferior race, and were excluded from participation in public life , including politics and education in addition to certain professions, therefor,

the gender equality movement is the history of evolving intellectual, cultural, political and economic relations between men and women, not the history of feminist movements (wiki gender, 2013).

The second part of the twentieth century was recognized for the emergence of pro- equality movements between the two genders and by partially achieving equality between them. It has been a darker image in many countries of sub-Saharan Africa and Asia, where formal education was initially available only for male children , and still existing systems are facing problems in the implementation of social equality between the two genders in education. During the colonial period in Latin American countries , there was no formal education for women, despite the fact that some families have resorted to teach their daughters at home to enable them to perform household chores and help them raise their children . In the second half of the twentieth century , reform movements led by the middle class played an important role in the reform of the structure of education and support for the needs of the community for each of the roles of men and women through the support of gender equality and equal access to education .

In a UNESCO report published in 2003 , 100 countries out of 159 countries around the world have achieved equal opportunities for social types in enrollment in primary education and 47 countries out of 159 countries around the world have achieved equal opportunities for social types in enrollment in secondary education.

Table (1)

Current status of the countries in the world with regard to the extent of their closeness to achieve the goal of equal opportunities for social types in enrollment in primary and secondary education

	Goal Achieved GPI between 0.97 and 1	Close to Goal GPI between 0.95 and 0.96	Median GPI between 0.80 and 0.94	Far from Goal GPI < 0.80	Number of countries participating in Sample
Elementary Education					
Arabic Countries	8	3	7	2	20
Middle and East Europe	16	1	1		18
Mid Asia	4	2	1		7
East Asia & Pacific	15	4	5		24
Latin America & the Caribbean	22	4	3		29
North America & Western Europe	23				23
South & west Asia	2	1	2	1	6
African Sahara	10	5	12	13	40
Total	100	20	31	16	167
Secondary Education					
Arabic Countries	3	1	12	2	18
Middle and East Europe	15	1	1	1	18
Mid Asia	4		3		7
East Asia & Pacific	5	3	12	4	24
Latin America & the Caribbean	5	7	13	2	27
North America & Western Europe	12	4	6	1	23
South & west Asia	-	1	2	3	6
African Sahara	3	1	15	17	36
Total	47	18	64	30	159

Source: UNESCO, 2003, p: 108.

The report notes that the content of the curriculum gender is one of the most important pillars of the events of real change in the way in terms of equality between the two genders which can break all the elements of the molding gender Stereotyping. The report notes that the traditional classroom practices, often promote the traditional differences between the two genders, where teacher training program is seldom based on gender awareness.

Also curricula itself in many countries of the world constitutes an obstacle towards achieving gender equality , where the majority of the curriculum is suffering from stereotyped portrayal of women and confined only in traditional roles .

UNESCO in its report “ to promote gender equality through textbooks ,” analyzed the mathematics curriculum in some French-speaking African countries, such as : Cameroon , Ivory Coast, Togo and Tunisia to determine the extent of their sensitivity to gender (UNESCO, 2009), has concluded the following:

- 1 - Regardless of the country, or the grade, the majority of the characters were males.
- 2 - Often the male characters are defined by their social status or through their key positions, while female characters are defined by their family relationship. Also men have served in the majority of occupations while women’s jobs were limited to the traditional roles.
- 3 - The majority of math teachers are men, which is reflected in the minds of students.
- 4 - As the semester progresses, the proportion of female characters in the curriculum are minimized, which deepens the feeling of inferiority and the inequality in the mental capacities between genders.

Therefor raises the need to recognize the extent of gender equality through textbooks in Palestine deeply and accurately, in a matter that defines the scope of the current study.

Scope of the study

Scope of the study is centered in the quest to diagnose the extent to which the content of books for grades 1-4 recognize the gender system in the Palestinian curriculum for the academic year 2012-2013.

Theoretical framework:

Proceeding from the scope of the study and its objectives , it was necessary to refer to the position of Palestine from the perspective of gender through review of their positions on the international conventions , both the approval and signature, or through a commitment to participate in several related conferences, the following are the most prominent of these positions :

International conventions signed by the State of Palestine in the field of gender:

Palestine joined to all the institutions of the international community long time ago by the Palestinian Liberation Organization (PLO) and had gained observer status in the majority of civil society organizations to reach full member status at the United

Nations in November 2012 , Palestine also participated in the majority of international and regional conferences . And the State of Palestine had committed itself to honor the treaties and recommendations when signed, and this is something which is not reflected in some cases on the ground because of the many obstacles.

1 - The international body: the United Nations and its subsidiary bodies

-Palestine (P.L.O.) is a member of the United Nations since 1974, based on a General Assembly Resolution No. 3237 dated 22 / 11 / 1974. And the representation of Palestine was raised to an observer member in the year 1988 resolution 52 /250. Accordingly, Palestine is a member in the majority of institutions and bodies of the United Nations such as : UNICEF , UNESCO , UNIDO , the International Labor Organization (ILO) and the World Bank Group .

- Palestine joined the League of Arab States on September 9, 1976.

- Palestine signed the Universal Declaration of the Rights of the Child issued in 1948, and the Convention on the Elimination of All Forms of Discrimination against Women issued in 1979 (President Abu Mazen symbolic signing in 2009). And the document contained the need to eliminate all forms of discrimination against women and the elimination of any stereotyped concept of the roles of women and men at all levels of education in all its forms.

- As Palestine ratified the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights issued in 1966 , known as “ International Bill of Rights.”

- Palestine has ratified the International Labor Organization (ILO) Convention No. 182 (1999) on the prohibition of the worst forms of child labor and immediate action to eliminate them.

- Palestine ratified the Convention on the Rights of Persons with Disabilities on April 14 / April 2008.

2 - International and regional conferences on women , attended by Palestine:

- Copenhagen / Denmark, 1980, which was held under the slogan: “United Nations Contract to the Women of the World : Equality, Development and Peace” ..

- Conference of Nairobi / Kenya 1985 , which was held to review progress in the implementation of the Global Plan of Action ten years later to put them under implementation and to examine the obstacles and constraints that have prevented the full implementation in all countries of the world.

- Conference on Population and Development (ICPD) held in Cairo in 1994 , which sparked a broad debate about the recommendations .

- Beijing Conference in 1995, and called for doubling the efforts and actions to achieve the objectives of the Nairobi strategies .

- The World Summit for Social Development (Copenhagen - Denmark) in 1995 , in which was the recognition of different family forms , and to advocate equality between women and men.

- United Nations Conference on Women (Beijing +5) , which was held in New York in 2000 and which was devoted to the study of the application of the recommendations of the Beijing Conference on Women 1995 .
- United Nations Conference on Women (Beijing +10) in 2005 , which has been an emphasis on the previous document presented in Fourth Beijing Conference and the introduction of some amendments to it .
- Arab Regional Conference Ten years after Beijing, which was held at the United Nations House in Beirut in August 2004 , at the initiative of the United Nations Economic and Social Commission for Western Asia (ESCWA) .
- United Nations Conference on Women, Beijing +15 , which was held in the Philippines in 2009.
- United Nations Conference on Women in San Francisco in 2012.
- Jumn Declaration 1990 issued by the World Conference on Education for All in Jumn, Thailand and which focused on gender equality in education.
- Dakar Framework 2000 issued by the World Education Forum held in Dakar, Senegal , which stressed the need for the application of gender equality in education and achieve gender equality by 2015.
- Equality in education forum , which was held in France in October 2011.

3 - Programs and workshops :

- The recommendations of the workshop organized by the Centre for Palestinian Women Research and the documentation under the sponsorship of UNESCO, at the headquarters of the National Institute in May 2012. The participants recommended the need to review the scientific methodology of gender content in the curriculum and advance it in methodology steps forward.
- A program to promote equality between women and men in the Euro-Mediterranean region (2006 - 2011) and funded by the European Union to reform the laws and legislation and strengthening the role of women in public life.
- “Gender : peace and security “ and which has implemented MIFTAH institution during the period between 2007 - 2009 and funded by the United Nations Fund for Population UNFPA, several workshops were held on the importance of gender awareness .
- The recommendations of the Arab Conference on Education on Human Rights and Democracy, held in Tunisia in 1993.
- The recommendations of the World Conference on Human Rights held in Vienna in 1993. Recommendation No. “ 2 “ of the Conference of Education on Human Rights ,

held in Beirut 1997 (UNRWA).

- Recommendation No. “ 7 “ to the conference on “ Education in the promotion of human rights ,” held by the Arab Institute for Human Rights in Tunisia in 2001 .

- The recommendations of the conference on “ Women and Education “ held in Ramallah , which was organized by the Palestinian educational coalition within the Global Campaign for Education .

- Recommendation No. 3 (b) of the workshop “ gender mainstreaming in policies , plans and programs ,” held in Beirut 2003 under the sponsorship of the Economic and Social Commission for Western Asia (ESCWA) and the United Nations .

- Conference “ Palestinian curriculum : problematic identity and citizenship “ , held in Ramallah , on the initiative of the Palestinian Institute for the Studies of Democracy “ citizen.”

- Participants in the “ first scientific conference ‘ the reality of Palestinian women and challenges “ , organized by the Al-Quds Open University in Ramallah, recommended the need to develop educational plans and strategies showing women’s political rights within the curriculum .

- Workshop : “ Education as a tool to liberate the mind and Rights” at the Islamic University in Gaza within the events of World Education Forum in Palestine. It recommended the need to review the image of women in the Palestinian curriculum, specifically in the Arabic and English language curriculum; to represent the true nature and the role played by Palestinian women and aspire to actively participate in community development, effectively, and attention to women’s global and local issues and enact it in the educational process in Palestine, in line with the culture of Palestinian society.

The Sana’a Conference (March 2013) is considered one of the leading conferences that dealt with gender integration in the curriculum, and most recommendations :

1. Reconfiguration of the Supreme Committee of the curriculum to achieve a balance in accordance with gender, specialization and expertise.
2. The establishment of a special body to compulsory education and gender integration in the implementation of follow - up decisions.
3. Involvement of women in policy development and formulation of educational decisions at various levels and in accordance with the efficiency, expertise, specialization and gender.
4. Gender integration in the curriculum through an amendment drafted in line with the principle of justice and equality.
5. Benefitting from the results of studies conducted in the Arab and Islamic countries to form the general education curriculum related to gender and considering their recommendations.

6. School curricula include Yemeni and regional Women role models and in all fields (political , social, cultural and economic).
7. Developing cultural awareness programs include changing the traditional stereotype of women and fleshed out through the media and various social networking.
8. The contribution of the media in all its means to raise community awareness of the importance of gender integration in education with attention to activate media education programs in the ministry.
9. Increase the awareness of development supervisors on the concepts of gender education in order to achieve the implementation of the curriculum based on it .
10. Give priority to the employment of girls in schools, especially in rural areas so as to achieve gender equality
11. Activation of the boards and parents , taking into account the composition on the basis of gender.

When it comes to the concept of gender Many believe that he is synonymous with the concept of sex, we had to in this research to clarify the difference between the two in particular:

The difference between the concepts of sex and gender

Sex: is the biological difference between males and females .

Gender : refers to all of the features and economic opportunities , social and cultural rights available to both males and females , especially in the social arrangements in a particular moment in time .

The difference between gender equality and parity:

Gender Parity: is the equal treatment of men and women in the laws and regulations, and in access to resources and services within the family and the local community and then the community as a whole.

Gender equality : Refers to justice and equity in the distribution of rights and duties between men and women . They often require a certain feminist programs and policies to reduce discrimination against women.

Discrimination against Women : Refers to any form of discrimination or exclusion on the basis of social roles and rules predefined prevent someone from the full enjoyment of human rights

Table (2)

Equality of Access	Is accepting boys and girls in primary education equally and does not reflect gender bias . And in some countries it has been adopted for school attendance index as a better standard of equality between the two types and is not just a social acceptance.
Equality of Opportunity	<p>Equality of Opportunity in school, is treating both boys and girls equally and everyone gets the attention they need. Also are taught the same curriculum , but teaching can be done in different ways to accommodate different learning styles .</p> <p>Is the use of teaching methods and materials are free of stereotypes and prejudices in regards to gender.</p> <p>For boys and girls complete freedom to learn, explore and develop skills in all disciplines and academic subjects and extra-curricular activities , in a safe and secure environment .</p>
Equality of Outcome	<p>Boys and girls have equal opportunities for achievement , and their findings are measured on educational basis of individual effort and skills.</p> <p>Methods of evaluation and testing Must be is gender - unbiased , and should not hinder, through the evaluation process , their continuing into any filed of study because of gender .</p>
<p>Source: Adapted from EQUATE Project/Management Systems International (May 2008). <i>Education from a Gender Equality Perspective</i>. Washington DC: USAID</p>	

Palestine’s experience in gender related issues.

The newly born state focused on development issues, human and physical development of energies and resources to bridge the gap existing in the community. And the state had orientations to heal the rift in the community and bridge the gap between the social types: men and women. In spite of efforts to heal this rift and continuous attempts to improve the status of women in society and the development and utilizing this human element effectively, the observer can still see the gaps in some strategic areas such as education.

The Palestinian Liberation Organization (PLO) and followed by the Palestinian National Authority and the State of Palestine have confirmed to abide by conventions and treaties which they signed. The Declaration of Independence of 1988 assured to abide by the Universal Declaration of Human Rights, and the Convention on the Elimination of All Forms of Discrimination against Women, and followed by the article (10) of Chapter II of the fourth draft and read “ Men and women are equal both in rights and fundamental freedoms and does not may be distinguished between them in that.” (wafa info, 2013)

The law and gender program has been implemented in both the West Bank and Gaza Strip in the period from the beginning of December 2010 until the end of November 2012, with the support of United Nations Development Programme (as one of the

main events of the program participatory “ gender equality and women’s empowerment socially, politically and economically in the occupied Palestinian territories “, which is implemented by UNDP / PAPP in partnership with the five bodies of the United Nations) and the institutions of the Palestinian National Authority headed by the Ministry of Women’s Affairs, the program was primarily based on the development of curricula and training of judges, prosecutors , lawyers and local government sector on gender issues. It was implemented in partnership with national, public and community institutions where working six bodies of the United Nations , the United Nations Development Programme PAPP , and the United Nations for equality between the two species and the empowerment of women, and the International Labour Organization , and the Organization of the United Nations Educational , Scientific and Cultural Organization (UNESCO), The United Nations Fund for population and the United Nations Relief and Works Agency for Palestine Refugees (UNRWA), on the implementation of a joint program funded by the Spanish government to accomplish three key goals: reduction of violence based on gender and all kinds of violence against women and girls , and raise the level of representation of women and their issues in decision-making , and promote equal opportunities that enable women to participate in economic activities. The program sought to contribute to the achievement of the above results through the development of curricula and training materials and specialized training for judges, prosecutors and lawyers in gender issues and provide assistance to victims of violence and violence based on gender, and raise the level of awareness of workers in the local government bodies in fifteen province in order to improve their abilities in the area of gender integration in the work of the regional planning and development and the provision of public services . Program targeted in its activities and events multiple and diverse main components in Palestinian society mainly included the following:

Justice sector:

Key components of the Palestinian justice sector were targeted including: formal and religious judiciary, prosecutors , and lawyers Focusing mainly on the judiciary and the prosecution in the West Bank, while lawyers have been targeted in the West Bank and Gaza Strip. In this context, there was cooperation with the following entities: the Supreme Judicial Council , the Bar Association , the Supreme Council for the Islamic courts , the Judicial Institute , and the Office of the Attorney General Palestinians.

The local government sector :

Key components of the Palestinian local government sector included : the Ministry of Local Government and its employees, and local government departments in the provinces and their employees, and local bodies , municipalities and their employees. This included all of the West Bank and Gaza Strip. In this context, there was cooperation and the Ministry of Local Government, especially the Minister’s Office and the Gender Awareness Unit and public administrations for legal affairs , budgets and planning, internal control, and local agencies , and local government departments .

The Ministry of Women’s Affairs and other official institutions:

Several other official institutions has been targeted including the Ministry of Women’s Affairs, the Central Bureau of Statistics, the Family Protection circuits in the police, the Ministry of Justice, and the General Union of Palestinian Women . As the Ministry of

Women's Affairs is leading the program at government level, there was communication and coordination with them on an ongoing basis in many of the events and activities of the project, including the direct cooperation with the Minister for Women and Ministry staff, in addition to the involvement of their trainers in the training activities of the project. The rest official institutions mentioned have been involved in some of the activities of the project according to the nature of their activity and its connection with the purpose of achieving the goals and objectives of the project.

Institutions of civil society:

Civil society organizations through their involvement and engagement in the activities of the project in order to benefit from the experiences and exchange and to achieve integration in work, and in this direction has been working with activists in human rights issues and women and gender and the law, has also been working with several Feminist institutions of the most important studies center annual Forum of women 's Affairs and women's Center for legal Aid and Counseling involvement of coaches and trainers of these institutions in the training process. The project also aimed at Palestinian universities in the West Bank and the Gaza Strip, both involving trainers from these universities in the project activities or training of law students on gender issues. Add to hold some awareness lectures for students on topics dealing with family and women.

The program have included events and many training and research activities focused in the justice sector on the themes of the concept of gender by linking analysis and revision of laws from a gender perspective notably laws that discriminate or not to take into account the needs of the gender, including the Penal Code and the Personal Status and Criminal Procedure and work, in addition to the psychological factor in dealing with gender - based violence and gender and forensic role in dealing with this kind of violence. With focus in the local government sector on the concept of gender- linked sector, local government, and the legal regulation of the local government sector and an analysis of the legislation from a gender perspective, planning, policy development and decision-making, and the development budgets of local bodies from a gender perspective, the concept of local development and service delivery according to the needs of citizens gender.

Experiences of some countries in gender issues:

There are many global and regional experiences addressed the issue of gender in different areas of life, most notably the field of education, the following will be reviews of a number of these experiments, but not all, has been selected for these experiments choice highlights the disparity between them in the quality of their approach to this concept:

1 - The experience of the Republic of Mali

Republic of Mali began in 2001, funded by a number of international institutions, to review and improve the status of gender in the curricula of the first elementary stage

. The program consisted of three stages. The first phase began to assess the status of gender in the first elementary curricula and teacher preparation programs (Marphatia, 2002).

The program has worked to increase community awareness of the need to integrate gender issues into the policies and programs of the various ministries and in particular the Ministry of Education (macro level) to ensure that sensitive curricula (micro-level). And the model was interested to develop the concept of gender in :

1 - Policies and programs various ministries and in particular the Ministry of Education and education.

2 - Teacher preparation programs.

3 - The level of the school and the curriculum.

4 - School functions , school goals , educational components , learning objectives , the contents of the curriculum , complementary tasks , learning activities, teaching methods, assessment methods , educational resources .

2 - The experience of New Zealand

The Basic Education Act was issued in 1877, and it allowed equal opportunities for boys and girls to enroll in primary education, and that everyone was receiving an approach fits the nature of the roles assigned to it . the curriculum focused on teaching boys math and science and in the education of girls focused on home management techniques and sewing .

The law of business, manual and technical training, issued in 1900, noted the need to provide curriculum fits each gender to assist it in the performance of the duties assigned to it, so the curriculum for girls were limited to English , sewing, cooking , and the girls do not have to enroll in universities , because it affects their health and sight and puts unneeded pressure on the next generation of mothers (Bradstreet 2009).

Until 1970 there was still a clear polarization in the selection of the subject at a high level .. Then came the feminist movement with a series of legislative changes (1972 Equal Pay Act , 1976 marital property law). In 1977, Johnson's report recognized the existence of discrimination against women. In spite of the recognition, no actions were taken at this related to the removal of such discrimination.

First World War , and after an absence of men in the war , helped on the empowerment of women "temporarily" to work in (Masculine) jobs, and ended as soon as the war ended .

The expansion in the construction of mixed secondary school, in 1938, creating incorrect impression that a real trend towards gender equality, the change began in 1939 with the promise of Peter Fraser , head of the government, that the government will provide all levels of education for all citizens in urban and rural , rich and poor . However, the Thomas report for the year 1944 , restored the previous module to education by working to provide two different approaches .

With the beginning of 1980 , the two sexes were studying two different curricula in secondary schools. The first review to the curriculum began in 1987, the committee recommended to remove all forms of gender discrimination and the establishment of a social approach based on equity and equality of gender treatment. Also The Pico report in 1988 reached same conclusions, but both reports did not define the gender equality. There have been many published studies and researches thereafter on the same topic to the extent that some reports indicated that teachers are paying more attention to male than to female students.

In 1989 , the Charter School charter committed to justice and individual development . In 1989, the Ministry of Education issued the elimination of discrimination based on gender and pledged to amending existing gender biased practices in schools.

Also in 1989 Review Bureau was established to monitor the education in schools and to ensure reaching satisfactory results with regard to verification of equality.

The feminist movements began to wonder about the appropriateness of existing school structures to achieve and facilitate the process of equality .

Only in 1992, the women's section was canceled at the Ministry of Education which was considered an indication of the government's commitment to the elimination of educational disparities between men and women.

Both of the Bill of Rights Act (1990) and the Human Rights Act (1993) embodied the important principles of human rights, which included freedom from discrimination. This trend has been to support the signing of the United Nations Convention on the Rights of the Child (1993), and the declaration of the right of students to have access to equal educational opportunities .

In 1992 developed mathematics curriculum was launched. Stated in the introduction of books that this curriculum is “ for all, regardless of gender .”

In 1993, the National Curriculum was launched, which stated that all curriculum should be unbiased against women and non-racial and not discriminatory, providing all students equal opportunities. The framework also stipulated that the curriculum must respond to the needs of students and their experiences, interests and values, both males and females. It also stated the need to analyze barriers to learning and achievement, and develop and implement strategies that address the learning needs that have been identified in order to overcome obstacles that prevent students' learning.

In 1994, the science curriculum has been published , which was calling for equality for all. Approach has shown a high degree of sensitivity in terms of gender approach which is included gender-inclusive and recognizes the needs and includes educational experiences for girls on an equal level with the boys , both in its content, and language , methods and approaches , and teaching practices .

The following Curriculum emerged with gender - sensitive content, where Technology curriculum in 1995, and social studies curriculum in 1997 , and approach to health and physical education appeared in 1999.

3 - the experience of Slovenia

Slovenia is one of the countries of Eastern Europe , which has been following the socialist doctrine and was following the Soviet Union until the fall of the Berlin Wall. And the Slovenian constitution guarantees free education for every Slovenian citizen , and compulsory basic education is financed from the state budget .

Since 1990, the educational system in Slovenia is under restructuring and development and in accordance with the requirements to join the European Common Market and to ensure that it takes into account the educational system of human rights and citizenship.

Committees were formed to study the curriculum content and drawing the appropriate mechanisms to achieve reform of the educational system and the creation of curricula sensitive to gender. This process went through three phases (Wilson Center, 2013):

- The first phase of the 1990 – 1995

The main focus was on reform of the entire organizational structure , including funding , and to identify new targets for the educational system as a whole and in particular for each of the levels. Having concluded this stage in 1995, with the release of the White Paper on Education in the Republic of Slovenia and the introduction of four draft laws regulating individual levels of education (kindergarten , primary , secondary , and adult education). These laws have been issued in 1996 , while already adopted the Law on Higher Education by 1993.

- Phase II from 1995 until 2000

Started with the establishment of the National Curriculum Council in 1995 in order to evaluate the existing curriculum at that time and to develop plans for change in line of the requirements of building a modern curriculum and taking into account the principles of human rights, citizenship and equality between the sexes. The proposals to the curriculum were discussed widely between teachers and the National Council for Curriculum before the approval in 1998 .. The new curriculum was adopted for all phases of pre-university education in 1998, and began to be implemented at school level in 1999/ 2000.

- The third phase , from 1998 to 2003

Began in December 1998 , with the establishment of a national committee for evaluation. The mission of the Committee is monitoring the implementation of the new curriculum and evaluating at the same time , in addition to make the required adjustments to the new curriculum and organizational structures for schools and their impact on students' knowledge .

Criteria for Gender equality policies

- 1 - Awareness of male and female students and prepare them for the exercise of their roles in the life inside and outside the home and the quality of responsibility .
- 2 - Providing curriculum, which in terms of content in the language used and the methodology , meet the educational needs in the community and establish equal rights between males and females .
- 3 - Respect for the prevailing positive social values and the recognition of individual differences .
- 4 - Curriculum must defy the cultural practices (customs and traditions) that are unfair (and which are not in line with Islamic principles and norms and international treaties), which recognize the contribution of both men's and women's full capabilities in the community .
- 5 - Encouraging the development of positive attitudes and behaviors among students males and females that promote social responsibility , compassion , and stimulate the development of equal relations based on mutual respect and non - violence .
- 6 - Providing a supportive learning environment socially, culturally and physically comfortable for both male and female students alike.
- 7 - Preparing both male and female students alike to exercise their civil rights through mutual respect for the rights of the other while providing a safe environment , free from all forms of harassment or violence .

To qualify male and female students in order to be successful in their future lives, the curriculum should work on:

- 1 - The development of resources and educational materials containing ideas of gender - sensitive in the content , language and methods of teaching methodology and correction.
- 2 - To promote awareness of gender issues within the schools through textbooks and teaching aids such as support audio and visual materials , educational materials to support , activities , and procedures of the correction .
- 3 - Support curricula are socially and culturally acceptable , physically and support the concepts of gender equality.
- 4 - Design curricula advocate attitudes and behaviors that promote social responsibility and encourage gender equality and non-violence.

5 -Holding training courses for teachers, pre - service and in - service in addition to administrators and school principals and the curriculum design staff to ensure their ability to keep up with the developments taking place in the curriculum and enforcing them.

6 - To ensure the existence of the above objectives in the Ministry 's strategy , policies and regulations in the center of the curriculum and assessment centers and follow - up .

The previous experiences indicate the importance character building approach and the reinforcing the positive trends in gender issues and the distribution of roles accordingly , which brings us to the research question the president and set out as follows :

To what extent the content of Palestinian curriculum from the first to the fourth grades are gender aware ?

This stems from the main question of the following sub - questions:

1. Did the Content curricula (Arabic , civic education , civic education , and science) for grades one through the fourth (where the rate of participation in the authorship and the completion of the book and to participate in the national teams , the nature of the addresses of the units, the nature of the addresses of the lessons, the nature of the topics lessons, nature activities and annexed skills lessons , nature Topics Test yourself (exercises) , the nature of the visual effects , the nature of professions and roles of women and men , the nature of language and words used in the text) show equality between both sides of the gender ?

2. Did the structure of the contents of the Arabic language , civic education , civic education , and science) for the first to the fourth grades show any specific vision , and a clear and comprehensive legislation on equality between both sides of the gender ?

Objectives of the study :

This study aims to achieve the following objectives :

1. To identify the extent to which the content of books for the elementary stage of grades 1-4 to the Arabic language , science and civic education and National education in the Palestinian curriculum for the academic year 2012-2013 to the gender system .

2. To identify the extent to which the public policy of the Palestinian curriculum with treaties and human rights conventions signed by the Palestine.

The importance of the study :

The importance of the study lies in the fact that :

1. It can contribute as one of the reference documents to the methodology which can decision - makers in the designated authorities of the Ministry of Education and refer to them when revising and improving the content of school textbooks.

2. This study may draw the attention of educators and interested parties and the curricula

developers to the importance of making modifications in the textbooks , especially on the side of positive concepts and trends related to the concept of gender and removal of concepts and ideas which enshrines the inferiority of women in society.

Parameters :

1 - This study was limited to the content of elementary books for grades 1-4 : Science, Arabic language, civic education and national education .

2 - the different templates that have been analyzed on the basis of which books were and because of the different contexts between different threads wrote of a mixed nature of each other.

3 - The study relied on the analysis of the content of student books for grades and subjects mentioned above.

Method and procedures :

This qualitative study pursued multi- case study .

Participants:

This study began as an exploratory study in March 2013, aimed at selecting individuals from different sectors who have the ability to do a content analysis on the basis of gender so the following have been selected: a supervisor specializing in methods of teaching science , and holds a Master's Degree and experienced in the process of analyzing the curriculum and writing qualitative research , as well as a School principal specializes in methods of teaching Arabic and holds a master's degree and part-time lecturer at Palestinian universities and His experience also is in the analysis of the curriculum, and a teacher specialized in elementary school students and holds the important award regarding the development of the curriculum , and from outside the education sector has been selected , a researcher and educational activist.

The role of the researchers:

The researchers role is as observers and sometimes as observer- participant at other times , because the understanding of any phenomenon , and dissemination requires giving data and information on this phenomenon during practice to see how insights participants about their experiences from the world (Lincoln, 1985, P120), and represents the role of the researcher identify the sectors that will be the selection of participants, including as well as choosing the participants themselves, the researchers reviewed the experiences of regional and global precedent , as well as the review of documents and treaties signed by the Palestinian Authority on the subject of gender, the researchers with a series of meetings aimed at unifying concepts central in the search such as sensitivity or insensitivity to gender through training , and also identify the elements of analysis with analysts and the adoption of tables dump raw been developed during the work and practice and data collection, the researchers started analyzing the data from the moment obtained which contributed to the development of tools with advances in data collection , which lead to a discrepancy in the tables and presentation of data between the various curriculum topics .

Samples:

Sample were selected from Arabic language curricula , science , civic education and national education from the first grade until the fourth grade, and considered these samples comprehensive by research topic , even with the exclusion of curricula of Islamic and Christian due to the sensitivity of the topic as well as the mathematics curriculum for the impartiality of the research topic according to the survey the first search, the sample participants were chosen with the utmost diversity maximum Variation Sampling and to highlight the different characteristics of the research problem .

Data collection:

It was ascertained that the participants in the analysis are aware of the problem of the research and are convinced of its importance and focus on their participation in all processes of identifying concepts and building tools and presentation as well as the required sample books that have been analyzed, starting collecting data first and sketch for the researchers and the participants visualization of the items that should be the focus in the analysis process , agreed on a template for first analysis and analysis Unit agreed with the analysts were discussed analysis with analysts to ensure standardization of the way the analysts with the advancement of the process of analysis by the participants and synchronized with the data analysis by the researchers was changed templates several times resulting in a presentation templates specific textbook.

Study tool :

After reviewing a number of global experiences of several countries on how to consider the system of gender in the construction or development of school curricula , where the researchers built a questionnaire as an analysis of the content of books of the Palestinian school curriculum for grades (1-4), this questionnaire has included targeted analysis on several axes, namely :

1. Proportion of females posts in the completion of the book to the ratio of males.
2. The nature of the methods and annexed lessons.
3. The nature of the targets attached to the lesson.
4. The nature of the unit titles.
5. The nature of the lessons objectives.
6. Nature of Topics lessons.
7. Nature of the concepts contained in the lessons.
8. Nature of the activities and skills attached to the lesson.
9. The nature of the subjects “test myself” (exercises) .
10. Occurrences of visual effects.
11. Occurrences of professions and roles of women and men.
12. The nature of language and words used in the text.

Each axis was put in a special table and analysis levels were distributed on the “ gender - sensitive , non- gender - sensitive and gender - neutral .”

Sincerity and objectivity of the tool:

To ascertain the veracity of the questionnaire developed and its objectivity , the researchers presented it to a group of specialists , who have expressed their comments and suggestions on them, and researchers in the light of these observations to bring the questionnaire in its final form as shown Annex (1), where they show the four axis , with some differences between the Study of Science and the rest of the subjects due to the specificity and the nature of the scope of a scientific nature in comparison with the character of the humanities target for the rest of the subjects in the analysis.

Procedural definitions of key terms of the study:

There were some basic concepts that researchers felt the need to procedurally defined , namely:

1. Gender: means the equitable representation between males and females based on the concept of equality between the two .
2. Gender - sensitive : intended procedurally in this study the extent to which axes analysis of the representation of women or girls are higher than or at least equal with men or boys .
3. Non- gender - sensitive : means the case that cannot live up to the axis case of equality between males and females the use of the status of the language of the speaker so that it does neither refer to women nor for men .
4. Gender - neutral : means a situation in which exposure to any axis element is of such a nature that is non-human like animals and inanimate objects.
5. Visual effects : a view by procedural pictures, drawings and graphs , maps , illustrations contained in the student 's books for the Arabic language Investigation and the National Science and Education and civic education for grades (1-4) in the Palestinian curriculum for the academic year 2012-2013.

Results of the analysis :

First: Study of the Arabic language

The analysis process of the content of Arabic language books for grades one through the fourth in the light of the following two questions :

The first question :

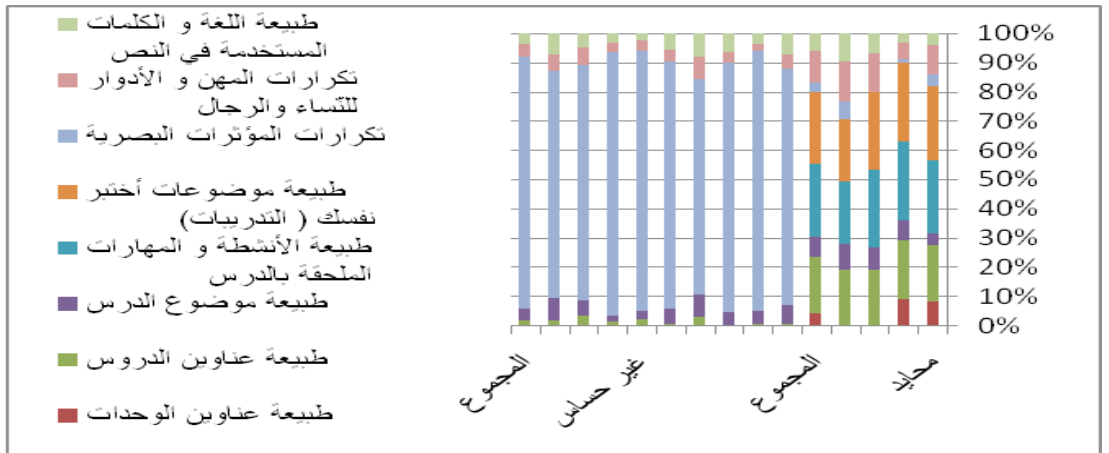
1 Did the Content of Arabic curriculum for grades one through the fourth (where the rate of participation in the authorship and the completion of the book and to participate in the national teams , the nature of the addresses of the units, the nature of the addresses of the lessons, the nature of the topics lessons, activities and skills attached to the lessons , nature themes Test yourself (exercises) , the nature of the visual effects , the nature of professions and roles of women and men , the nature of language and words used in the text)show equality between both sides of the gender ?

To answer the first question the content of Arabic language books has been analyzed for grades one through the fourth in light of the axes target to examine the extent of their sensitivity to gender, and Table 3 and Figure 1 illustrates these themes and occurrences of sensitivity and lack of sensitivity and neutrality of gender .

(Table 3)

Iterations content analysis axes Arabic language books for grades I to IV and the extent of their sensitivity to gender

total	Insensitive				total	sensitive				total	neutral				Component
	4th	3rd	2nd	1st		4th	3rd	2nd	1st		4th	3rd	2nd	1st	
0	0	0	0	0	0	0	0	0	0	16	0	0	8	8	Unit title
19	2	7	5	5	3	1	0	1	1	75	21	17	18	19	Lesson title
40	11	12	9	8	30	3	5	9	13	27	10	7	6	4	Lesson subject
0	0	0	0	0	0	0	0	0	0	97	24	24	24	25	activities and skills attached to the lessons
0	0	0	0	0	0	0	0	0	0	97	24	24	24	25	Test yourself
909	110	181	383	235	477	28	94	186	169	12	7	0	1	4	Visual effects
46	8	13	15	10	22	3	4	5	10	42	15	12	5	10	professions and roles of women and men
40	10	11	13	6	33	3	7	8	15	24	11	6	3	4	Language used in text
1054	141	224	425	264	565	38	110	209	208	390	112	90	89	99	Total



The following points illustrate the results of the analysis of the target axes in the content of the books of the four classes :

1. Unit title

It is clear from the analysis that unit titles were mostly gender - neutral . Where it appeared that unit titles the book in the first grade are neutral , the number of repeated titles neutral eight iterations (8), as is the nature of the addresses of the units in the second grade , the number of repeat titles neutral eight iterations (8), while it did not include a book for the third and fourth grades units , but also included lessons.

2. Lesson title:

Clear from the analysis that the nature of the lesson titles were - in its entirety gender neutral has reached repeat addresses lessons neutral in the four books (first row, second, third, and fourth) seventy-five iterations (75) , and the address is sensitive to gender was more of the titles of his sensitive , amounted to repeat lessons addresses gender - sensitive three iterations (3) the addresses of the lessons is gender - sensitive the number of occurrences was nineteen (19) iterations. Any bias to the type of men more than women . (Ratio 3:19) , or 86 % to the type of men versus 14 % for the type of women.

3. Lesson subject:

Clear from the analysis that lesson title was - in its entirety - is sensitive to gender, the number of occurrences was forty iterations (40) , while the repeat nature of the threads lessons gender - sensitive thirty iterations (30). Any bias to the type of men more than women . (30:40 ratio) , 57 % to the type of men , 43% for the type of women. While the repeat nature of the neutral lessons topics in the four books (for first, second , third , and fourth grades) amounted to twenty - seven iterations (27).

4. Activities and skills attached to the lessons :

Clear from the analysis that the activities and skills attached to the lessons in all the books of the ranks of the first, second, third , and fourth were neutral ; The reason for this is due to the use of the conscience of the speaker (we) which is fit to use the type of men and women alike , the number of iterations neutral four books and ninety seven iterations (97) .

5. Test yourself (exercises) :

Clear from the analysis that the nature of the topics Test yourself (exercises) in all the books of the grades of the first, second, third , and fourth were neutral ; The reason for this is due to the use of the conscience of the speaker (we) which is fit to use the type of men and women alike. The number of iterations neutral in four books and ninety seven iterations (97) .

6 Visual effects :

Clear from the analysis that the nature of the visual effects - in its entirety - it was not sensitive to gender , the number occurrences was nine hundred and nine (909) iterations , while the total number of occurrences of the visual effects of gender - sensitive four hundred and seventy-seven iterations (477). Any bias to the type of men more than women . (477:909 ratio) , or 65.5 % to the type of men , 34.5% for the type of women. The number of occurrences of the visual effects in the neutral four books (Grade I , II , III, and IV) were twelve (12) iterations.

7. The nature of professions and roles of women and men :

Clear from the analysis that the nature of professions and roles of women and men - in its entirety - it was not sensitive to gender , the number of occurrences forty-six (46) iterations, while the occurrences of professions and roles of women and men sensitive to gender twenty-two iterations (22). Any bias to the type of men more than women . (Ratio 22:46) , 67.5 % to the type of men , 32.5 % for the type of women. The number of occurrences of professions and roles of women and men in the neutral four books (Grade I , II , III, and IV) has reached forty-two iterations (42) .

8. The nature of language and words used in the text :

Clear from the analysis that the nature of language and words used in the text - in its entirety - it was not sensitive to gender , the number of occurrences were forty (40) iterations, while the number of occurrences of language and words used in the text , which is sensitive to gender thirty-three iterations (33) . Any bias to the type of men more than women . (Ratio 33:40) Any 55% almost to the type of men , 45% to the type of women, while the number of occurrences of the language and words used in the text neutral in the four books (Grade I, II , III, and IV) has reached twenty-four iterations (24).

As regards the distribution of values attributed types author of participants and the preparation of books , it became clear the following analysis :

* Percentage of men's participation in national teams :

The proportion of men's participation in national teams is higher than the participation rate of women, where the percentage of participation of men with the highest participation rate of women has reached 82 % for men , while for women amounted to 18% in the first and second quarters of the content of books four rows .

* Percentage of men's participation in the book :

The proportion of men's participation in written Arabic language books for grades four higher than the percentage of women's participation , and this is as follows:

First grade : for men reached 80%, while for women reached 20% in the first and

second semesters .

Second grade: for men reached 75 % , while for women reached 25 % in the first and second semesters .

Third grade : Men reached 100 % , while for women 0% in the first and second semesters .
Fourth grade : for men reached 83 % , while it reached 17 % for women in the first and second semesters.

* Percentage of men 's participation in the completion of the book was higher than the participation rate of women :

The proportion of men's participation in the completion of Arabic language books for grades four higher than the percentage of women's participation , and this is as follows:
First grade : amounted to 63 % for men , while women were 37% in the first and second semesters .

Second grade: for men reached 62 % , while it reached 38 % for women in the first and second semesters.

Third grade: amounted to 68 % for men , while women were 32% in the first and second semesters.

Fourth grade : amounted to 72 % for men , while women were 28% in the first and second semesters.

The second question:

Does structure of the content of the Arabic language for the first to the fourth grades show an even basic specific vision , and a clear and comprehensive legislation on equality between both sides of the gender ?

Evidenced by the analysis of all axes that the structure of the content of the Arabic language for grades I to IV did not reflect a specific and comprehensive vision of equality between both sides of the gender bias for the of men and clear in all of them .

Second: Study of Civic Education

The analysis of the content of books for civic education for grades one through the fourth in the light of the following two questions :

The first question :

Did the Content Platform for civic education for grades one through the fourth (where the rate of participation in the authorship and the completion of the book and to participate in the national teams , the nature of the addresses of the units, the nature of the addresses of the lessons, the nature of the topics lessons, activities and skills attached to the lessons , nature themes Test yourself (exercises) , the nature of the visual effects , the nature of professions and roles of women and men , the nature of

language and words used in the text) equality between both sides of the gender ? To answer this question the content of Civics books have been analyzed for grades one through the fourth in light of the axes target to examine the extent of their sensitivity to gender, and Table 4 shows the distribution of gender teams to prepare and writing books civic education for grades one through the fourth for two semesters :

(Table 4)

Total and form teams composed and wrote civic education for the first to the fourth grades , and two semesters

males					females					
total	4th	3rd	2nd	1st	total	4th	3rd	2nd	1st	
96	8	8	8	72	84	10	10	10	54	National teams
33	10	10	8	5	10	2	2	2	4	authors
239	60	89	69	21	109	25	34	46	4	Completion of the book
368	78	107	85	98	203	37	46	58	62	total

1. The participation rate of men's national teams :

Clear from the analysis that the percentage of men's participation in the national teams were higher than the participation rate of women , where the percentage of participation of men with the highest rate of participation of women, stood for men 82% , while the women's 18% in the first and second semesters of the content of books four rows .

2. The participation rate of men in the book :

Clear from the analysis that the participation rate of men writing books civic education for grades four were higher than the percentage of women's participation , and this is as follows:

First grade: for men reached 80%, while for women reached 20% in the first and second semesters .

Second grade: for men reached 75 % , while for women reached 25 % in the first and second semesters.

Third grade: Men reached 100 % , while for women 0% in the first and second semesters.

Fourth grade : for men reached 83 % , while it reached 17 % for women in the first and second semesters.

3. The participation rate of men in the completion of the book was higher than the participation rate of women :

Clear from the analysis that the percentage of men 's participation in the completion of civics books for grades four were higher than the percentage of women 's participation , and this is as follows:

First grade: amounted to 63 % for men , while women were 37% in the first and second semesters.

Second grade: for men reached 62 % , while it reached 38 % for women in the first and second semesters.

Third grade: amounted to 68 % for men , while women were 32% in the first and second semesters

Fourth grade : amounted to 72 % for men , while women were 28% in the first and second semesters.

As Table 5 shows the occurrences of content analysis axes for civics books for grades I to IV and the extent of their sensitivity to gender :

(Table 5)

Occurrences of analyzing the content of books axes Civic Education for grades one to four and the extent of their sensitivity to gender

total	insensitive				total	sensitive				total	neutral				Component
	4 th	3 rd	2 nd	1 st		4 th	3 rd	2 nd	1 st		4 th	3 rd	2 nd	1 st	
23	4	6	6	7	0	0	0	0	0	0	0	0	0	0	Unit title
72	16	14	17	25	0	0	0	0	1	0	0	0	0	0	Lesson title
46	3	8	11	24	22	13	5	2	2	4	0	1	3	0	Lesson subject
73	5	16	16	36	69	27	14	14	14	4	0	2	2	0	activities and skills attached to the lessons
3	1	2	0	0	27	15	12	0	0	0	0	0	0	0	Test yourself
655	113	114	177	251	357	53	106	98	100	122	70	22	15	15	Visual effects
598	132	96	116	254	263	70	31	59	103	32	5	3	22	2	professions and roles of women and men
10	3	6	1	0	47	1	7	13	26	2	0	1	1	0	Language used in text
1480	277	262	344	597	785	179	175	186	246	164	75	29	43	17	total

The following points illustrate the results of the analysis of the target axes in the content of the books of the four classes :

1. The nature of book titles and units :

Clear from the analysis that the nature of book titles and units were mostly gender - neutral, where unit titles the book in the first grade appeared neutral , the number of occurrences of titles neutral eight iterations (8), as is the nature of the addresses of the units in the second grade , the number of occurrences titles neutral eight iterations (8), while it did not include a book third grade and fourth units , but also included lessons.

2. Lesson title:

Clear from the analysis that the nature of the addresses lessons were - in its entirety - neutral gender has reached repeat addresses lessons neutral in the four books (first, second, third, and fourth grades) seventy-five iterations (75) , and the address is sensitive to gender was more of the titles of his sensitive , amounted to repeat lessons addresses gender - sensitive three iterations (3) the addresses of the lessons is gender - sensitive the number of occurrences was nineteen (19) again. Any bias to the type of men more than women . (Ratio 3:19) , or 86 % to the type of men versus 14 % for the type of women.

3. Lesson subject:

Clear from the analysis that lesson title was - in its entirety - is sensitive to gender, the number iterations was forty (40) , while the occurrences of nature of the threads lessons gender - sensitive thirty iterations (30). Any bias to the type of men more than women . (30:40 ratio) , 57 % to the type of men , 43% for the type of women. While the occurrences nature of the neutral lessons topics in the four books (first, second , third , and fourth grades) amounted to twenty - seven iterations (27).

4. Activities and skills attached to the lessons :

Clear from the analysis that the activities and skills attached to the lessons in all the books of the grades first, second, third , and fourth were neutral ; The reason for this is due to the use of the conscience of the speaker (we) which is fit to use the type of men and women alike , the number of iterations neutral four books and ninety seven (97) .

5. Nature of the subjects tested yourself (exercises) :

Clear from the analysis that the nature of the topics Test yourself (exercises) in all the books of the grades first, second, third , and fourth were neutral ; The reason for this is due to the use of the conscience of the speaker (we) which is fit to use the type of men and women alike. The number of iterations neutral in four books and ninety seven (97) .

6. The nature of the visual effects :

Clear from the analysis that the nature of the visual effects - in its entirety - it was not sensitive to gender , the number of occurrences was nine hundred and nine (909

) iterations , while the total occurrences of the visual effects of gender - sensitive four hundred and seventy-seven iterations (477). Any bias to the type of men more than women . (477:909 ratio) , or 65.5 % to the type of men , 34.5% for the type of women. The number of occurrences of the visual effects in the elementary four books (Grade I , II , III, and IV) had twelve iterations (12) .

7. The nature of professions and roles of women and men :

Clear from the analysis that the nature of professions and roles of women and men - in its entirety - it was not sensitive to gender , the number of occurrences was forty-six (46) iterations, while the occurrences of professions and roles of women and men sensitive to gender twenty-two iterations (22). Any bias to the type of men more than women . (Ratio 22:46) , 67.5 % to the type of men , 32.5 % for the type of women. The number of occurrences of professions and roles of women and men in the four books (Grade I , II , III, and IV) has reached forty-two iterations (42) .

8. The nature of language and words used in the text :

Clear from the analysis that the nature of language and words used in the text - in its entirety - it was not sensitive to gender , the number of occurrences was forty (40) iterations, while the number of occurrences of language and words used in the text , which is sensitive to gender thirty-three iterations (33) . Any bias to the type of men more than women . (Ratio 33:40) Any 55% almost to the type of men , 45% to the type of women, while the number of occurrences of the language and words used in the text neutral in the four books (Grade I, II , III, and IV) has reached twenty-four iterations (24).

The second question:

Does structure of the content of the civic education for the first to the fourth grades show an even basic specific vision , and a clear and comprehensive legislation on equality between both sides of the gender ?

Evidenced by the analysis of all axes that the structure of the content of the civic education for grades I to IV did not reflect a specific and comprehensive vision of equality between both sides of the gender bias for men and evident in every element of the target content in the analysis.

Third: Study of General Science

The analysis process of the content of Science books for grades one through the fourth in the light of the following two questions :

The first question :

Did the general content of the science curriculum for first grade in terms of the basic (activities, evaluating items , visual effects, and the roles and career opportunities , and the nature of the language used in) reflect equality between both sides of the gender ?

Sciences curriculum for the first grade consisted of (7) modules , (3) Items which to study in the first semester and (4) of them to study in the second semester , the table shows (6) the names of modules and distributed on semesters I and II, and the numbers each unit classes and their relative weights .

(Table 6)

Modules names for the first grade Sciences and the relative weights of units and the number of lessons per unit

Number of Lessons	Relative Weight	Unit	Unit Number	Semester
5	20%	To know my body	1st	1st
7	14%	Tools we use	2nd	
8	16%	Animals I know	3rd	
6	15%	Plants I know	4th	2nd
4	13%	The four seasons	5th	
4	12%	The land we live on	6th	
5	10%	What do I see in the sky	7th	
39	100%	-	8	total

To answer the first question of the study, analyzing the content of general science book for the first grade qualitative analysis based on the areas and the following components in terms of their sensitivity to gender :

- 1) the nature of the activities and skills included in the lesson.
- 2) the nature of the subjects tested yourself .
- 3) occurrences of visual effects .
- 4) occurrences of professions and roles of women and men .
- 5) the nature of language and words used in the text.

Table (7) shows the Summary results of the analysis of the content of science books for grades I to IV based on the gender for the activities and optional items and visual effects.

(Table 7)

Frequency of distribution of the results of analyzing the content of the decisions of science for grades one through Four in science gender-based areas of activities and Optional items and visual effects

Visual effects			Optional items			activities			Grade
Neutral occurrences	Men occurrences	Women occurrences	neutral	insensitive	sensitive	neutral	insensitive	sensitive	
484	376	106	5	10	43	10	24	71	1st
50%	39%	11%	8%	17%	75%	10%	25%	65%	
274	476	150	3	7	53	1	16	60	2nd
27%	55%	18%	5%	11%	84%	2%	26%	72%	
308	258	157	19	10	117	5	9	64	3rd
43%	36%	22%	13%	7%	80%	6%	12%	82%	
381	242	57	13	7	124	0	11	71	4th
56%	36%	8%	9%	5%	86%	0%	13%	87%	
44%	41%	14%	10%	8%	82%	5%	18%	77%	total

Seen from the table (7) that (77%) of science activities for grades one through the fourth fundamental sensitive to gender, for using expressions formulated to address the students, and a very limited number of them was linked to feminine characters, and that (18 %) of the activities are gender - sensitive , being used the masculine form expressions and others was linked to the male gender , but they accounted for neutral activities (5 %) only.

The table shows (7) also that the activities in both Science books for grades first and second were less sensitive towards gender of the Science books for grades III and IV primary , where the percentage of the sensitivity of activities in the first and second grades is (65% , 72%) respectively, while the percentage of the sensitivity of activities in grades third and fourth is (82% , 87 %), and thus be a science book to the third grade of is the most sensitive to gender , and first grade is less sensitive about gender, (Figure 2) Next shows the comparison between the four rows in terms of sensitivity for gender activities .

(Figure 2)

Comparison of science books for grades one through the fourth in terms of the sensitivity of the activities included gender

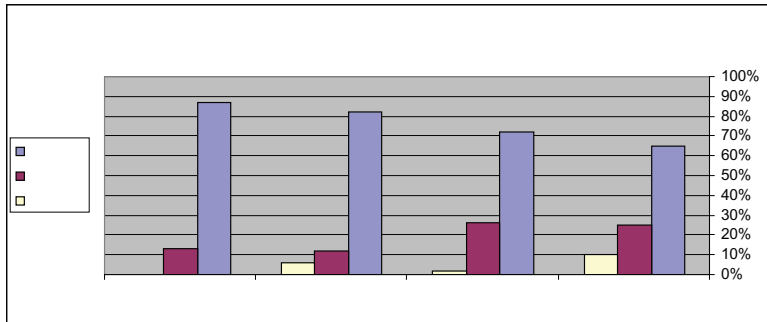


Table (7) also shows (82 %) of the test items included in the science books for grades one through the fourth were sensitive to gender , using expressions formulated to address the students, and a very limited number of them were linked to feminine characters, and that (8 %) of the activities is gender - sensitive , being used the masculine form expressions and others was linked to the male gender , and the test items was thus neutral (9 %).

Table (7) shows as well that the test items in science book for first grade were the least sensitive towards gender compared to test items for the rest of the grades, as shown in the analysis that (75 %) of those items were sensitive to gender, and also prove of the table (7) that the Book of general science for fourth grade is the most sensitive in terms of activities and items test compared to books science for grades first , second and third, and Figure 3 below shows a comparison between science books for grades one through the fourth in terms of the sensitivity of the test items included gender .

(Figure 3)

Comparison of science books for grades one through the fourth in terms of the sensitivity of the test items included gender

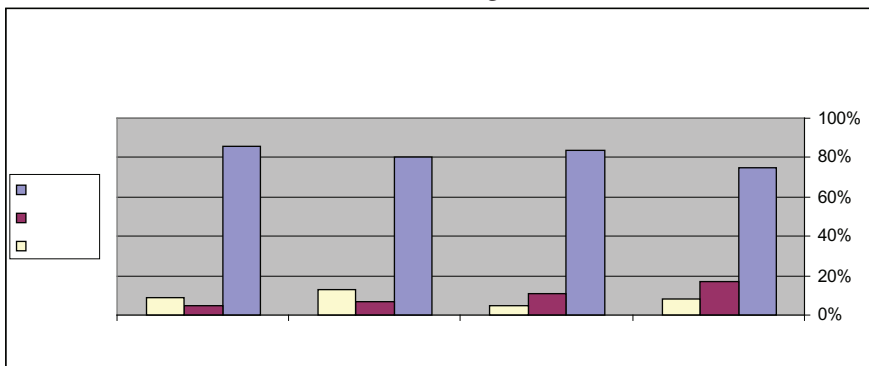
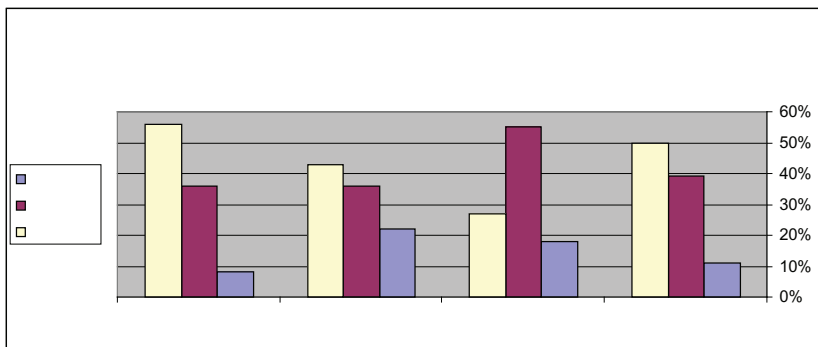


Table (7) Also shows, the percentage of the total occurrences of women and men are (14% , 41 %), respectively , and the table shows also that the percentage of total occurrences of visual effects for women were the least in the science book for fourth grade, note that the book in question included highest percentage of duplication of activities and test items sensitive to gender , as well as shows from the table (7) that the percentage of total occurrences of the visual effects are included in the book Science for first grade are (11%) , making a science book for first grade is less sensitive to gender being includes a lower percentage of total occurrences activities and test items gender - sensitive . AndFigure4belowshowsthecomparisonbetweenthegradesfirstuntilthefourthintermsofthepcentageofoccurrencesofthevisualeffectsinthesciencebooksforgradesmentioned.

(Figure 4)

Comparison of science books for grades one through the fourth in terms of percentages of the total occurrences of visual effects included



The following is a summary of the results of the analysis related to the standard of professions and roles for both types also appeared in the social science books for grades from the first to the fourth platform:

In the first grade man appeared as a doctor in (7) sites and women in the only one, an engineer, an astronaut, a teacher , and a diver , musician and carpenter and fisherman , workers and athletes and women lady implement actions appliances in (11) sites in spite of its appearance as a doctor , a dancer and a nurse and a painter at the site one.

In the second grade the basic situation was similar , man had more occupations and roles than those occupied by women neighborhood appeared as a doctor in (3) sites of the book, while the featured women as a physician in one location , and the man appeared as a teacher in (3) sites and women in only one site , the man appeared as well as a policeman and a tailor , a driver and a worker and farmer and seller and cook while women have emerged as a mother and a woman in the house (13) the subject of the book.

Not different from the case in science book to the third grade, where the man appeared as a teacher in (4) sites , and director of the company and responsible institution and a soldier and broadcaster , workers and farmers , roles and other tasks , such as a runner and a postman ... etc., while showing women only as a secretary , and the lady doing house work in more than 15 locations from the book.

In fourth grade while women only shown as a teacher and x-rays technician and Meteorology broadcaster in (3) sites of the book, man appeared as a doctor in (4) sites and a teacher in two places of the book, and as a scientist studying space and anchor and sports commentator and singer , a driver and seller , farmer and Barber cooker and Hunter and an auto mechanic .

From the above mentioned, we can deduce that there is a large gap between the respective roles of the two types also appeared in the social science books for grades from the first to the fourth, and the difference was both quantitative and qualitative in favor of the male gender .

Summary results concerning the nature of the language used in science books for grades from the first to the fourth platform:

Although the language used in the science books for grades one through the fourth was in its entirety sensitive to gender, by using expressions formulate to address the students in biased matter, it was reported many expressions of language using the masculine form , add to it has included modules in science books mentioned (262) educational targets came all using the masculine form .

Results related to the second question :

did the structure of curriculum of science for first grade specific vision , and a clear and comprehensive legislation on equality between both sides of the gender ?

For the curriculum of general science for first grade to see specific , clear and comprehensive issue of equality between the parties to gender, it must reflect in the form of harmony between the contents of the curriculum to achieve this vision , so to answer second question of the study, the researcher will test the extent to which the harmony in between components of sciences curriculum (activities, calendar items , visual effects, and the roles and career opportunities , and the nature of the language used) by connecting and comparison between these components as presented in the book for the first grade science.

The book used expressions that formulate speaker in the classification (activities and items calendar and the nature of the language used to address the learners) to a sensitive and non- sensitive and neutral direction of gender, regardless of at this stage of searching for motivation or motivated to use expressions formula speaker , whether for the purpose of taking into account the gender or for the purposes of consecration requirements for active learning and learner - centered learning or move away from the use of formula expressions it , the book includes many of the linguistic expressions liberated masculine gender , and it seemed evident when presenting the results related to the ingredients listed in the previous pages.

Because the book represents one unit of the components (activities, items calendar , visual effects, roles and opportunities and careers, and the nature of the language used) should appear equal in all of these components to form a single unit reflects a clear vision towards achieving equality between the parties to gender.

In the book, there were many of the activities and items calendar and phrases in the body of lessons visual effects (966) influential optical , reflected in turn roles and careers of men and women , many of the activities and despite the use of expressions

to formulate speaker which is the standard used in the report of the sensitivity of the activity of whether or not to gender , often it was accompanied by pictures of the students were male, examples include p.7 boy uses a lens to examine the legs of ants, note that the language of activity used expressions formulates speaker, and repeated it too p 8 in the first part of the book where it appears a group of male students using the machines visual , p 35 child examines a group things , p 72 c 2 boy uses a lens to examine the soil, see also p 40.41 image (6) sons are doing a trip recreational , p 79 c 2 boy performs a scientific experiment , p 100 boys watching the sky through a telescope, a large , p 101 c 2 boy contemplates the sky during the day , p 102 c 2 boy contemplates the night sky , p 46 p 104 boy paints picture of a complementary framework for an activity 1,2 / 104 and in all previous activities used expressions formulate speaker and activities classified as gender - sensitive .

See also p 75 , p 98 , p 111 Part II of the book images of male students only while the classification of activities and calendar items and language gender sensitive.

See also pp. 61, 62 is viewed as the language of gender - sensitive and was their respected context visual effects stereotyped roles for women, where the man appears as a doctor and a lady pregnant women need to go to different specialties of physicians.

Shows through the foregoing that the representation of the visual effects was the largest in the content elements , were masculine Images often , which negatively affects the concept of justice and equality between the two types gender and educationally is a reflection of the visual effects sensual on the formation of personality of the learner and trends in this age great very , compared with reflection after the rest of the elements .

Also, the lack of consistency between rates of gender - sensitive activities and test items , its contradiction with the results on hand on the visual effects weakness in curriculum planning based on clear policies based primarily on gender.

Based on all of the above it is clear that science book for first grade lacks the presence of a clear vision about gender, integrated from which all components of the activities and items calendar visual effects and the roles of social and professional nature of the language used in the observance of and sensitivity to gender .

Fourth: Study of National Education

The analysis of the content of books for national education for grades one through the fourth in the light of the following two questions :

The first question :

Did the Content Platform for national education for grades one through the fourth (where the rate of participation in the authorship and the completion of the book and to participate in the national teams , the nature of the addresses of the units, the nature of the addresses of the lessons, the nature of the topics lessons, activities and skills attached to the lessons , nature themes Test yourself (exercises) , the nature of the visual effects , the nature of professions and roles of women and men , the nature of language and words used in the text) equality between both sides of the gender ?

To answer this question the content of national books have been analyzed for grades one through the fourth in light of the axes target to examine the extent of their sensitivity to gender, and Table 8 shows the distribution of gender teams to prepare and writing books civic education for grades one through the fourth for two semesters :

Table (8)

Women’s representation of men in the national education curriculum for grades from the first to the fourth

Women to men ratio	Number of Men	Number of Women	element
16%	64	10	Proportion of women in national teams
38%	32	12	Proportion of women to men in authoring
49%	333	164	Proportion of women to men in book completion
43	429	186	total

1- The proportion of women in national teams to the men :

With respect to the proportion of women in national teams showed the table (8) the extent of the variation in rates between women and men , as the cuff tend to favor men over women , clearly that the ratio of women to men did not even reach 50%, in every grade.

2 - The proportion of women in the book to the men :

As the proportion of women in the book showed the table (8) the extent of the variation in rates between women and men , as the cuff tend to favor men over women in most grades except the first grade where the ratio is equally divided between men and women. It is noted that the proportion of women who participated in the authoring of the second grade book was equal to zero , and is also noted that the proportion of women to men did not even reach 50% in most grades .

3 - The proportion of women in the completion of the book to the men :

With respect to the proportion of women posts in the completion of the book showed the table (8) the extent of the variation in rates between women and men , as the cuff tend to favor men over women in all grades , without exception , where the proportion of women to men did not even reach 50% in every grade.

As for the rest of axles, table (9) illustrates the occurrences and the extent of their sensitivity and lack of sensitivity and gender neutrality .

Table (9)

Occurrences of sensitive and non - sensitive and neutral for grades I to IV

	Neutral				insensitive				sensitive				element
	4 th grade	3 rd grade	2 nd grade	1 st grade	4 th grade	3 rd grade	2 nd grade	1 st grade	4 th grade	3 rd grade	2 nd grade	1 st grade	
5	4	4	5	0	0	0	0	0	0	0	0	0	Unit title
3	29	45	9	0	0	2	8	0	0	0	0	0	Lesson title
25	29	25	31	8	1	7	0	1	0	10	6		Lesson subject
0	0	0	0	3	11	14	0	30	18	29	37		Activities & skills
0	0	0	0	10	7	11	0	24	21	35	19		Test yourself
205	227	109	157	30	27	124	452	19	16	53	301		Visual effects
3	14	15	7	29	19	48	61	6	6	33	32		Professions and occupations
0	0	30	0	86	9	76	13	74	55	34	102		Language and words used
241	303	228	209	166	74	282	534	154	116	194	497		total

Evident from the table (9) as follows:

1. Unit title :

Regarding the nature of unit title shown in (Table 9) the extent of variation in the ratios between sensitive and non- sensitive and neutral in the light of the above census quantitative item nature of the addresses of units for the separation of the first and second both from the Book of National Education of the rows of the first primary to the fourth primary , we see clearly that duplicates sensitive census , which amounted to zero in all grades. That the national education curriculum for grades first core to the fourth core may be omitted or that he did not care about the gender system . Since this amount of duplicates is a clear indication of the insensitivity the first and second chapter of the book to the gender system . And can attribute this amount of low frequencies to the nature of the topics included in book for first and second semesters and dominated by a neutral character . Recipe neutrality is the prevailing character of the rest of the units of the first and second chapter of the Book of National Education for the elementary grades first to the fourth.

2. Lesson title:

Regarding the nature of addresses lessons showed (Table 9) the extent of variation in the ratios between sensitive and non- sensitive and neutral in the light of the above census quantitative item nature addresses lessons for the separation of the first and second both from the Book of National Education of the rows of the first primary to the fourth primary , we see clearly that duplicates sensitive census , which amounted to zero in all rows. This shows that the national education curriculum for the first rows of the basic fundamental to the fourth has not ignored or that he did not care about the gender system only, but there were occurrences of non-sensitive , which means this bias curriculum for men .

3. The nature of the topics lessons:

Regarding the nature of Topics lessons showed (Table 9) the extent of variation in the ratios between sensitive and non- sensitive and neutral in the light of the above quantitative census item nature themes lessons for the separation of the first and second both from the Book of National Education of the grades the first to the fourth, we see clearly that duplicates sensitive census, which was modest in most grades. This shows that the national education curriculum for grades first to fourth may have been neglected or that it did not address gender issues. Since this amount of duplicates is a clear indication of lack of sensitivity of the Chapter I and II of the book regarding of gender, it was observed that the proportion of duplicates sensitive have risen in grades first and fourth, but by shy so it was up to 50% compared to neutral occurrences.

4. Nature of the activities and skills and the nature of the subjects (Test yourself) :

Regarding the nature of the activities and skills, and the nature of the subjects (Test yourself) shown in table 2 the variation in the ratios between sensitive and non- sensitive and neutral in the light of the above quantitative census: nature of the activities and skills to separate the first and second semesters from the Book of National Education of the grades first to fourth, we see clearly that the census occurrences of sensitive was high compared to non-sensitive and neutral occurrences in most classrooms. was used

in the book under activities , skills and test yourself formula (conscience speaker I, we) plural and singular One example is the use of words (such as the I point , I explain , I elaborate) as used in the formula the conscience of the speaker , singular (I) , is an indication of interest in the first and second chapter of the Book of national Education for the first to the fourth grades of the gender system . This amount of high occurrences of sensitive compared to non-sensitive occurrences is sufficient evidence to judge the sensitivity of Chapter I and II of the book system of gender relation to the provision of activities and skills, but also noted that the use of the conscience of the speaker were not for pasture gender in particular as far as What was to reflect the ministry's policy on making the learner is the focus of the educational process. since this item is item occurrences activities and skills , cannot be isolated from the rest of the other items as a (visual effects), for example , which can vary with him in terms of sensitivity or lack thereof.

5. The nature of the visual effects and occurrences of roles and professions for women and men:

Regarding the nature of the visual effects and the nature of the roles and occupations for women and men showed (Table 9) the extent of variation in the ratios between sensitive and non- sensitive and neutral in the light of the above quantitative census of nature of the visual effects and the nature of the roles and occupations for women and men in both the first and second parts of the book national Education for the to the fourth grades, we see clearly that non - sensitive occurrences were high compared sensitive occurrences and neutral in most grades . However, this ratio varied in the first grade in favor of neutral occurrences (where the neutral occurrences were the highest in the first grade) is an indication of lack of interest in the first and second chapter of the Book of National Education for the first to the fourth grades of the gender system . Since so much of the high frequencies of occurrences of non-sensitive and neutral compared to the content is sufficient evidence to rule on insensitivity Chapter I and II of books to the gender system with respect to visual effects and item bias for men.

6. The nature of language and words used in the text :

Regarding the nature of language and words used in the text shown in table 2 the variation in the ratios between sensitive and non- sensitive and neutral in the light of the above quantitative census: nature of language and words used in the text for the first and the second semesters of the books of National Education for the first to the fourth grades , we see clearly that the occurrences of non-sensitive was high compared to sensitive and neutral occurrences in classes II, IV , and for the first and the third grades the occurrences of sensitive were higher than non- sensitive and neutral , and the final outcome of all the books are in favor of sensitive , where the book used the nature of language and words that formulate (conscience speaker I, we) plural and singular One example is the use of words (such as I point out , I explain , I elaborate) for the first to the fourth grades. However, the nature of language used in the second and fourth was masculine and is an indication of lack of interest in the first and second chapter of the Book of national Education for the first to the fourth grades of the gender system . Where it is also noted that the use of a formula conscience of the speaker were not for pasture gender in particular as they were to reflect the ministry's policy on making the learner is the focus of the educational process. Since this item is item nature of language and words used in

the text , cannot be isolated from the rest of items as a (visual effects) , for example , which can vary with him in terms of sensitivity or lack thereof .

The second question:

Does the structure reflect the content of national education from the first to the fourth grades and even basic specific vision , and a clear and comprehensive legislation on equality between both sides of the gender ?

Evidenced by the analysis, a weakness in the policy or strategy that reflects the theme of positive gender approach, some themes such as the nature of the of unit titles and lessons and subjects did not take into account gender , but was part of the axes biased for males , such as visual effects and professions and roles of women and men, and this reflects the issue that is very dangerous as the image affect much more than the impact of the concepts and texts, and although there are duplicates confirms interest in the subject of gender , such as the nature of activities and tested yourself , but these themes addressed the listener which translated into the philosophy of central learner to the learning process, suggesting that contradict the results of themes that took into account the type socialize with other related themes .

Main question of the study:

To what extent taking into account the content of the Palestinian curriculum books for the first elementary stage of the basic system of gender ?

Evidenced by the analysis of the contents of the four books lack of approach to the philosophy and standards - based approach according to gender philosophy which reflect the equality between the two and this is manifested by the following observations:

1. Regarding the distribution ratios of participants from two types of written and preparation of all the books, it became clear that the participation rate of men was higher than the female and in the national teams and squads writing books and completed , reflecting the thought biased in favor of type male , this is what may be his contribution and influence in the fact that the rest of the analysis of elements in the four target patency has appeared clearly bias in favor of male images and language compared to the representation of females .
2. Used language books formula speaker in its activities and texts “Test myself,” leaving the impression to the researchers sensitive content to gender , with the hiring formula speaker in the content is basically a translation of a philosophy of education that makes the learner at the center of the position of learning tutorial, hence educational logic rather than gender .
3. Dominated nature of the male in the contents of the visual effects in the content of the books of Investigation four , threatening implications of significant adverse outcomes of learning and experience desired , as the visual effects being sensory closer to the learner and more influential than the rest of the curriculum , and here lies the danger in the fact that the learner is undergoing important years of age and which are formed by the images and social patterns within the templates received from agents this stage,

most notably the textbook, which in this case will become our students , men and women do not see women only in the roles and traditional occupations that molded by curriculum , which does not do justice to the women in the case.

4. Included the contents of the books sometimes positive images were scattered here and there for women both in the professions or roles , but the random and the weakness of the methodology in the construction or development of content according to clear philosophy of gender will not achieve the learner just the same as Blur and poor balance in the roles of men and women in society.

5. The uneven distribution between the two types in the contents of the books targeted in the analysis and the weakness of the philosophy of system of gender where , contrary to the fact that Palestine had joined and ratified the international conventions , regional and contents of these instruments from the principles of human rights such as justice , equality and freedom is indivisible or vary in quality or kind depending on the gender variable , and the most prominent of these covenants of the Universal Declaration of human Rights, the International Covenants , the Convention on the Elimination of All forms of discrimination against Women.

Recommendations and proposals :

In light of the results search and its summary, we can get out of the recommendations and the following proposals :

1. Work to develop a clear vision of educational and systematic for the construction or development of school curriculum for the first phase of the basic system of gender - sensitive .

2. Keeness on developing different current curricula that approaches to serve the gender system and clearly and systematically .

3. Working to increase women's participation in the preparation or development teams wrote school curricula in general and the essential first stage in particular.

4. Reconsider the nature and quality of visual effects used in the textbooks to ensure that avoid indiscriminate and weakness in the methodology employed unbalanced representation of two social workers.

5. Ensure continuous teacher training in the issues and principles of gender and strategies taught both those contained in the Study of civic education or work to be included in the contents of the other detectives .

6. Commitment to the provisions of international conventions and agreements , regional and dealing with human rights from the perspective of a social type .

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Conclusions and Conference Recommendations

Despite the importance of the “Palestinian Declaration of Independence” emphasizing women rights, refusing all forms of discrimination, and the importance of recognizing some documents and declarations related to women rights, the dominant culture and traditions still have huge impact on all aspects of culture for the benefit of discrimination.

Accordingly, the educational system in general, including the curriculum, plays its part through several forms and shapes in enforcing discrimination. This will undoubtedly hinder the desired democratic development; it also blocks any serious attempts for community development, since there is no true democracy without achieving women rights and there is no comprehensive development with the exclusion of half the community. Taking this into consideration gives the scientific study of the curriculum a great importance in showing the extent of this discrimination, especially the curriculum for the basic elementary grades and the impact it has on the early stages of their lives which will remain with them for the rest of their lives. This fact implies that the political and social entities and parties should stand up to the challenge, which also applies to feminist movements to achieve social equality.

The study «Palestinian School Curriculum Development for Gender Equality” and other papers submitted to the conference, as well as the majority of observations and opinions, have contributed to the elaboration of a number of trends and recommendations that will be of interest to the Union of Civil Society Organizations for development, and thus contributing to bridge the gap between what is and what is targeted across the curriculum. The most prominent of the recommendations resulting from the conference are as follows:

- 1) The need for a mass campaign that highlights the manifestations of discrimination in the curriculum in order to put pressure on decision-making centers to make the necessary adjustments to remove all forms of discrimination and to achieve harmony with the contents of the Declaration of Independence and other documents and the relevant international resolutions. And in order for the mass campaign to be more effective,

the approach to involve other institutions through multiple social sectors gains exceptional importance and a necessary condition for its success and as much coverage as possible. Also, it requires utilizing of all shapes and forms of media, which includes print, drama, and public sectorial and geographical meetings.

2) Focusing on the democratic nature of women issues and their right to equality as a central issue for society as a whole is one of the main tasks of all political and social forces that are keen on the democratic path and the requirements of the overall development of society which is not an issue for women alone. Thus, the pressure aiming to make the necessary adjustments arising from the curriculum is supposed to be organically linked with demands calling and seeking to pass laws and procedures that will contribute to the promotion of women's status and improve its leadership role in the various institutions of society. It is natural to take such an approach to study what was achieved by the Ministry of Education at the level of the curriculum which still requires further need for development and reform.

3) The ongoing quest to involve interested research centers and concerned studies will contribute to the enriching desired general objective, in addition to all seminars and awareness and educational workshops on these issues. On this level, there is a need to adopt and embrace the vision of a philosophical supportive of human rights and social justice in the community.

4) Publishing conclusions reached by the study and other papers submitted to the conference and to discuss and build on them in the targeted public events.

5) A number of observations and important issues related to the education system were raised, whether related to teachers and the curriculum as a whole, or some of its articles, or in relation to what is essential to the development of roles and participation of women in the various bodies, which includes the bodies of supervision and follow-up to the issues of curriculum, or at the level of research centers and related studies.