

# TEXTBOOK EVALUATION REPORT OF THE MINISTERIAL TASK TEAM

Evaluation of a Broad Sample of Existing  
Textbooks and Learning Materials  
Towards Developing a Textbook Policy  
that Promotes Diversity



**basic education**

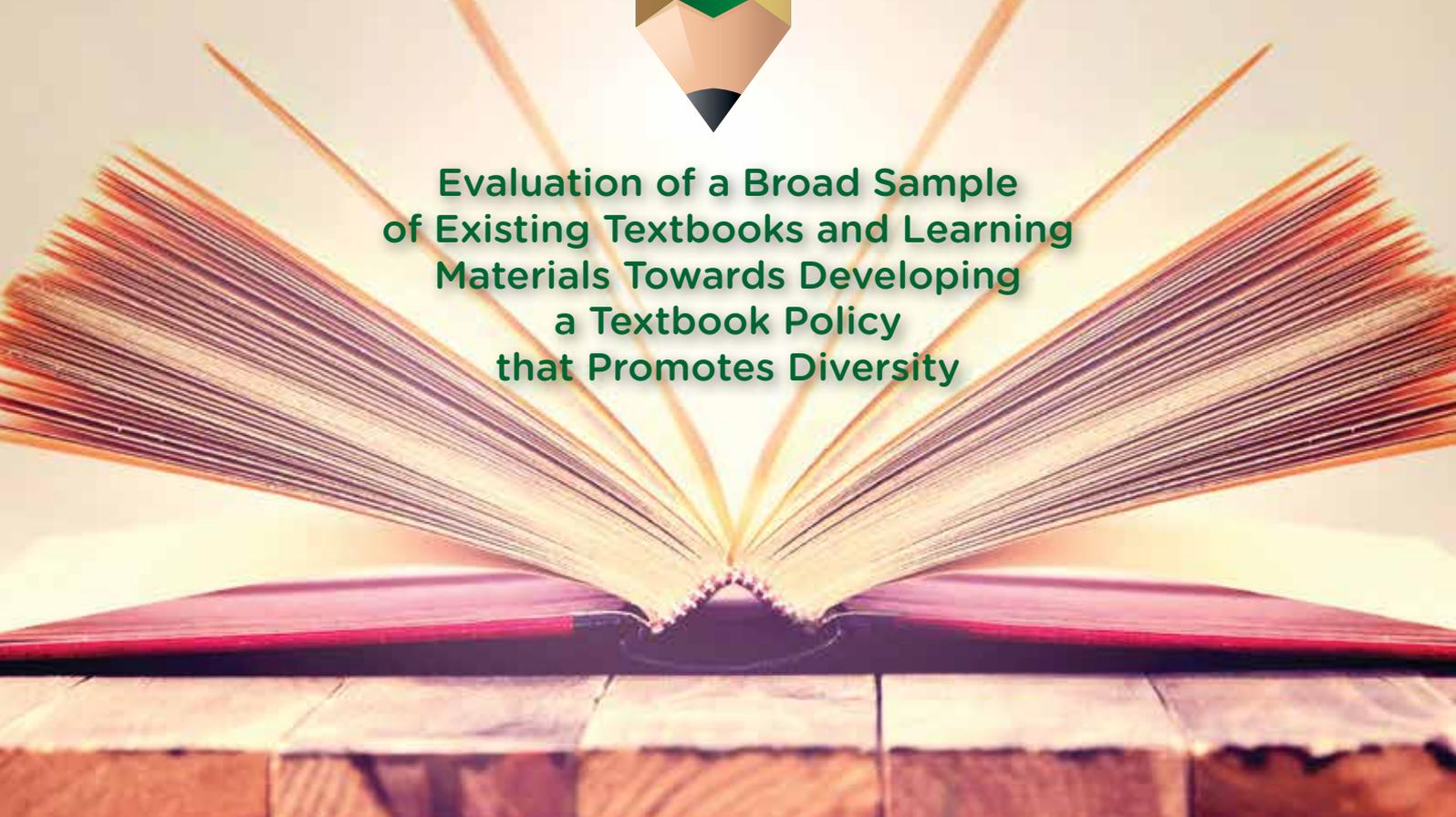
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



DEPARTMENT OF BASIC EDUCATION



TEXTBOOK  
EVALUATION  
REPORT OF  
THE MINISTERIAL  
TASK TEAM

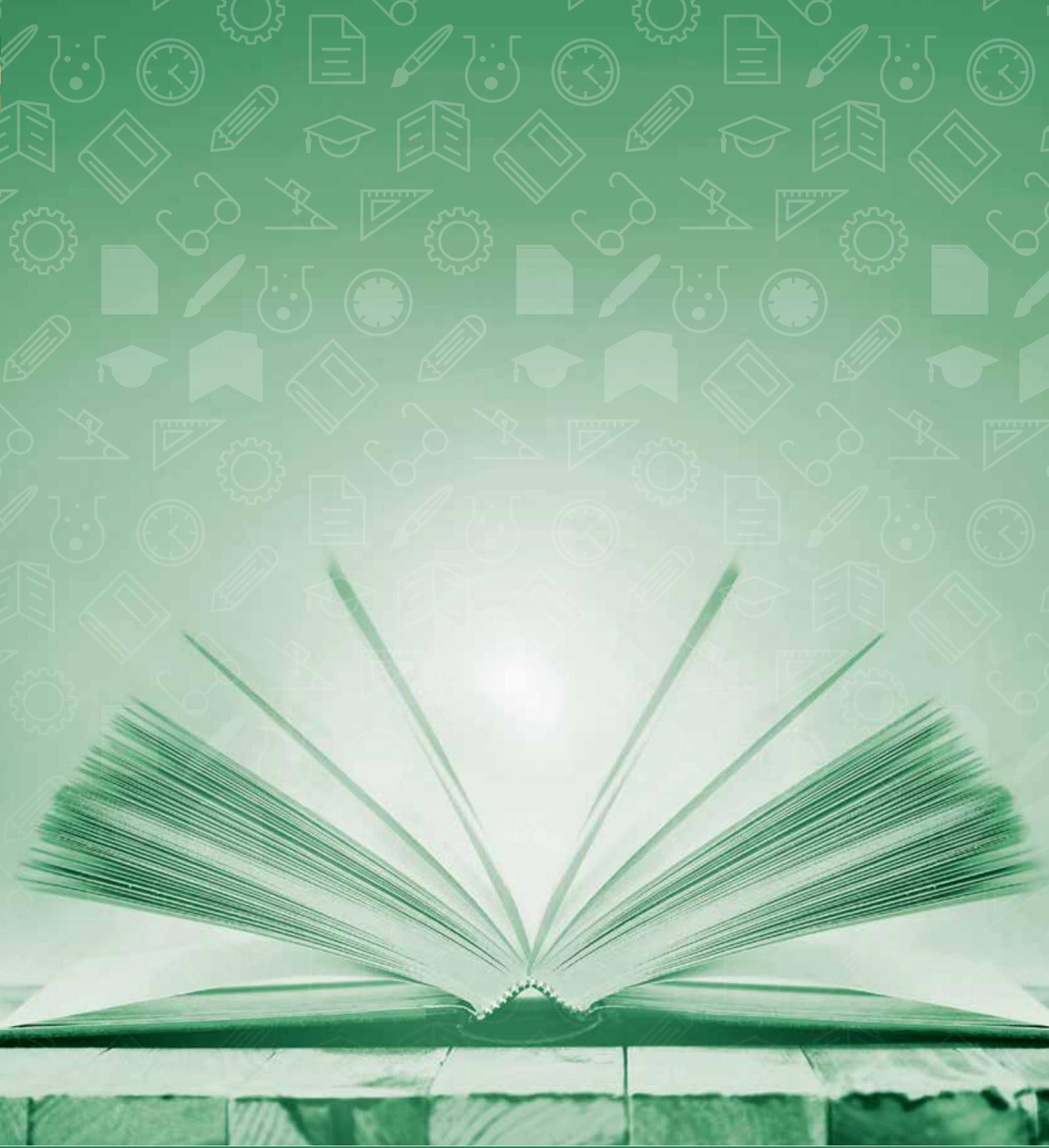


Evaluation of a Broad Sample  
of Existing Textbooks and Learning  
Materials Towards Developing  
a Textbook Policy  
that Promotes Diversity

# CONTENTS

<b>4</b>	<b>Executive Summary</b>
<b>20</b>	<b>Acronyms</b>
<b>22</b>	<b>Introduction And Terms Of Reference</b>
<b>25</b>	<b>Methodology</b>
<b>35</b>	<b>Literature Review</b>
<b>40</b>	<b>Definitions Of Factors</b>
<b>49</b>	<b>Textbook Approval Process</b>
<b>51</b>	<b>The Publishers And Authors Of South African Textbooks</b>
<b>55</b>	<b>Findings</b>
<b>126</b>	<b>Issues Raised at Public consultations</b>
<b>129</b>	<b>Over-Arching Conclusions</b>
<b>137</b>	<b>Appendix 1 Quantitative Template</b>
<b>152</b>	<b>Appendix 2 Qualitative Textbook Analysis Template</b>
<b>161</b>	<b>Appendix 3 List Of Textbooks</b>





## Executive Summary

# Executive Summary

In 2016, the Minister of Basic Education, Honourable Ms Angie Motshekga, established a Ministerial Committee to look into racism, sexism and other forms of discrimination in textbooks. The terms of reference of the Ministerial Committee were as follows:

1. To evaluate a sample of existing textbooks and LTSMs against stereotypes and discrimination towards the promotion of diversity in education;
2. To ascertain whether the text and illustrations used by authors in textbooks and LTSMs is inclusive, sensitive to offending or excluding others, and promotes the values of equality and empowerment for learners;'
3. To conduct a content analysis to ascertain the specific discrimination bias, frequency and type of discrimination;
4. To examine the extent to which different forms of discrimination manifests itself in South African textbooks and LTSMs focusing on gender, race, religion, disability, sexual orientation and other forms of discrimination;
5. To examine current policies used for the screening and selection of textbooks and LTSMs to determine their effectiveness in ensuring compliance;
6. To consult with key recipients of LTSMs and textbooks and identify their perception of the content used in current textbooks and LTSMs;
7. To do a desktop comparative review on national and international research, studies and other reports on the common lapses that may exist that do not promote diversity in textbooks and LTSMs (Consultants);
8. To arrange public hearings on the findings and preliminary report of the Ministerial Committee; and
9. To make recommendations on the key policy imperatives relating to discrimination in LTSMs and textbooks.

The MTT was constituted under the leadership of Professor Crain Soudien. It was made up of several of the country's leading educationists. The MTT was supported by DBE staff members from the Directorate of Social Cohesion. Its first order of business was to develop a work-plan, a methodology for conducting the research, and a process for undertaking the research. This was managed through a series of meetings. Out of these meetings, the scope of the research was defined and work-teams were established. It was agreed that the research would consist of both quantitative and qualitative elements. The former would be undertaken by CITE and the latter by the Ministerial Committee members.

The MTT acknowledged that the review would, both in its execution and its reporting, generate some controversy. This controversy would arise in relation to the political and cultural nature of the issues. It was accepted that members of the broad South African community would have positions and understandings of what was understood by the social factors that were being investigated and that there would be disagreement about how these factors should be described and explained. Particularly contentious, it was understood by the MTT, would be the questions of race, gender and sexuality, about which there would be quite divergent understandings. The MTT also understood that it would encounter challenges in dealing with the different moral positions members of the public would have with respect to issues such as religion, sexuality and the family. In undertaking this work, the MTT, however, was guided by the Preamble of the South African Constitution and the commitments made there to social inclusion and redress on behalf of the South African public. The MTT, to guide its own research, developed definitions of the social factors it examined.



With respect to doing the review, the MTT determined that there were at least 630 textbooks in use in the system. It was agreed, to make the exercise more manageable, that the enquiry would focus on an evaluation of two textbooks in use at the exit grades of the four phases of learning, in the following subjects:

- i. Mathematics and Mathematics Literacy;
- ii. English (First Additional Language)
- iii. Afrikaans (First Additional Language);
- iv. IsiZulu (Home language)
- v. Life Orientation, Life Skills;
- vi. Social Sciences; and History.

This yielded a sample of 48 texts for analysis. The titles of the textbooks scrutinized are listed in Appendix 3.

A qualitative analysis of the workbooks (teaching and learning materials) for Grades 3, 6 and 9 was conducted. The analysis focused on the workbooks for Terms 1 and 2. A review was also undertaken of some of the workbooks for Terms 3 and 4.

Further, it was also agreed that the MTT would work with the themes in the textbooks that lent themselves most appropriately to an analysis of the issues of bias and discrimination. This produced for the MTT the task of having to scrutinize at least 40% of the volume of each textbook.

It was agreed, to develop an understanding of the background factors involved in the making of diversity, that the study would also provide an analysis of the profile of the publishers of textbooks in the country and of the demographic range of authors responsible for writing the texts in use. The study would also provide a readability level analysis of the textbooks to see how they aligned with age-appropriate expectations for learners.

The MTT conducted the core of its work in 2016 and presented its preliminary findings to the Minister in April of 2017. Consequent to this meeting, the Minister asked the MTT to present its findings to stakeholders inside of the Ministry and Department of Basic Education before it embarked on its scheduled list of public consultations with the publishing community and the wider public. These engagements, within the DBE and outside of it, took place between June and October of 2017.

The high-level findings of the Enquiry are summarised below under the following headings:

- Profiles of publishers and authors of textbooks
- Readability Levels of Textbooks
- Findings of the Enquiry
- Recommendations and conclusions



## 1. PROFILES OF PUBLISHERS AND AUTHORS

- Sixty-two per cent of the selected textbooks were procured from a single publishing group: Maskew Miller Longman, Pearson, Pearson Marang and Maskew Miller Longman or Pearson.
- Oxford University Press published 13% of the selected textbooks and a few other publishers 5% each.
- Of the 184 authors of the 39 textbooks analysed, 14 or 8% could reasonably be identified as African, and 26 or 14%<sup>1</sup> if Indian and Coloured surnames are included as black.

## 2. READABILITY LEVELS OF TEXTBOOKS

The quantitative textbook analysis template included a Flesch-Kincaid grade level readability test. This particular test (the Flesch-Kincaid) was selected because it was accessible as part of the spelling and grammar tool function in Microsoft Word (it is embedded within the spelling and grammar tool function in Microsoft Word). Methodologically, text is copied from the pdf version of a textbook into Word with all visuals eliminated, followed by a checking of the text for any spelling and grammar errors. Once completed, this text is then subjected to a 'Readability Statistics' check, which generates a report that includes the number of words as well as a Flesch-Kincaid grade level score. An issue with this test, it needs to be emphasized, is its American focus. Because it is based on the English language a readability analysis was not possible for Afrikaans FAL or isiZulu HL. A score number in each case showcases the school grade level, meaning that a score of 9.3 would suggest that a ninth grader should reasonably be able to read that document. Except for the Platinum Maths Grade 3 textbook which yielded a score of 4.2, the Flesch-Kincaid grade level for all the other textbooks are below the grade level of the grade. The Flesch-Kincaid grade levels for Mathematics and Social Science / History, by contrast, were generally above the grade level.

## 3. FINDINGS

This section presents results from the section of the textbook analysis template where the frequencies of dimensions of the eight categories of possible bias, discrimination and prejudice were tallied. A textbook analysis template<sup>2</sup> was developed by the CITE project team in conjunction with the MTT to gather comparable data from the selected sections of textbooks. This template was based on a model developed by UNESCO. It was, however, significantly modified. The purpose of the quantitative template was to gather equivalent numeric data that could generate overarching trends and patterns across the textbooks in relation to whether or not they promote bias, discrimination or prejudice in the eight categories identified by the MTT: race, age, gender, sexuality, class, religion, family status and disability. For each category, the MTT developed specific definitional notes which the project team used as a guide in the development of the template. The quantitative textbook analysis template was designed around a matrix table that would allow for a numerical tally of frequencies for visual and textual representations for each of the eight categories listed above (Bhattacharjee 2012:35). The template distinguished between tallies of frequencies of single categories as well as intersecting categories. The definitional notes provided the basis for the categorical determinations. The form of the template is provided below. The template can be seen in Appendix 1.

<sup>1</sup> This is not based on the self-identification of the authors of the textbooks.

<sup>2</sup> See Appendix 1 – Quantitative template



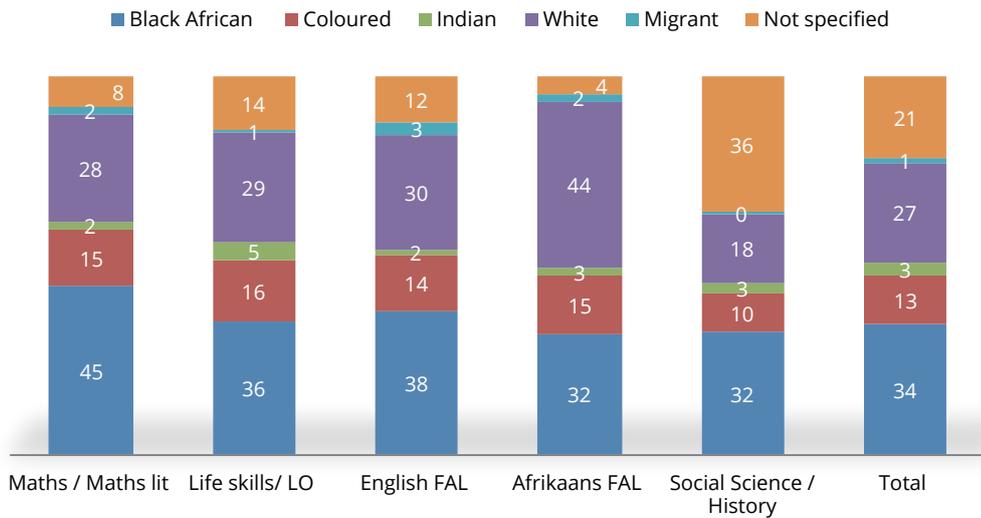
		Total	Black African	Coloured	Indian	White	Migrant (please specify)	Not specified/ unable to determine
Frequency	Visual							
	Text							

Summarised findings from the quantitative analysis are provided for each of the factors for all of the subjects, except isiZulu, in two graphs, the first relating to textual frequencies and the second to visual frequencies. These are supplemented with the findings from the qualitative analyses undertaken in the full report. In the full report is also an analysis of role representation in the various subjects. This was undertaken to add depth and nuance to the frequency counts of particular representations.

### 3.1 Race

Across subjects in visuals, representations of dimensions (sub-categories) 'black African', 'coloured', 'Indian' and 'migrant' are relatively even as opposed to a fluctuation in the representation of dimensions 'white' and 'not specified'. The highest proportion of a dimension of race represented visually in a subject is (45%) in Maths/ Maths lit. The lowest proportion of a dimension of race represented visually in a subject is migrant (0%) in Social Science / History.

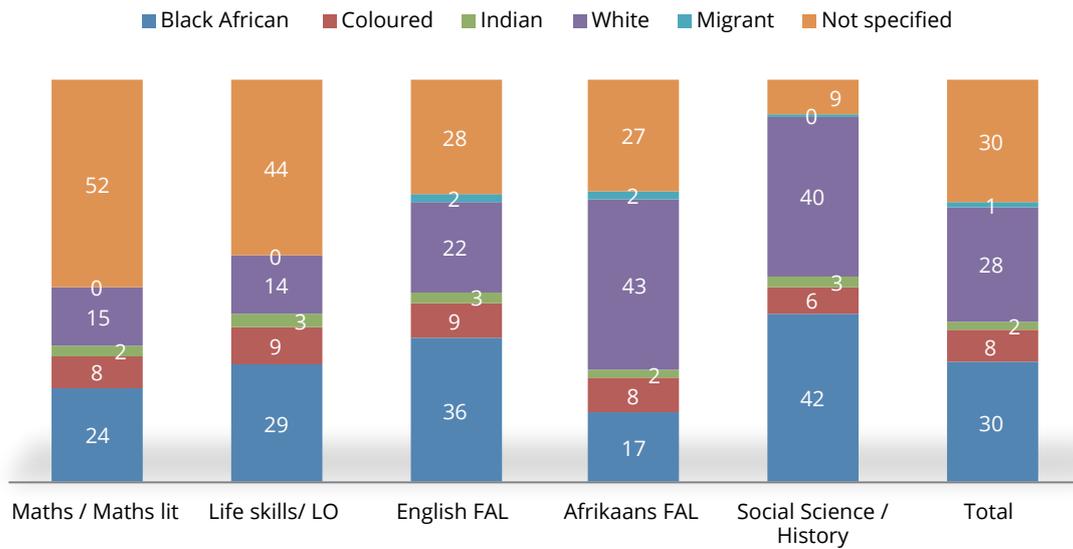
**Representation of race by Subject (Visual)**



Across subjects in text, the representation of the sub-categories 'coloured', 'Indian' and 'migrant' is relatively even as opposed to a fluctuation in the representation of dimensions 'black African', 'white' and 'not specified'. The highest proportion of a dimension of race represented in text in a subject is 'white' (43%) in Afrikaans FAL. The representation across subjects in visuals (44%) and text (43%) of 'white' in Afrikaans FAL is also the most constant. The lowest proportion of a dimension of race represented in text in a subject is 'migrant' (0%) in Mathematics / Mathematics Literacy, Life Skills/ Life Orientation and Social Science / History.



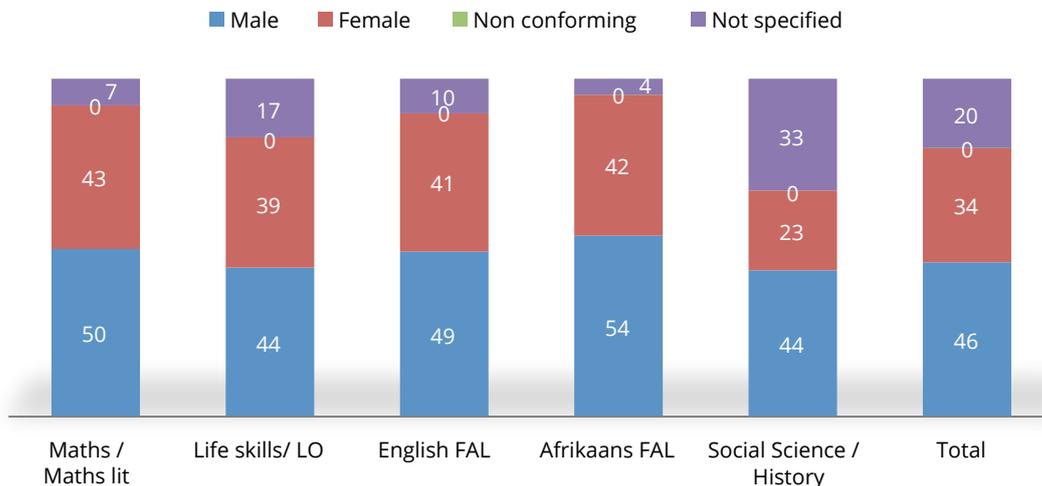
### Representation of race by Subject (Text)



### 3.2 Gender

As with race, representation for gender across subjects in visuals is relatively even. The highest proportion of a dimension of gender represented visually in a subject is 'male' (54%) in Afrikaans FAL. The lowest proportion of a dimension of gender represented visually in a subject is 'non-conforming' (0%) in Life Skills / LO, English FAL and Afrikaans FAL. Across all subjects, males are more represented than females.

### Representation of gender by Subject (Visual)



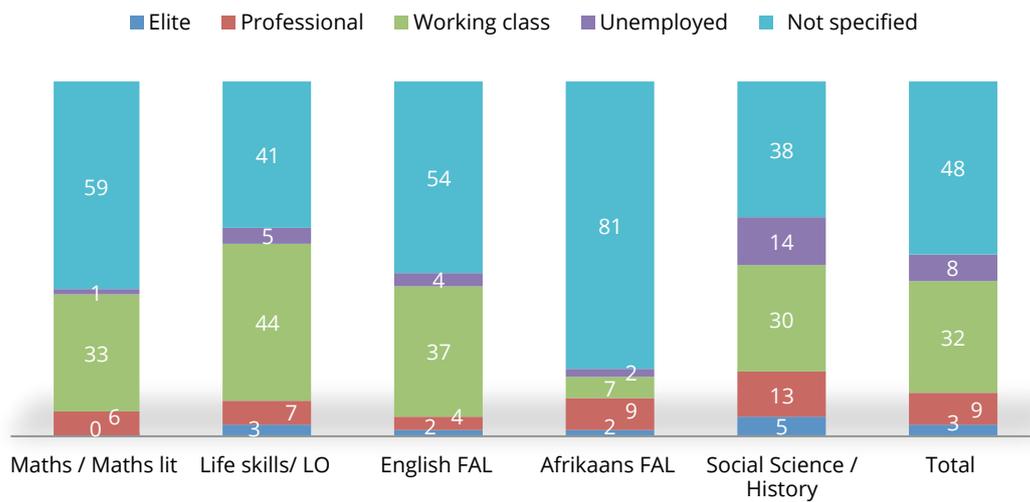
With respect to textual representations, the distributions of male, female and non-conforming are relatively even as opposed to a fluctuation in the representation of the dimension 'not specified'. The highest proportion of a dimension of gender represented in text in a subject is 'male' (68%) in Social Science / History. The lowest proportion of a dimension of gender represented in text in a subject is 'non-conforming' (0%) in all subjects. As with the visual representations, males have a higher proportion of the text presented than females.



### 3.3 Class

Across subjects in visuals, there is fluctuation in the representation of all dimensions of class, except 'elite'. The highest proportion of a dimension of class represented visually in a subject is 'working class' (44%) in Life skills / Life Orientation. The lowest proportion of a dimension of class represented visually in a subject is 'elite' (0%) in Maths / Math lit.

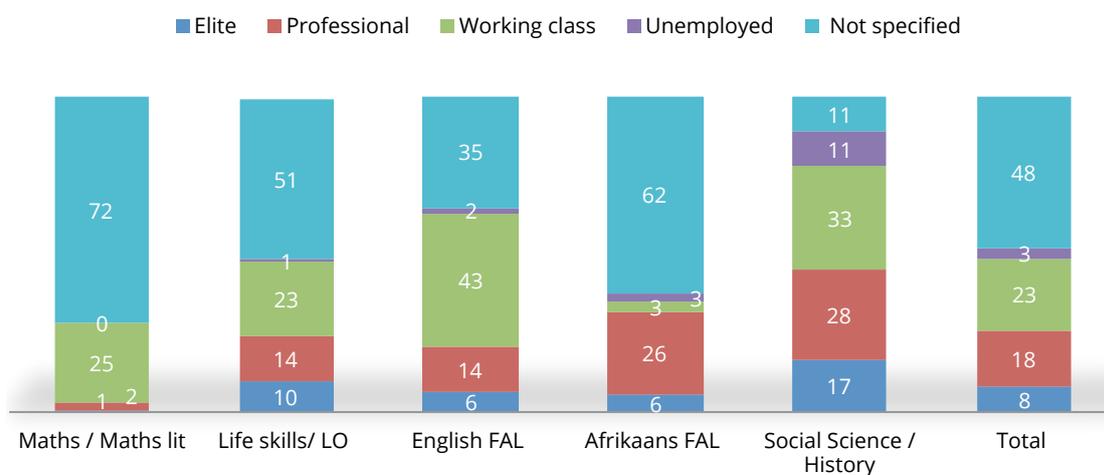
**Representation of class by Subject (Visual)**



Following the fluctuations in the visual graph above, the textual analysis shows similar variation. The highest proportion of a dimension of class represented in text in a subject is 'working class' (43%) in English FAL. The lowest proportion of a dimension of class represented in text in a subject is 'unemployed' (0%) in Maths / Math lit.



### Representation of class by Subject (Text)



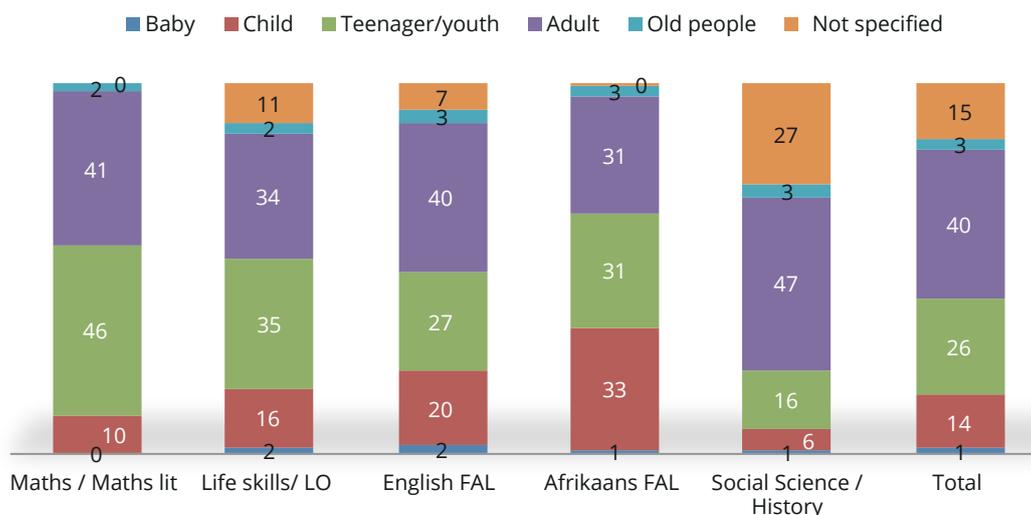
Dimensions of class were generally not easy to identify in the textbooks. Where an occupation was represented class could be inferred. Children do however not have an occupational and hence it was not possible to identify the class of children as well as teenagers and youth. For this reason the proportion of 'not specified' is higher in this category.

### 3.4. Age

Across subjects in visuals, the representational proportions of infants and old people are relatively even as opposed to a fluctuation in the representation of the dimensions 'child', 'teenager / youth', 'adult' and 'not specified'. The highest proportion of a dimension of age represented visually in a subject is 'adult' (47%) in Social science / History. The lowest proportion of a dimension of age represented visually in a subject (Maths / Math lit) is that for 'infants' (0%).

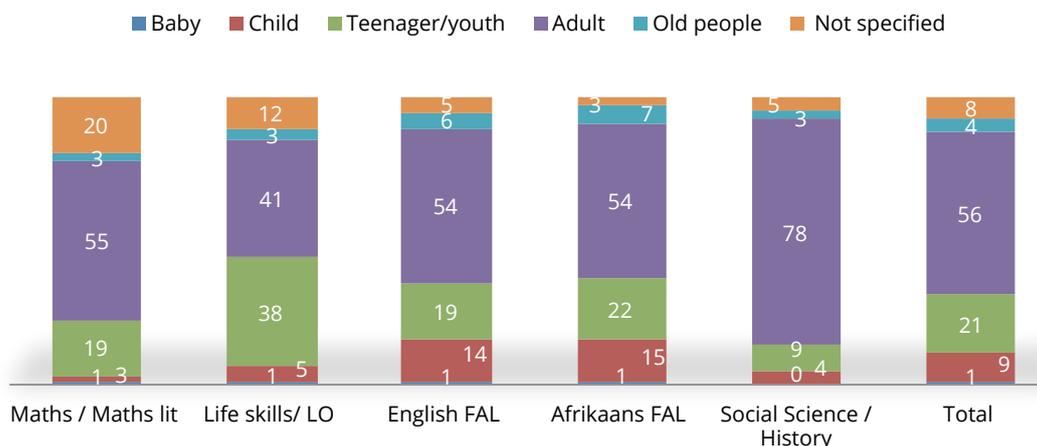


### Representation of age by Subject (Visual)



As far as textual representations of age are concerned, those for infants and older people were relatively even. Fluctuation occurred in the representations of the categories of 'child', 'teenager / youth', 'adult' and 'not specified'. The highest proportion of a dimension of age represented in text in a subject is that for 'adults' (78%) in Social science / History. The lowest proportion of a dimension of age represented in text is for 'infants' (0%) in Social science / History. Across subjects, the proportion of the dimension 'adults' is higher on average in text than in visuals. By implication the proportion of the dimensions 'child' and 'teenager / youth' is lower across subjects

### Representation of age by Subject (Text)



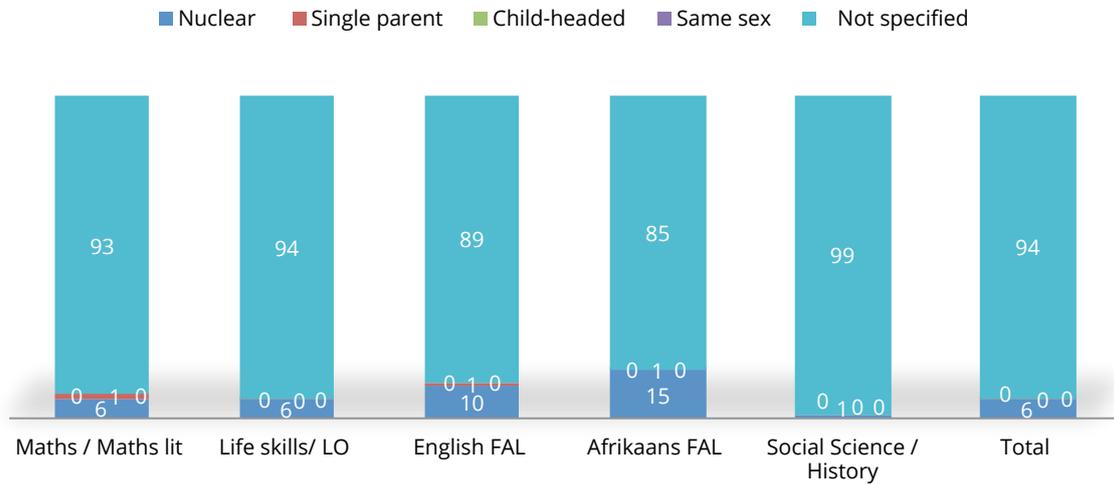
On the whole adults, children and teenagers/youth are represented most often in the textbooks. Furthermore the proportion of adults increases while children decrease as the grade increases. 'Not specified' represents instances where dimensions of age could not be identified though a human was represented visually or in text.



### 3.5. Family Status

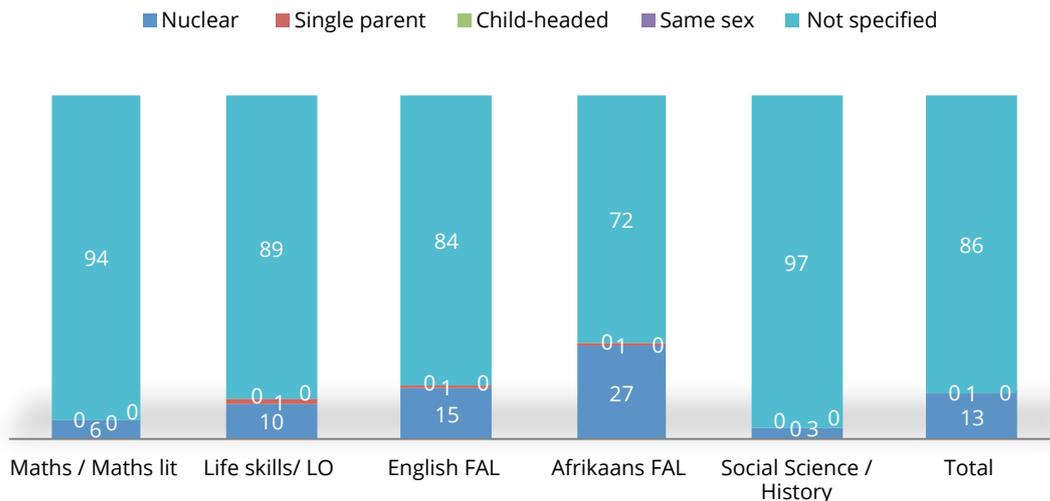
Across subjects in visuals, representations of the nuclear family arise most often. The highest proportion of a dimension of family represented visually in a subject is that for the nuclear family (15%) in Afrikaans FAL. The lowest proportion of a dimension of family status represented visually in a subject is 0% (many dimensions and subjects).

**Representation of family status by Subject (Visual)**



The pattern of the preponderance of nuclear family that arose in visuals continues in textual representations. The highest proportion of a dimension of family represented visually in a subject is for the 'nuclear' family (27%) in Afrikaans FAL. The lowest proportion of a dimension of family status represented visually in a subject is 0% (many dimensions and subjects).

**Representation of family status by Subject (Text)**



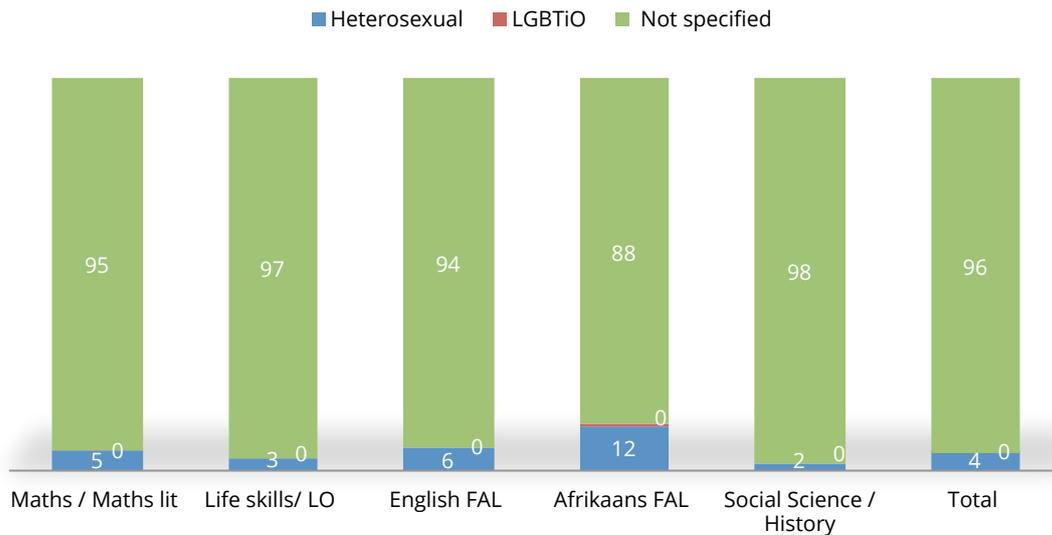
As for sexuality and religion, it is mostly not possible to identify dimensions of family status in the textbooks. Where a dimension of family status was identified, it was most often that of the nuclear family.



### 3.6. Sexuality

Across subjects in visuals, the representation of the dimensions heterosexual, LGBTiQ and 'not specified' is relatively consistent. The 'not specified' dimension is by a large margin the most representative. The exception is Afrikaans FAL where representation of the dimension heterosexual is higher and 'not specified' lower than in the other subjects. The highest proportion of a dimension of gender represented visually in a subject is that of 'heterosexual' (12%) in Afrikaans FAL. The lowest proportion of a dimension of gender represented visually in a subject is 'LGBTiQ' (0%) in all subjects.

**Representation of sexuality by Subject (Text)**

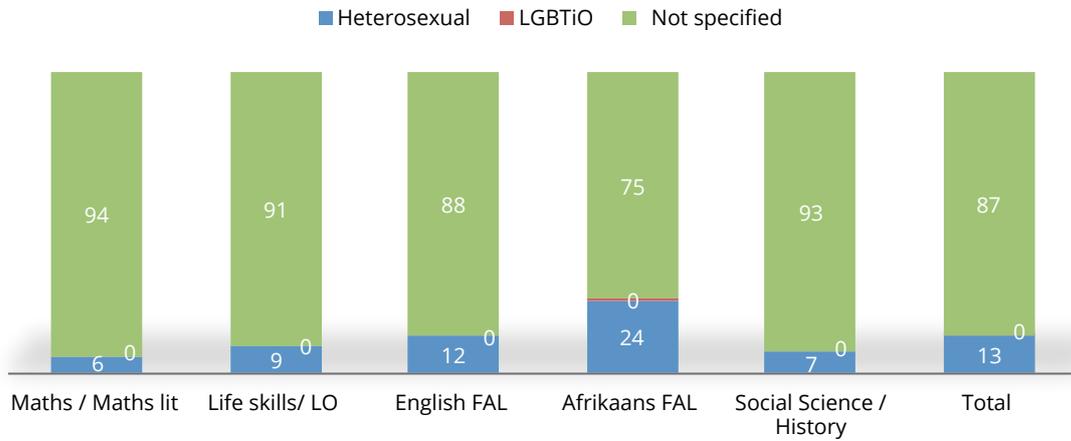


Similar trends follow in textual representations. Across subjects in text, the representation of dimensions 'heterosexual', 'LGBTiQ' and 'not specified' is relatively even. The exception is Afrikaans FAL where representation of the dimension 'heterosexual' is higher and 'not specified' lower than in the other subjects. The highest proportion of a dimension of gender represented visually in a subject is 'heterosexual' (24%) in Afrikaans FAL. The lowest proportion of a dimension of gender represented visually in a subject is 'LGBTiQ' (0%) in all subjects.



---

### Representation of sexuality by Subject (Text)



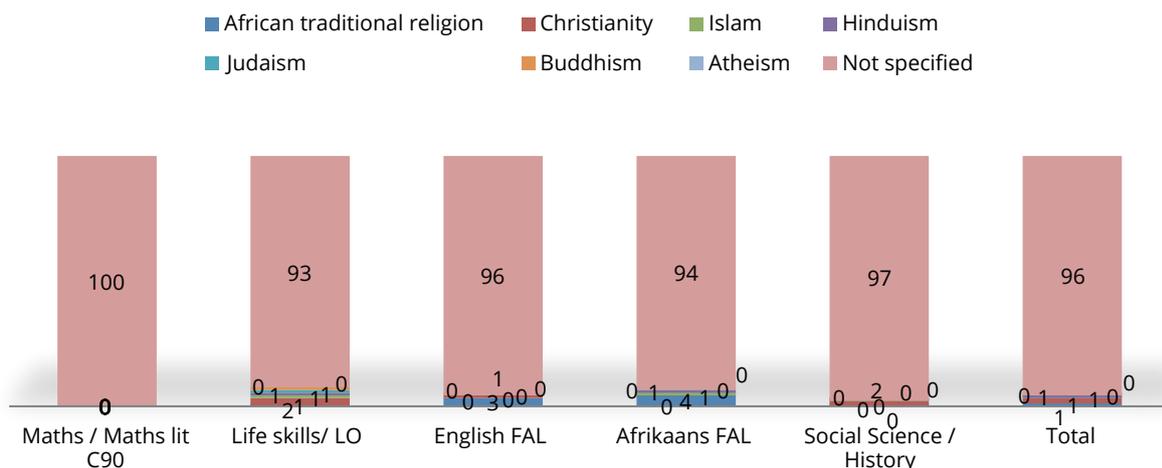
Across all textbooks, it is generally not possible to identify sexuality. Where it was identifiable, however, it was mostly heterosexual. Two instances of LGTIQ representations were identified in Afrikaans FAL. However due to the minute absolute number, proportionally it was negligible and hence not illustrated graphically. Interestingly, Afrikaans FAL is also the subject with the highest proportion of heterosexual representations visually and in text. 'Not specified' represents instances where dimensions of sexuality could not be identified though a human was represented visually or in text.



### 3.7 Religion

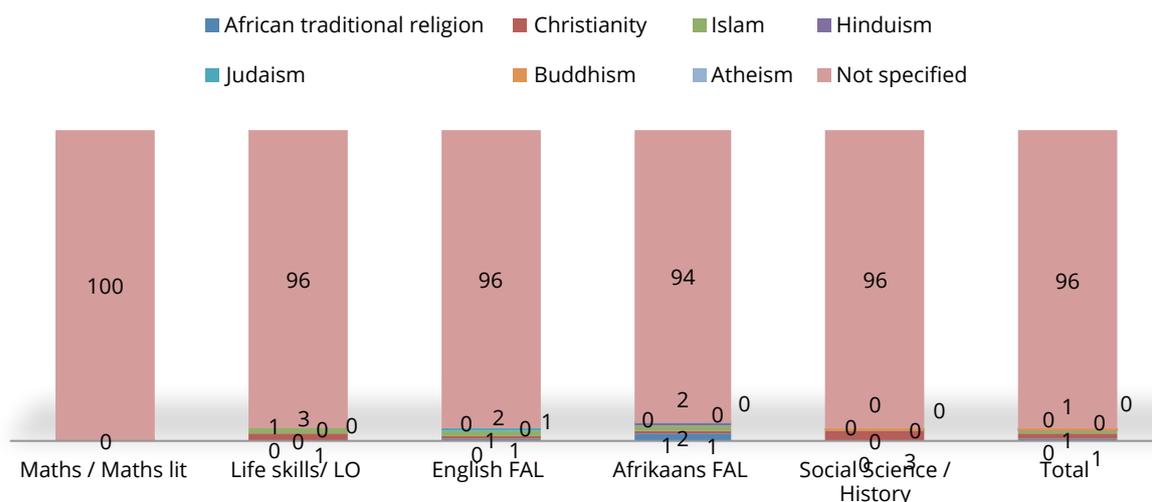
There is an absence of references to religion in both visual and textual terms in the textbooks. Across subjects in visuals, there is relative evenness in the representation of all representations of religion. The exception is Maths / Math lit where no dimension of religion is identified. The highest proportion of a form of religion represented visually in a subject is African traditional religion (4%) in Afrikaans FAL. The lowest proportion of a dimension of religion represented visually in a subject is 0% (many dimensions – all in Buddhism and Atheism – and subjects).

**Representation of religion by Subject (Visual)**



Across subjects in text, there is relative evenness in the representation of all dimensions of religion. The exception is Maths / Math lit where no dimension of religion is identified. The highest proportion of a dimension of religion represented visually in a subject is Christianity (3%) in Life skills / Life orientation as well as Social science / History.

**Representation of religion by Subject (Text)**



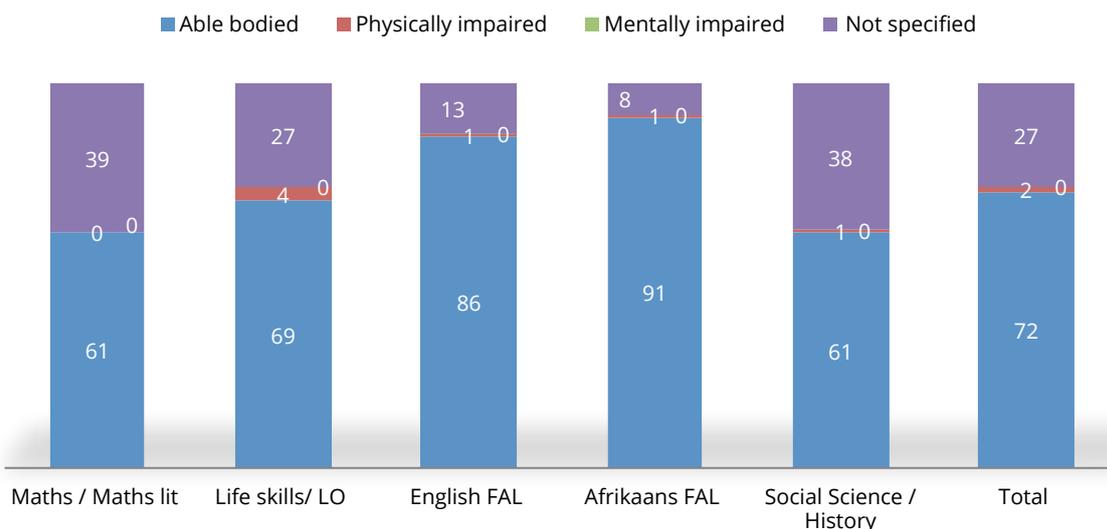
Religion is largely muted or absent in the textbooks. ‘Not specified’ represents instances where dimensions of religion could not be identified though a human was represented visually or in text.



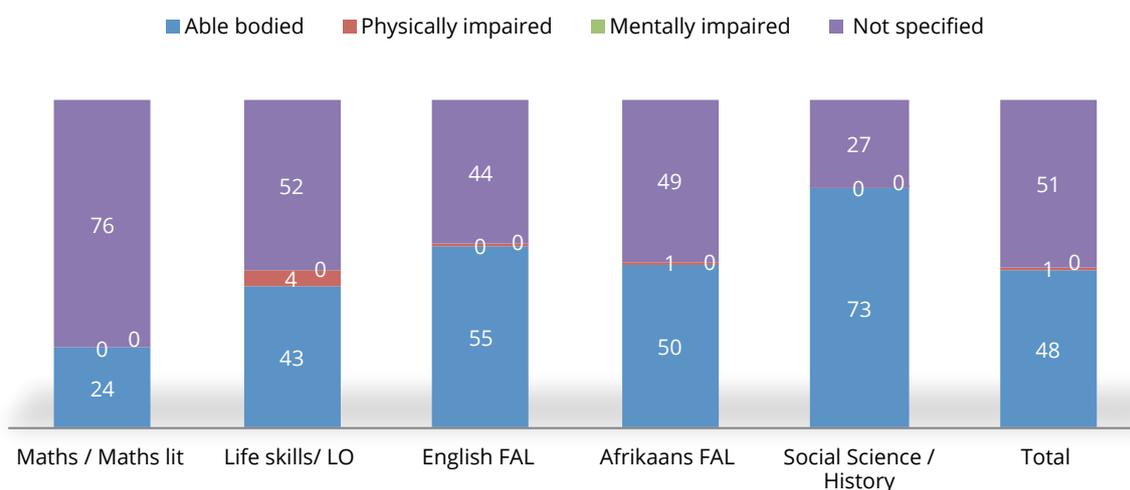
### 3.8 Disability

As with religion, disability is largely absent in the textbooks. Across subjects in visuals, the representation of the dimensions 'physically' and 'mentally impaired' are relatively even as opposed to a fluctuation in the representation of dimensions 'able bodied' and 'not specified'. The highest proportion of a dimension of disability represented visually in a subject is 'able bodied' (91%) in Afrikaans FAL. The lowest proportion of a dimension of disability represented visually in a subject is 'physically' (Maths / Maths lit) and 'mentally impaired' (all subjects) (0%).

**Representation of disability by Subject (Visual)**



**Representation of disability by Subject (Text)**



Across subjects in text, the representation of the dimensions 'physically' and 'mentally impaired' are relatively even as opposed to a fluctuation in the representation of categories 'able bodied' and 'not specified'. The highest proportion of a dimension of disability represented in text in a subject is that of 'able bodied' (73%) in Social science / History. The lowest proportion of a dimension of disability represented in text in a subject is 'physically' and 'mentally impaired' (0%). Notably, the proportions of categories for 'physically' or 'mentally impaired' are both 0% in Maths / Maths lit, visually or in text. The proportion of categories for 'mentally impaired' is 0% visually or in text in all subjects!

Disability is not represented often in the textbooks analysed. Isolated instances were identified. However for the most part these were too insignificant to be taken up in proportions. Life Skills / Life Orientation and Gr 12 textbooks have at least a sprinkling of references to 'physical impairments'. 'Mental impairments' were not identified. 'Not specified' represents instances where categories of (dis)ability could not be identified with certainty though a human was represented visually or in text.

### 3.9 Conclusion

The results from of the quantitative data with respect to race and gender, singularly suggest that, textbooks in South Africa generally conform to the demographic diversity of the country. Proportionally however, in terms of demographics, white and male subjects are over-represented. White subjects never constitute less than 9% of the totality of the people represented across both subjects and grades. In terms of gender, across subjects and grades, males are present in greater proportions than females by a margin of 10%.

Class is often not identified and determinations were inferred from occupation in many instances. Data that present instances where such inferences intersect with categories of race and gender challenge simple conformity to demographic diversity in textbook visuals and text. Indeed such claims become wholly tenuous in the face of results related to professional and working class fields, drawn from a tally of roles represented in textbooks of all five subjects.

With respect to categories of race in textbook role representation a few incidents presented in the report can be listed as illustration. Representations of black African and white are exactly the same in visual representations for professional roles in English FAL textbooks. In Afrikaans FAL textbooks the dimension 'white' enjoys a 30% higher frequency than that for 'black African' within professional roles. The highest representation of the dimension 'coloured' is within working class roles in English FAL, Afrikaans FAL and Life Skills / Life Orientation.

With respect to categories of gender in textbook role representation a few incidents presented in the report can be listed as illustration. There is a 60% discrepancy between categories of male and female within professional roles, and 80% discrepancy within working class roles in Social Science / History textbooks. In all subjects across visual and text within professional and working class role representation categories of male exceed that of female, the only exception being within professional roles in Afrikaans FAL visuals.

Identification of vulnerability as a class status was rare in textbooks contrary to high levels of inequality in the country. With respect to age in textbooks, textbooks in general tend to represent the age of the target learner and adults. Old people and infants are seldom seen in the textbooks. Sexuality was not often identified. References to LGBTIQ representations were hardly ever made in any of the textbooks.

With respect to religion, family status and disability there are notable silences and omissions. Atheism, same-sex or child-headed families and mental impairment were not identified in any textbook. African traditional religion, single parent families and physical impairment only arose occasionally.



Taken together, the quantitative data from the sample of textbooks presented in this report point to limited if any evidence of discrimination in respect of any of the eight categories. Notwithstanding this, the data point to some bias and prejudice with respect to almost all categories with a middle class normativity present and with obvious omission of orientations such as LGBTIQ that do not conform to a norm.

- Race and Gender in textbooks reflect the demographic diversity of South Africa, but there is a distinct disproportionality in the ways different groups are captured.
- In terms of age, there is a bigger representation of learners of the age appropriate for the text and adults, but older people or pensioners and babies/children are seldom featured.
- In terms of sexuality, the LGBTIQ (Lesbian, Gay, Bisexual, Transgendered, Intersex and Queer) community is rarely represented.
- There is dominant representation of the middle class in textbooks.
- There are notable silences and omissions in terms of Religion, Family Status and Disability.

The general standard of the workbooks surveyed for this exercise was high with respect to inclusion. All of the workbooks looked at demonstrated sensitivity to the questions of race, class, gender, family, religion, disability and language use. Like the textbooks, they did not include any reflections on sexuality. In every other respect, however, they were very good.

## RECOMMENDATIONS AND CONCLUSIONS

1. There is a need to widen the notion of inclusion to reflect the diversity in society.
  - a. Such a recommendation would focus on moving beyond the heteronormativity of current textbook including
    - i. Non-nuclear families
    - ii. Diverse forms of sexuality.
2. There is a need to attend to the most obvious form of discrimination in the textbook text and visual representations
  - a. Textbooks should more visibly deal with
    - i. Disability
    - ii. Mental health
    - iii. Role representations which do not conform to stereotypical representation of gender, race, class, etc.
    - iv. Religion



Practically there is a need to strengthen the screening processes for textbooks.

3. Strengthen the textbook review process such that issues of social inclusion and equity are foregrounded. This would include
  - a. Changing assessment criteria
  - b. Broadening the base of reviewers from diverse groups and constituencies
  - c. User group/affected group participation
  - d. Tightening the specification for publishers in producing textbooks - tendering process
3. Diversifying the writer base such that it includes writers from a wider pool reflecting the diversity in society
4. Dealing with the content and pedagogy of textbooks which reflect
  - a. The context of Africa and South Africa in a global context – link to the decolonisation debate
  - b. Ensuring that textbooks deal more effectively pedagogically speaking with issues of inclusion and equity

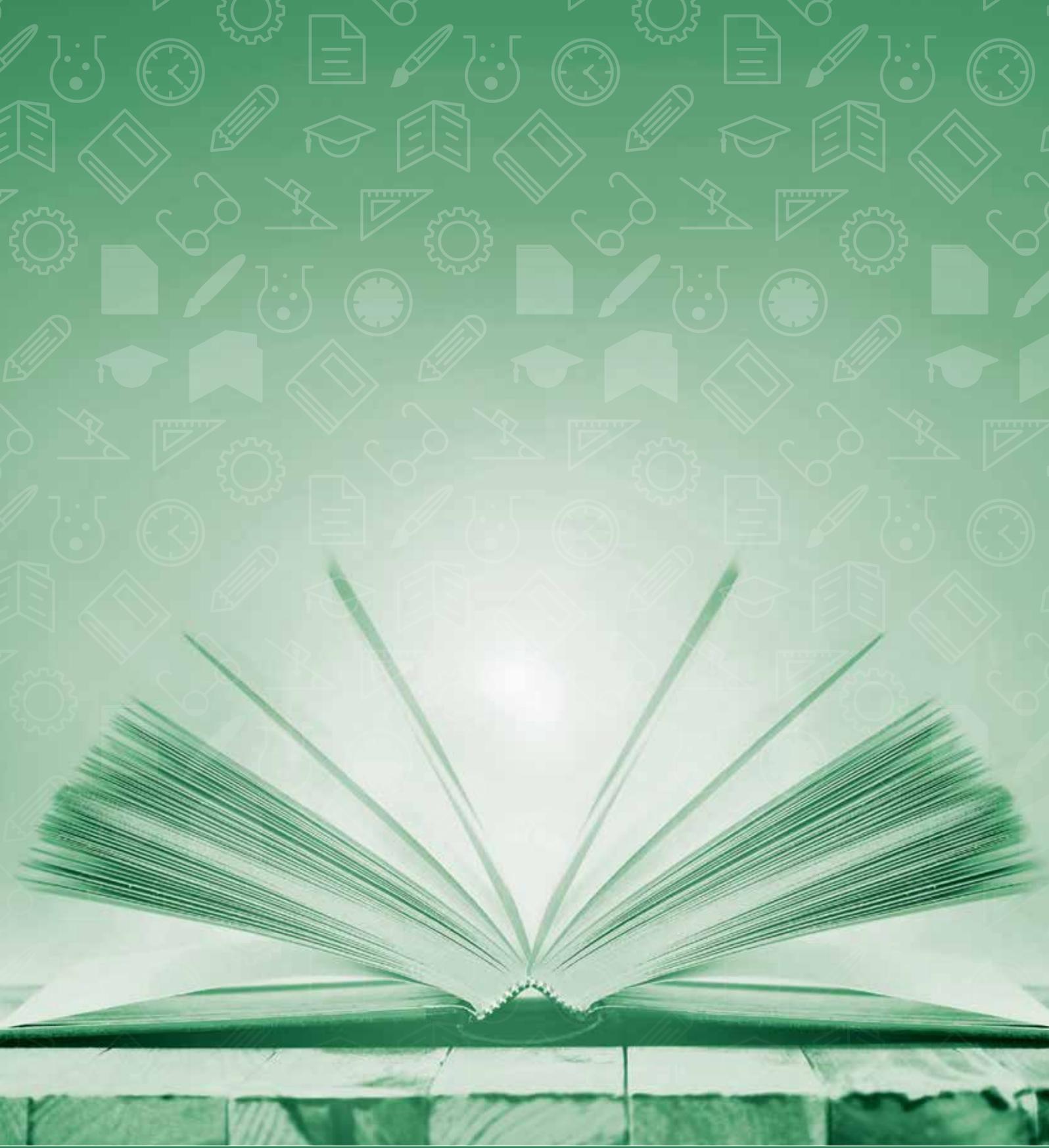




# Acronyms

CEM -	Council of Education Ministers
CITE -	Centre for International Teacher Education
DBE -	Department of Basic Education
FET -	Further Education and Training Phase
FP -	Foundation Phase
HEDCOM -	Heads of Education Departments Committee
IM -	Intermediate Phase
LGBTIQ	Lesbian, Gay, Bisexual, Transexual, intersex, Queer
LO -	Life Orientation
LTSM -	Learning and Teaching Support Materials
MMM -	Ministerial Management Meeting
SMM -	Senior Management Meeting
SP -	Senior Phase





## Contents

# INTRODUCTION AND TERMS OF REFERENCE

## BACKGROUND

In the context of a national outcry against repeated instances of racism, most disconcertingly in South African schools, it is almost inevitable that the question arises of what the country's children are learning in their classrooms. Are the textbooks they are using, to raise the point sharply, helping them to think critically about their social differences? Are the textbooks providing them with the tools to understand prejudice, hate and the ways human beings diminish each other and discriminate against those whom they perceive to be of a different race, gender, sexuality, class, religion, language, age to themselves? Are they helping them to deal with the conceits of superiority and the afflictions of inferiority?

The Directorate: Social Cohesion and Equity in Education in the DBE had undertaken a mini evaluation of a sample of school textbooks and LTSMs. This evaluation suggested that, although screening of textbooks takes place, textbooks still contained discriminatory content. It is this issue that led the Minister of Basic Education, Honourable Ms Angie Motshekga, to establish a Ministerial Committee to look into racism, sexism and other forms of discrimination in textbooks. The brief of the Committee was published in the Government Gazette of 12 February 2016. It stipulated that:

The Ministerial Committee will be responsible for evaluating the following textbooks and LTSMs across the four phases and make recommendations to the Minister that will contribute towards eradicating discrimination from school textbooks and LTSMs:

- English and one additional/indigenous language
- Mathematics, and
- Social Sciences.

The Committee will also have a responsibility of demonstrating to the South African public that the Department of Basic Education is committed to promote equality and appreciation of diversity by ensuring that learners have access to textbooks and LTSMs that are learner-friendly, gender-balanced and free from stereotypes and discrimination.



The terms of reference of the Ministerial Committee will be as follows:

1. To evaluate a sample of existing textbooks and LTSMs against stereotypes and discrimination towards the promotion of diversity in education;
2. To ascertain whether the text and illustrations used by authors in textbooks and LTSMs is inclusive, sensitive to offending or excluding others, and promotes the values of equality and empowerment for learners;'
3. To conduct a content analysis to ascertain the specific discrimination bias, frequency and type of discrimination;
4. To examine the extent to which different forms of discrimination manifests itself in South African textbooks and LTSMs focusing on gender, race, religion, disability, sexual orientation and other forms of discrimination;
5. To examine current policies used for the screening and selection of textbooks and LTSMs to determine their effectiveness in ensuring compliance;
6. To consult with key recipients of LTSMs and textbooks and identify their perception of the content used in current textbooks and LTSMs;
7. To do a desktop comparative review on national and international research, studies and other reports on the common lapses that may exist that do not promote diversity in textbooks and LTSMs (Consultants);
8. To arrange public hearings on the findings and preliminary report of the Ministerial Committee; and
9. To make recommendations on the key policy imperatives relating to discrimination in LTSMs and textbooks.

Following discussions between the Minister and the chair of the Ministerial Committee it was agreed that in addition to the four subjects originally identified, one additional language and Life Orientation should also be looked at. The additional language that was identified was Afrikaans bringing the scope of the Committee to the following subjects:

- English
- isiZulu
- Afrikaans
- Mathematics and Mathematics Literacy
- History and the Social Sciences, and
- Life Orientation.



The task of undertaking the enquiry was entrusted to:

Professor Crain Soudien (Chair)

Professor Linda Chisholm

Professor Sechaba Mahlomaholo

Ms Pumla Mdontswa

Professor Relebohile Moletsane

Professor Thabo Msibi

Professor Yusuf Sayed and

Professor Melissa Steyn

The members of the Reference Committee were

Ms Botho Mothibi

Dr Cyril Adonis

Dr Finn Reygan,

Dr Chupe Serote

Dr Patricia Watson

and

Professor Salim Vally.

The Committee was supported by Dr Shermain Mannah, Ms Dululu Hlatshaneni and Ms Tshimollo Machika of the Social Cohesion and Equity in Education Division and by Professor Azeem Badroodien and Dr Zahra McDonald of the Centre for International Teacher Education at the Cape Peninsula University of Technology. They all need to be thanked for their sterling contributions.

This report brings together the findings of the Ministerial Task Team (MTT). The first chapter describes the brief of the MTT. The second chapter contextualises the enquiry against similar exercises that have been carried out elsewhere. It also references previous work on textbooks in South Africa. Chapter Three describes the methodology that was developed and used for the enquiry. Chapter Four provides a short summary of who the major textbook publishers in South Africa are. In Chapter Five the analysis of the readability levels of the textbooks reviewed, called the Flesch-Kincaid Analysis, is presented. Chapter Six presents the Quantitative and Qualitative Findings of the enquiry. Chapter Seven brings together the aggregated findings and Chapter Eight presents the recommendations of the MTT.



# METHODOLOGY

This discussion of the methodology used for this enquiry is divided into two parts. The first part describes the process that was undertaken to plan and execute the enquiry. The second part focuses on the research approach developed for the enquiry.

## 1. THE PROCESS OF THE ENQUIRY

The methodology for conducting this enquiry was determined through a process involving discussions and consultations inside the Department of Basic Education and in the Ministerial Task Team. The chair of the Committee met the Minister in the closing months of 2015 and discussed with her the purposes and objectives for the enquiry. She indicated an interest in making the Enquiry helpful both within the Department and for the broader discussion in the public arena about textbooks and learning materials.

On 16 March 2016, the first Ministerial Committee meeting was held with the Deputy Director-General Dr Granville Whittle out of which a process plan was adopted. It was agreed that the research would consist of both quantitative and qualitative elements. The former would be undertaken by CITE and the latter by the Ministerial Committee member. It was also agreed that the enquiry would focus on an evaluation of the exit grades of the four phases of learning, in the following subjects:

- i. Mathematics and Mathematics Literacy;
- ii. English (First Additional Language)
- iii. Afrikaans (First Additional Language);
- iv. IsiZulu (Home language)
- v. Life Orientation, Life Skills;
- vi. Social Sciences; and History.

It was agreed, to develop an understanding of the background factors involved in the making of diversity, that the study would also provide an analysis of the profile of the publishers of textbooks in the country and of the demographic range of authors responsible for writing the texts in use. These are provided in Chapter 6. It was also decided that the research should report on the readability levels of the textbooks to see how they aligned with age-appropriate expectations for learners. This is reported in Chapter 7.

A workshop of the Committee, supported by curriculum experts from the Department for the development of the evaluation instruments, was held on 08 April 2016. The meeting had at its disposal the screening reports that were undertaken for the evaluation textbooks for the basic approved list of textbooks determined by the DBE. Each of these reports contained the outcomes of the assessment undertaken by the review panel appointed by the DBE. The screening report provides an assessment in seven parts of the textbook's compliance with CAPS. These are 1. Curriculum Content, 2. Content Analysis, 3. Activities and Assessment, 4. Level, 5. Values, 6. Design and Layout, and 7. Teacher's Guide.



The MTT benefitted from both the questions used in the screening process and the actual comment provided by the reviewers. These gave the MTT a sense of the issues that arose in the approval of the texts. While the comment is made here that the committee would have benefitted from having the criteria spelt out and defined much more explicitly, the reports were useful for the development of the MTT's instruments.

After the evaluation instruments had been developed they were tested for efficacy and reliability by CITE. The pilot study was conducted on Grade 9 Life Orientation (LO) textbooks.

A further workshop was held to discuss and debate the meanings and usage of key terms developed by the Committee. The workshop came to a working agreement about what was meant by terms such as race, class, gender, sexuality. Definitions were developed. These are presented in Chapter 3. The workshop also considered at length how these social variables would be identified and worked with in the textbooks. It was acknowledged that these would present an area of contention and debate when the report was concluded. The question of what race meant and how race would be determined, it was accepted, would cause offence amongst many. Apart from the problems and difficulties that arise conceptually about race, using people's physical appearances to come to conclusions about their identities would produce discomfort in a South African community which has experienced immense trauma as a result of the apartheid policy of race classification.

At the Ministerial Committee meeting held on 23 May 2016, CITE presented the analysis of the pilot and the Committee provided feedback on instrument and analysis. It was agreed that the revised instrument would be collated for final comments and a trial run with Grade 3 textbooks for all subjects would be completed by all members of the committee. Furthermore, the Committee decided on the evaluation of 20% of a textbook as a benchmark for analysis.

The DBE gathered and collated data of procurement of textbooks from all nine provinces. On 16 August 2016, the Committee members presented their evaluation findings of Grade 3 textbooks to various subject specialists within the Department. The Ministerial Committee held a meeting on 02 November 2016 to present findings of evaluations conducted on Grade 6 textbooks. The Committee raised concerns regarding the absence of a subject specialist to conduct quantitative evaluation on IsiZulu textbooks, consequently the department sourced a subject specialist based at the district department.

The Committee held an evaluation retreat from 30 January 2017 to 31 January 2017 which aimed at speeding up the pace in the evaluations of Grade 9 and Grade 12 textbooks, and to provide training to an IsiZulu subject specialist to utilize the quantitative analysis template. On 02 March 2017 the Ministerial Committee held a meeting to present findings on evaluation conducted on textbooks Grade 9 and Grade 12 textbooks.

The Ministerial Committee completed the qualitative evaluation process and compiled overview findings per subject, which were presented to the Minister in a meeting held on 10 April 2017. The Minister advised the committee that the findings should be presented to internal stakeholders such as the Senior Management of the DBE, the Heads of Education Departments Committee (HEDCOM), the Ministerial Management Meeting (MMM) and the Council of Education Ministers (CEM). These meetings took place between April and July. A presentation was to be arranged for the Parliamentary Portfolio Committee on Basic Education. On 21 April 2017, the Committee met with the Reference Group to report its findings.

Consultations with internal stakeholders and publishers were held and public consultations, based on the findings of the Committee, were held in seven provinces, focusing on two venues per province, one rural and the other urban. For various reasons, despite repeated attempts, it was not possible to hold consultations in the North West and Limpopo Provinces.



On 18 May 2017, the Directorate: Social Cohesion and Equity in Education held an interprovincial task team meeting. During the meeting, discussion took place with regard to the dissemination roles and responsibilities in hosting public consultations. On the basis of this schedules were developed for consultations with stakeholders in the provinces.

## 2. RESEARCH DESIGN

The design for the research proceeded on the basis of a discussion inside the MTT. This discussion had the benefit of the experience of members' understanding of similar exercises that had been conducted elsewhere in the world. Based on these precedents, it was agreed that a two-phase exercise would be taken. The study would begin with a quantitative analysis of the textbooks after which more detailed qualitative studies would be undertaken. The CITE was tasked with developing the quantitative and qualitative instruments (see Appendices 1 and 2).

### 2.1 Textbook Sample Selection

The first step that needed to be taken was to determine the size of the sample of textbooks that would be examined. In making this decision it was necessary to develop an appreciation of the scale - the number and variety - of the textbooks in current circulation and use in the country and then, on the basis of this, to work out what a reasonable sample of texts to review would be.

The exercise began with a review of the essential morphology of the South African education system. The review worked with the basic 12 year model of learning structured around grade progressions divided into four phases, the Foundation Phase (FP), the Intermediate Phase (IM), the senior Phase (SP) and the Further Education and Training Phase (FET) phase. It ascertained that the number of subjects offered increased as the learner advanced from the FP to the SP, beginning with four and increasing to nine, and culminating in an FET phase in which the learner had, within the rules of specific learning streams, access to more than 30 different subjects. It also established that languages could be offered at different levels of proficiency such as Home Language and First Additional Language. This review showed that the South African basic education system was constituted around approximately 230 distinct subjects. There are more than one textbook for each subject. Many subjects had four or more. In terms of this, working with the assumption that each subject had at least four textbooks, it was calculated that there could be approximately 630 individual textbooks in use in the system at any one moment in time. Which textbooks, against this, should be reviewed and how should the decision be made with respect to what should be looked at?

For reasons of expediency, the MTT decided that quantitative and qualitative data would be collected from South African textbooks in four grades and six subjects. While the six subjects would be those that had been identified in consultation with the Minister, it was necessary, particularly for the languages, to determine which level of the subject would be reviewed. This decision was made on the extent of the subject's coverage of the South African learner population. The six subjects selected finally were, isiZulu (HL), English (FAL), Afrikaans (FAL), Life Skills / Life Orientation, Social Science / History, and Mathematics and Mathematical literacy. isiZulu (HL) was chosen because it catered for the largest number of learners in the system. English (FAL) was chosen instead of English (HL) because more learners were registered for it. All learners had to do LO and Mathematics and Mathematics Literacy. Social Science/ History was chosen because it dealt most explicitly with the question of social cohesion. Responsibility for the assessment of each of the subjects was allocated to members of the MTT. Each subject was looked at by a pair of MTT members.



It was decided, after discussion in the MTT, that the grades to be chosen would be the final years of each phase, in other words, Grades 3, 6, 9 and 12. It was also decided, to make the task manageable, that two textbooks per grade would be examined. The two textbooks per subject and grade were selected based on the procurement statistics collected from Provincial Education Departments (PEDs) by the Department of Basic Education (DBE). PEDs were requested to submit statistics on the four most procured textbooks in each grade and subject selected by the MTT. The statistics from PEDs were collated by the DBE for each grade and subject. The most procured textbook and the third most procured textbook from the DBE's collated list of PED procured textbooks were chosen as the texts to be analysed.

In total, the sample comprised 48 textbooks: Ten in Grade 3, 12 in Grade 6, 12 textbooks in Grade 9, and 14 in Grade 12. Notably, Social Science / History is not covered in the foundation phase curriculum, and Mathematical Literacy is an additional provision in the FET phase curriculum.

**Table of number of textbooks intended for selection per grade**

Grade 3	Grade 6	Grade 9	Grade 12
10	12	12	14

## 2.2 Scope of Assessment in Each Text

Data were not collected from the entire textbook. Topics, themes, or units in language subjects, social science / history and life skills / life orientation that lent themselves to possible bias, discrimination or prejudice and topics in mathematics that corresponded to the highest percentage of CAPS coverage were selected. While the aim was to select at least 30% of each textbook, it was not possible to choose a uniform percentage of pages for each textbook due to the variation in length of topics, themes and units. Data were thus collected from between 25% and 41% of the textbooks.

## 3. DEVELOPMENT OF QUANTITATIVE TEXTBOOK ANALYSIS TEMPLATE

A textbook analysis template<sup>3</sup> was developed by the CITE project team in conjunction with the MTT to gather comparable data from the selected sections of textbooks. Specifically, the purpose of the textbook analysis template was to gather equivalent numeric data that could generate overarching trends and patterns across the textbooks in relation to whether or not they promote bias, discrimination or prejudice. One textbook analysis template or template would be completed for each textbook by a researcher. The textbook analysis template or template was developed to produce information about the identification of the textbook, structure of the textbook as well as visual and textual representation of eight categories identified by the MTT: race, age, gender, sexuality, class, religion, family status and disability. For each category, the MTT developed specific definitional notes which the project team used as a guide in the development of the template. These are discussed in the chapter on Definitions.

The quantitative textbook analysis template was designed around a matrix table that would allow for a numerical tally of frequencies for visual and textual representations for each of the eight categories listed above and their sub-categories (Bhattacharjee 2012:35). These sub-categories are referred to in the report as 'dimensions'. The template distinguished between tallies of frequencies of single categories as well as intersecting categories. The definitional notes provided the basis for the categorical determinations. By way of example, an extract of the definitional note on race followed by the section of the textbook analysis template that relates to race as a single category is inserted below with an explanation of how the one informed the other.

<sup>3</sup> See Appendix 1 – Quantitative template



There are two key steps for understanding what racism is. The first step is to understand the ideological content of racism. Racism begins with the fallacious belief that human beings can be biologically identified and separated out into natural 'races'. It uses racial markers such as skin colour, hair texture and physiognomy to identify 'races'. There is now, it needs to be said, overwhelming evidence to show that race does not exist scientifically. It exists, as an ideological construct, socially in the minds of people. The consensus now is that it is a social construct.

The second step for understanding racism is to recognise what societies do with their social constructs ... When racial science was first developed terms such as Caucasoid, Mongoloid and Negroid were used to classify and represent the major divisions into which human beings could be placed 'objectively'. This has now been replaced by other terms. It was used to sort people and to decide who could be included into particular groupings and who should be excluded. Critically it came to be the basis on which human beings could be ranked into orders of superiority with 'Caucasians' or whites at the top and Negroids or blacks at the bottom (extract from MTT definitional note on Racism, 2016).

**Table in textbook analysis template for tally related to representation of race**

		Total	Black African	Coloured	Indian	White	Migrant (please specify)	Not specified/ unable to determine
Frequency	Visual							
	Text							

The definitional note contends that racism is based on an ideological belief that people can be divided according to biological markers such as skin colour. These biological markers are socially constructed. The template looked for the frequency of representations in textbooks according to how race has been constructed socially in South Africa (see Posel 2001). In the analysis forms of race are referred to as 'dimensions'. (The same approach is used for all the other factors analysed). Race was approached in relation to the race classification system formalised under apartheid and which continues to be consequential for the ways in which the daily lives of many South Africans and communities are organised and experienced. Within the category race, the textbook analysis template sought to elicit five dimensions; 'Black African', 'coloured', 'Indian', 'white' and 'migrant'. It also provided space for 'not specified' or 'unable to identify' where it was not possible to identify any of the dimension, or it was not specified. In the case of text for example, where a sentence reads something like, 'The learner ate two apples', it was not possible to identify a dimension of race. Similar tables were developed for each of the other seven categories; the definitional note of the category informed the dimensions included in the respective table in the textbook analysis template. All tables can be viewed in Appendix 1: Quantitative Template.

A pilot of the template was conducted to identify challenges. A key lesson that emerged from the pilot was that the identification of dimensions within categories depended on the fieldworkers' subjective experiences and positionality, hence enhanced clarity and guidance was required to enhance validity of the data collected.



For this, a methodological note was developed to guide the fieldworkers while completing the template<sup>4</sup>. Below is an extract from the methodological note with respect to race.

		<sup>0</sup> Total	<sup>1</sup> Black African	<sup>2</sup> Coloured	<sup>3</sup> Indian	<sup>4</sup> White	<sup>5</sup> Migrant (please specify)	<sup>6</sup> Not specified/ unable to determine
Frequency	Visual	<ul style="list-style-type: none"> <li>representation of race of human subjects / people <b>represented visually</b> in the selected</li> <li>visual images / pictures to be identified in relation to the accompanying text</li> <li>context of visual images / pictures taken into consideration</li> </ul>	<ul style="list-style-type: none"> <li>racial representation of all human subjects / people that are in <b>visual images / pictures</b></li> <li>sight recognition of skin complexion to guide determination</li> <li>accompanying text to guide determination</li> <li>in animated pictures inferences were also made using hair together with text to guide determination</li> </ul>				<ul style="list-style-type: none"> <li>total number of human subjects / people represented as migrant in <b>visual images / pictures</b></li> <li>accompanying text makes reference to person being from a different country</li> </ul>	<ul style="list-style-type: none"> <li>racial representation of human subjects / people that cannot be determined in <b>visual images / pictures.</b></li> <li>for e.g. skin complexion unidentifiable or ambiguous</li> <li>accompanying text provides no guide</li> </ul>
	Text	<ul style="list-style-type: none"> <li>representation of race of human subjects / people <b>represented in selected text</b></li> <li>accompanying visual images used to infer racial representation in text.</li> </ul>	<ul style="list-style-type: none"> <li>racial representation of all human subjects / people <b>in selected text</b></li> <li>for example text makes reference to names associated with particular racial representations</li> <li>accompanying visual guides determination</li> </ul>				<ul style="list-style-type: none"> <li>total number of human subjects / people <b>in text</b> in the selected text represented as migrants</li> <li>text makes reference to person being from a different country</li> </ul>	<ul style="list-style-type: none"> <li>total number of human subjects / people <b>in text</b> in the selected text whose racial representation cannot be determined</li> <li>text does not makes reference to any racial representation</li> <li>text is ambiguous about racial representation</li> </ul>

The template included a section to tally the representation of how categories intersect. In social life intersections matter; social identities are constructed via particular intersections associated with social status and power relations (Castells 2001, Massey 2000). As such the manner in which textbooks represent people according to intersecting categories was thus thought to be attendant to possible bias, discrimination or prejudice. This took the form of tallying frequencies of roles representation in textbooks. The definitional notes applied to the section of the textbook analysis template that prompted for intersecting categories as well.

<sup>4</sup> See appendix 2 – Methodological note



The intersection of all eight categories was not included in the textbook analysis template. The more categories intersect, the higher the possible combinations and hence the smaller the number of tallies for each frequency. Only five categories were selected; class, race, gender, religion and disability. The textbook analysis template began with identifying the role as ascribed in the textbook; teacher, president, street vendor or bishop for example. This role would relate to a dimension of class. The textbook analysis template then listed the dimension of race, gender, religion and disability to be determined for each role. The template thus included two tables, like the one below, one for visual and the other for text role representation to be tallied or counted.

**Table in textbook analysis template for tally related to role representation**

Role	Total	Race by categories above	Gender by categories above	Religion by categories above	Disability by categories above

### 3.1 Completion of Quantitative Textbook Analysis Template

Using the template, the fieldworkers were tasked to tally every visual and textual representation of human subjects within the sections selected in each textbook. This meant that if there were two people in a picture, each was tallied with respect to each of the eight categories. In the case of a comprehension or story, each character was tallied once though they may have been referred to multiple times.

Two fieldworkers completed templates for 39 of the 48 intended textbooks. Textbooks for Afrikaans (FAL), English (FAL), Mathematics and Mathematical Literacy, Life Skills / Life Orientation and Social Science / History across Grades 3, 6, 9 and 12 were completed. A textbook analysis template was not completed for one Afrikaans FAL Gr 3 textbook due to a lack of data for the third most procured learner book. Challenges were experienced with managing the templates for isiZulu (HL).

**Table of textbooks' data presented in this report**

Grade 3	Grade 6	Grade 9	Grade 12
7	10	10	12

### 3.2 Collation and Synthesis of Data from Quantitative Textbook Analysis Templates

Data from the textbook analysis templates were collated and synthesised in order to generate overarching trends and patterns across the textbooks. Tallies (frequency counts) from each textbook analysis template were collated in excel sheets and synthesised by subject and grade to facilitate presentation and analysis thereof. The frequency counts for single categories and intersecting categories were synthesised separately.



The tallies for the dimensions of each single category were converted into proportions in order to facilitate presentation, comparison and analysis by subject and grade. This was necessary because absolute tallies vary making graphic presentations difficult to interpret. In other words, data had to be presented in a manner that would allow a discussion of overarching trends and patterns across the 39 textbooks in relation to whether or not they promote bias, discrimination or prejudice.

For the same reason the frequency counts for intersecting categories relied on further abstraction in order to generate overarching trends and patterns. When the frequency counts for role representation were captured, there were too many to allow for a meaningful presentation of data. For this reason the roles ascribed in the textbooks were abstracted to one of eight fields:

- Crime (e.g. gangster, thief)
- Elite (e.g. President, celebrity)
- Professional (e.g. teacher, doctor)
- Religious leader (e.g. Rabbi, Pope)
- Sports (e.g. tennis player, soccer player)
- Student (e.g. university student, college student)
- Unemployed (e.g. beggar, homeless person)
- Working class (e.g. secretary, domestic worker)

Intersections for religion and disability were not presented. Categories of religion and discrimination did not yield trends different to singular categories.

#### **4. DEVELOPMENT OF THE QUALITATIVE ANALYSIS APPROACH**

The qualitative analysis template and approach followed the basic approach of the quantitative analysis with respect to its most important points of clarification. These were the identification of the textbook, the identification of the authors in terms of the demographic issues raised in relation to diversity, the structure of the textbook including the table of contents, the aims of the authors, CAPS alignment, readability index and an analysis of frequencies of images relating to the eight factors identified by the MTT.

Different from the quantitative analysis was the focus on topic analysis. The template that was developed took each of the eight factors and identified generic issues which related to them and then the specific issues that arose for each. For each textbook MTT members were asked to identify themes in the text that would be focused on. They were required to provide a justification for the selection of the themes in relation to the eight discriminatory factors. These are provided in detail in Appendix 2. The template proceeded then to single out each of the eight factors under review. Common in each of the eight categories were the issues of over- and under-representation, omission and exclusion and stereotyping. Specific questions were developed for each of the factors. In the category of 'Age', for example, the reviewer was asked to assess whether there were value judgements attached to the roles accorded to human subjects of particular age-groups and to consider whether these judgements were stereotyping in their intent. With respect to class, similarly, was there exclusionary intent in the way in which particular class groups were represented? Family status presented the MTT with a particular challenge. It was agreed in the MTT that South African families were complex and that the nuclear family did not constitute and represent an unchallenged norm in the country. The template, as a consequence, asked the reviewer to look out for other ways in which the family could be presented. It was acknowledged that this would be a controversial question in the wider public debate around



how the 'family' is understood in South Africa. With respect to religion, the template required the reviewer to look out for simplifications of religions and reductive and essentialized ways (that is the practice of reducing identities to a single thing) in which religions and their practices were understood. The issue of race was approached in the template in relatively straightforward ways. The focus of the assessment, as a result, fell on the predictable and standard questions of race and positionality: who was being made visible in the text, were particular roles assigned to particular race groups, was privilege accorded in prejudicial ways and how were questions of the past, social justice and inequality in the main, referenced in the text? The point needs to be made, however, as explained above, that the MTT struggled, as it should have, with the question of how to unambiguously allocate racial identities to both visual and textual references in the text. It was very aware that it was doing so, and making itself complicit, in processes that were problematic.

Another distinguishing feature of the qualitative analysis was a concluding question which the reviewer was asked to assess. This was a question of 'knowledge' and the attribution of this knowledge in cultural/race terms. The question went as follows: "For this section, discuss whose knowledge is represented in the textbook; that is for example approaches to knowledge, schools of thought and indigenous knowledge systems." Motivating this question was an attempt to assess, minimally, the degree to which the text was conscious of itself. Did it make any reference whatsoever to the knowledge frameworks on which the text was based? How these knowledge frameworks acknowledged the existence of alternative ways of understanding the universe was the essential question.

The final part of the template required the reviewer to make an assessment of the degree to which the text included all South Africans: did it do so strongly, moderately or weakly?

## 5. WORKING WITH THE DATA

How, following the discussion above, did the MTT plan to work with the data and information it intended to collect? The most important general approach in looking for instances of discrimination was to take each of the factors that had been identified and to see whether there was in them:

- Over-representation and under-representation;
- Privileged representation and
- Omission and exclusion.

With respect to over- and under-representation the exercise was essentially to see whether, in any of the social factors, particular representations of one group or particular groups predominated in a text and whether these representations were at the expense of others, eg for the factor of class was there an under-representation of the unemployed and of workers? For family, as another example, was the nuclear family represented as the norm?

Recognising privileging in the text required a different set of lenses. The approach developed in the work teams was to be aware of how in the texts individuals and groups were positioned in each other's presence. What happened, for example, when people of different 'races' were presented together? Was any group accorded unexplained privilege or another unexplained subordination? Were other family forms presented in negative ways?

Omission and exclusion were relatively straightforward. The approach taken was to look at whether individuals and groups of diverse backgrounds and histories were present in the texts.

In committing itself to this general approach the MTT discussed the difficulties and challenges that would arise in interpreting the data it would have in front of it. The challenge of working with race and coming up with racial data



has already been raised above. But similar challenges, it was understood in the MTT, would arise with respect to the other social factors too. The discussion which follows provides a few examples of difficulties it was thought could arise. The approach developed was that caution should be exercised with respect to each of these areas.

The first caution was in relation to how easily the data – words and images – could be misinterpreted. The question of class is presented here as a particular example. It was agreed that it was a moot point whether over-representation of, for example, upper and middle class and under-representation of the working and marginal working classes should be interpreted as stemming from a ‘middle class’ gaze. If representations of different classes are equal or there is over-representation of working and marginal working classes, what conclusions could be drawn about the writer’s intention? What the issue raised was the danger of essentialising the writer and his or her intentions in class terms, that is of seeing a particular approach as being necessarily dependent on the class location of the writer. Textbook writers will probably almost always will be either upper or lower middle class, although some might have working class roots. The question is what the implication or meaning is of a ‘middle class gaze’ over-representing working or marginal working classes or indeed presenting idealised images of rural areas and people? It could be argued that when this is the case, there is a misrepresentation of actual social power, but this can only be established by reference to the context in which the text was written and would need sociological and historical support.

Another difficulty which the MTT discussed was the challenge of analysing the social factors by themselves - singly – outside of their relationship with other factors. The point was made strongly in relation to class. It could not easily be disassociated from race, and so the concept of a middle class gaze would need to be refined in terms of a ‘white’ and ‘black’ middle class gaze.

A further issue that the MTT, in interpreting the data, raised for itself was that of how to manage the large reality of normativity. What approach should it take in working with expressions of normativity? Gender and sexuality were particularly challenging issues. Was, for example, every instance in which **gender roles** were being presented in the text an opportunity for identifying and calling out normativity? For example, do the roles reflect traditional gender roles or are they incongruent with the expected gender roles? To what extent are women reflected in activities traditionally associated with men and vice versa? It was agreed that a relational analysis of text could explore the power dynamics that exist when narratives or visuals depicting men and women are presented, e.g. an analysis may focus on the extent to which women are represented in ‘masculine’ activities and men in ‘feminine’ ones, including the type of activities they are involved in when they are represented, as well as the extent to which women are presented in powerful positions. From a material point of view, it was suggested that an analysis of text could explore the extent to which women are featured in texts compared to men, and the type of employment activities they are engaged in when featured. The analysis may also focus on questions of power, by exploring the frequency of women being placed in leadership positions and the type of professions they feature prominently in when compared to men.

An analysis of text with a focus on gender identity could also explore the extent to which gender non-conforming characters feature in texts, whether the text deviated from a bias towards cisgender identities to include other forms of gender identification, as well as how such characters are presented/depicted. A similar approach was suggested for working with sexuality. An analysis of text could explore whether other forms of sexual identification are represented in text, and the manner in which such identifications are represented when included.

These cautions were carried into the exercise.





# LITERATURE REVIEW

## 1. INTRODUCTION

Textbooks have long been an object of interest and study in South Africa. As repositories and representations of the official curriculum they have presented themselves as important media for understanding and making sense of the educational ideology of the state (see for example Wasserman, Bertram and Niehaus, 2015). Here the work of Michael Apple has been particularly influential in shaping understanding of how textbooks work to legitimate dominant social norms and inequalities (Apple, 1995; 1999; 2000; Apple and Christian-Smith, 1991).

It has helped the field of educational policy and curriculum to understand how educational systems function to include and exclude. Significant, however, as this interest has been, most South African studies have focused on history textbooks. The issues of race and gender have been most prominent in these investigations (See for example Auerbach, 1965; Chernis, 2010; Chisholm, 2008; Dean, 1983; du Preez et al, 1983; Engelbrecht, 2008; 2006; Fardon and Schoeman, 2010; Mazel and Stewart, 1987; Nishino 2011; Morgan, 2010; Siebörger, 1994; Siebörger and Reid, 1995). Methodologies have varied and have included both quantitative and qualitative approaches.

## 2. SOUTH AFRICAN REVIEWS OF TEXTBOOKS

Like international studies of diversity in educational media, studies of textbooks in South Africa situate their analyses in terms of broader theoretical understandings of diversity, inclusivity and integration (Niehaus, 2018). A study by McKinney (2005) of 61 Grade 1 and Grade 7 OBE Language and Natural Science textbooks published between 1999 and 2003, contrasted her findings of representations with findings of studies about the limited and assimilationist character of integration in schools current at the time. While her study shared key features with work done elsewhere in the world, distinctive about it was its interest in the multidimensionality of discrimination. The approach she took there has been directly relevant for the approach taken in this work of the MTT. There was one issue which she looked at – that of the urban-rural divide – which this study did not choose to examine. While she does not address questions of migrant, refugee or foreigner, this is the focus of a small-scale study by Chisholm (2008). Neither examine religion as a feature of diversity, a shortcoming that is taken up in this Report by the Ministerial Committee.

McKinney used both quantitative and qualitative methodologies, on the one hand counting appearances and roles and on the other conducting content analysis of selected texts. The former used a broad distinction between black and white rather than the narrower distinctions between African, white, Indian, coloured and African in its analysis of race.

Apart from her methodology and findings, McKinney's explicit assumptions and insightful observations are useful for this study too. She raised the question of whether textbooks should represent learners' social realities or not. This issue arose clearly in the engagements of the MTT with the senior managers in the DBE and in the meeting with HEDCOM. Does it matter whether marginalised people do not see their lives as they are actually living them? Or should the texts present their aspirations, the 'better South Africa' that all its people look forward to? For McKinney,



it does matter. But it also matters that they see other possibilities. She identifies these as her main assumptions: firstly that 'all learners should be able to find themselves and their life worlds (or social worlds) represented in the books from which they learn', in other words that 'that characters in textbook should reflect the demographic make-up of the South African population in relation to race, gender, social class, rural/urban location and disability'; and secondly that textbooks should also go beyond the everyday lived reality and should contribute to 'bringing about the ideal world envisaged by our Constitution' (McKinney, 2005: 3-4).

McKinney's findings are interesting from the perspective of being an analysis of the first generation of post-apartheid textbooks, those produced under the first iteration of Outcomes-Based Education. Although differences in methodology mean that caution should be exercised with comparison, it is nonetheless interesting to take note of her key findings. The analysis of Grade 1 readers revealed that though racial diversity was better represented than it was during the apartheid period, there was 'inequity in gender representation and significant under-representation of rural, poor and working-class social worlds.' The middle classes and nuclear families were dominant. According to McKinney, Grade 7 Language texts again revealed gender inequity with males being generally overrepresented and rural settings as well as poor and working-class characters underrepresented. These representations of gender, race, social class and rural/urban location (but not disability) were generally found to be better managed in the Grade 7 Natural Sciences texts than in Language texts, though they were still in need of improvement. Disabled people were found to be invisible in almost every text analysed, whether at Grade 1 or Grade 7 level.

While not as methodologically focused as McKinney's work, Engelbrecht's study for the World Bank a year later (2006) concludes that "as far as Afrikaans language textbooks are concerned, it seems that the battle against racial stereotyping has been won' but that 'history textbooks have not shown the same immediate transformation as Afrikaans textbooks'" (Engelbrecht 2010: 77). The interpretation and success of changing the nature of representations in history textbooks has remained a contested one and suggests the need for further work (Morgan, 2010).

McKinney's report makes specific recommendations for guidelines to be developed in relation to representation and diversity for publishers; for the development of national criteria for textbook selection and the creation of a unified national list in the Department of Education; and for enabling educators to work with existing LSMs where representation is problematic. It also suggests areas for further research, most notably on the uses of textbooks in classrooms.

There has been a great increase in the volume of research on various categories of diversity in textbooks over the last few years. These suggest not only that the range of subjects under analysis in South Africa would benefit from further research, but also that the categories of diversity can also be broadened and sharpened. UNESCO has long concerned itself with the analysis and development of textbooks. A recent Global Education Monitoring Report Policy Paper (2016: 8) notes that

...new analysis for the GEM Report shows that despite some progress, coverage of diversity remains elusive in many parts of the world, as demonstrated by the percentages of textbooks mentioning the following groups as bearing rights: immigrants and refugees; people with disabilities; people who are lesbian, gay, bisexual, transgender or intersex (LGBTIQ); and other ethnic, cultural, religious and linguistic minorities (Figure 9). (Bromley et al., 2016)

In addition to race, class and gender, this Report has thus also focused on the categories suggested here.



### 3. USE OF SOCIAL CATEGORIES IN TEXTBOOKS

Beyond the categories above signifying diversity, theoretical approaches informing analyses of race, class and gender more specifically have also informed the approach used in this enquiry (see Chisholm, 2018, for an overview). Here Soudien's (2013) work, showing that even though both scientists and social scientists are in agreement that race is a 'non-sense,' biological approaches to race continue to have great popular appeal, has been pivotal. His conclusion is confirmed by other studies on textbooks. Ann Morning's (2008) study of 80 biology textbooks in the US published between 1952 and 2002 finds that 'race appears to be returning, not disappearing, as a topic of biological instruction.' She shows how the emphasis has shifted over time from an approach to race as phenotype (physical attribute) to one of genotype (genetic basis) without any empirical data to support it. Thus for example portrayals of groups over time in textbooks in the US have moved from a portrayal of racial variation in terms of international difference on the basis of phenotype to a 'depiction of racial diversity as an aspect of American society.' She examines both changing definitions of race, direct references as well as indirect references. The race-as-biology concept has, she argues, endured because it is constantly reinvented and reformulated, and 'this restructuring depends on neither scientific data nor public transparency.' The angle from which Morning views the role of textbooks, as interface between a scientific and lay public, is insightful. She argues that textbooks 'reconcile science and folk knowledge,' in a way that produces a 'hybrid knowledge informed by both expert and lay imagery,' 'reflecting scientific and popular views of race' and 'commercial and political pressures.'

Theoretical approaches to the continued 'salience of race' over time have taken three main forms: multi-culturalism, anti-racism and Critical Race Theory. Critical Race Theory, in combination with critical discourse analysis, has most often been used in qualitative research to analyse textbooks discourses and narratives. It tries to understand 'the complexities of race and its everyday practice,' and how narratives normalise both racializing beliefs and practices and core processes constitutive of racism such as colonialism and slavery. It is also concerned with the intersectionality of categories of race, gender and class. Several powerful new themes have arisen from the application of Critical Race Theory such as for example the view that racism is the prejudiced perceptions of exceptional groups and outside the nation (Klu Klux Klan, Nazism, white South Africans); that race is an 'error' or deviation from a norm or a 'we' that remains unquestioned; that it is an abnormal, irrational and individual disposition rather than a systemic event (Montgomery 2005 & 2005). Biological notions of race have been shown to continue to be naturalised through ways in which textbook authors position different people in space and time, deploy perceptions of nearness and distance and use contextualisation to explain and nuance understandings (Araujo and Maeso, 2012; MacDonald, 2013; Crawford, 2013). In many of these analyses, it is not only what is said but what is not said that produces meaning. Careful examination of the relationship between general and specific statements can generate insights into positive and negative portrayals, as can the analysis of images for what they do and do not say, how they present and portray actors as active or passive, closer or further, 'civilised' or 'uncivilised,' positive or negative.

Recent studies on representations of race are unequivocal about the persistence of racialized discourses and imagery in textbooks despite the fact that both science and social science have established race as a myth. While they expand our understanding of how race is reinvented over time, few are concerned with how text is mediated by teachers and received and interpreted by students. Fewer still address the 'politics' of textual production and consumption.

If the international work on representations of race in textbooks has expanded, an earlier focus on class, and how textbooks might over-represent upper and middle classes and under- or misrepresent working classes, has declined significantly (Sleeter and Grant, 1991; 2011). This remains an important category of investigation in South Africa where intersections between race, class and gender have significantly shaped the country's history.



There is a considerable international literature on gender in textbooks. Theoretical approaches to representations of gender in textbooks are varied, but on the whole, authors are concerned with gender stereotyping and the (in) visibility of women in contemporary texts. Different strands of feminism have fed into focus areas for such studies. All the studies use quantitative methodologies to examine the manifest content of textbooks and in so doing record and tabulate the number of appearances of males and females and then examine how visible they are and how men and women are positioned *vis-a-vis* one another using some form of feminist theory and language analysis. But interpretive analysis of latent content or of the 'sub-text' is also conducted. Both manifest and latent content can be analysed through examining text, image, illustration, side-bars, graphs, figures, exercises and activities. Language use of he/she is also conducted.

All the studies, in different ways, come to the same conclusions: despite advances and gains made in very different contexts, and despite official pronouncements and declarations affirming government commitments to gender equality, textbooks overwhelmingly, and in every respect analysed, demonstrate that women are under-represented, negatively represented and misrepresented relative to men. These contexts include the US, UK, Australia, French West Africa, Germany, Iran, Hong Kong, Zimbabwe and Uganda post-apartheid SA.

Studies on gender in textbooks in African contexts have highlighted different aspects of how gender discrimination works in and through textbooks. In Zimbabwe, attention has been drawn to how they can have a negative effect on female students' self-concept and self-confidence (Mutekwe and Modiba, 2012: 369). A South African study (Schoeman, 2009) based on a framework developed in the UK by Osler (1994) that examined the extent to which gender approaches in history textbooks are conforming, reforming or transforming found that two of three textbooks used conforming and reforming approaches, while only one included an affirming orientation. Findings from both Iranian and French West African textbooks revealed that while females were adequately represented in the first years of primary school, male representations increased to the point where women all but disappeared in the high school textbooks (Brugeilles and Cromer, 2009; Foroukan, 2012). As Brugeilles and Cromer (2009: 81) put it, 'for older pupils the socialisation is more and more markedly constructed around the image of the adult male.' In the study of Ugandan textbooks, women are moreover represented as 'helpless, emotional and without a voice' (Barton and Sakwa, 2012: 180). This study is significant in its finding that neither of the teachers who used a textbook whose messages were available for critical gender analysis actually did so: both claimed not to want to influence children's attitudes by their own. In this sense, teachers compounded the problems in the textbooks and simply reinforced women's invisibility and silence in the text.

Textbooks are considered important in African contexts precisely because they can challenge inequality and forms of discrimination between boys and girls (Brugeilles & Cromer, 2009: 12), but when teachers do not use them critically their potential may well be lost. Brugeilles and Cromer provided extremely useful guides for constructing the initial templates for data collection; these were adapted for use in this study.

Finally, then, studies on gender representation concur that constructions of femininity and masculinity remain mired in traditional and conservative positionings which deny, devalue and marginalise women. They implicitly raise questions about the 'boy turn' evident in much international gender work. Commitments to rights, equality and social justice for women framed in both national and international covenants are far from being realised, with textbooks continuing to represent dominant social norms and values about gender identities which continue to position women as secondary to men.



## 4. CONCLUSION

From the South African literature, that has indicated shortcomings over time in how South African textbooks represent different dimensions of diversity, to the extensive international literature covering widely varying contexts, it is clear that the questions posed for investigation by this Task Team continue to be highly pertinent and challenging.



# DEFINITIONS OF FACTORS

## 1. INTRODUCTION

In undertaking this work the members of the MTT were cognisant from the outset that not only were they committing themselves to a task which was in itself controversial, and this issue is itself engaged below, but that they were entering a space of discourse in which participants had to repeatedly and regularly clarify what they meant when they used certain words, terms and concepts. Two points need to be made here in contextualising the approach taken in this chapter.

The first is to acknowledge that the issues raised here, such as those, more obviously, of religion, sexuality, family, race, gender and disability, involve strongly-held beliefs and convictions by individuals and communities. Individuals and groups of people often approach these issues from the point of view and vantage point of their positions in society, their socialisation experiences in their families and communities and their own determinations of what is right and what is wrong. These approaches operate in their lives as what is referred to in the social sciences as the 'normative order'. The 'normative order' is an important concept to understand. It provides a society with its mores and prescripts for how they should behave themselves.

Mores and practices, however, it is important to emphasize, may be discriminatory. They may involve false and/or incorrect beliefs about 'other' people. The members of the MTT had to understand that people would feel strongly about the issues that were under investigation but that its task was to understand how these beliefs and social practices could function in inclusionary or exclusionary ways in society. It is for this reason that the reader of this report is asked to understand that there is a particular relationship between people's beliefs and their social practices. Beliefs may lead to practices. But beliefs are in themselves not practices. Because of this it is important that an analysis such as this distinguishes between beliefs and ideas and practices. The idea, for example of race, or gender, or 'disability' is one thing. The practice of racism, gender-discrimination, disability-discrimination and so on is another. The idea is not the practice. Race is not racism. It may explain part of it, and even contain within it the basis for racist thinking and behaviour, but it is not the practice in and of itself. In the discussion that follows, an attempt will be made to assist the reader to see how the MTT has understood the relationship, including the differences, between beliefs and ideas and their ancillary practices.

The second point, flowing from the first, was that the MTT had to make clear its own position in relation to the complexity of asking questions about the 'normative order'. The integrity of the enquiry depended on this clarity. The fundamental approach taken by the MTT, in acknowledging the 'normative order' and the fact that individuals and groups in the broader South African society held strong views about what was right and wrong in their own behaviour and in their relationships with people who were 'other' to themselves, was to accept the South African Constitution and the Preamble to the Constitution as its basic reference point. It was important to invoke the Constitution. It accepted that while individuals and groups of people would hold views about what was right and wrong and desirable and undesirable with respect to sexuality and sexual behaviour, it was the Constitution which should be used as the frame of reference in thinking about inclusion and exclusion and the rightness and wrongness of discrimination. It is this issue that underpinned the Minister's essential anxiety about inclusionary and exclusionary practices in the South African classroom.



Having accepted the Constitution as the basic reference point, the MTT was clear that it did not provide all the clarity which was required about what the essential sociological terms of race, class, gender, sexuality, the family, religion, language and disability meant. The Constitution, most pertinently, does not provide definitions of race. The Equality Clause in the Bill of Rights says explicitly that “The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth” (Republic of South Africa, 1996: 6). It does not, however, define what is meant with respect to any of the forms of difference it references. Similarly, the Employment Equity Act of 1998, does not, apart from ‘disability’, define what it describes as the ‘designated groups’ which need to be taken into consideration for equity and redress purposes. It describes ‘disability’ in the following way: “people with disabilities’ means people who have a long term or recurring physical or mental impairment which substantially limits their prospects of entry into, or advancement in employment” (Republic of South Africa, 1998:10).

Against this general introduction, it is the purpose of this chapter to begin the process of making clear how the MTT approached these terms. The understandings presented here are based on MTT members’ critical engagement with current debates and discussions in the social sciences at large and in the distinct sub-fields of race, class, language, age, sexuality, gender, religion and disability more specifically. The members referred to and used the most widely accepted definitions currently available.

Before the narrative moves to the concepts themselves, it is necessary to provide a little more context. An overarching concept which underpins all the concepts that are discussed below is the idea of ‘diversity’ or ‘difference’. This enquiry had the task of explaining how textbooks discriminated. Implicit in the charge given to the MTT was the idea that there are ‘differences’ among human beings and that these differences may cause problems. This required the MTT to clarify for itself what it understood by ‘difference’.

Diversity is not just another word for difference, although it is clearly part of the same order of discourse. Diversity is what arises when differences occur together in common spaces – organisations, communities, nations -- in ways that demand recognition of the differences, rather than simple exclusion or suppression of the differences that do not constitute the norm in order to present the illusion of homogeneity or, put differently, that all human beings are the same.

The term ‘diversity’ is used ubiquitously to describe the contemporary period in which the world finds itself, given the increasing complexities of co-existence attributable to factors such as the “shrinking” globe, the changing character of what used to be the discrete nation state, increased mobility and flows of people, human rights advances, successful identity movements etc. Unsurprisingly, then, the term is defined differently to serve different interests and different agendas on how these changes should be responded to. The dominant approach to these is to simply tabulate the ways human beings differ along the lines of ‘all the ways we differ.’ The approach taken here, as explained in the previous methodology chapter, is to argue that this is by itself insufficient. It does not explain how constructions of difference arise in the first place, nor, in the second, make clear how these constructions serve the interests of those who wish to contain or control the ways in which diversity presents deep challenges to vested power arrangements. A critical perspective, such as is taken in this enquiry, seeks to uncover the ideologically laden assumptions that continue to construct differences (beliefs) in ways that lead to unequal life opportunities (practices). From this perspective, diversity is more aptly understood within the context of struggle for social justice.

The chapter proceeds now to a discussion of the concepts.



## 2. LANGUAGE

For the purposes of this enquiry, given the centrality of words and their meanings and how they come to function discursively to shape practice, it is important to begin this explication of concepts with a definition of language. Paul Gee (2005) views language as a tool for communicating information between people. The definition is indicative of one of the functions that the language can perform. Language can be used also to support the performance of social activities and social identities and to support human affiliation within cultures, social groups, and institutions. It can divide and unite. It can separate out and group together.

As language is used between and amongst humans, cultural norms and beliefs systems will be entrenched in it. Gee (2005) indicates that while social structures and institutions will dictate ways of speaking, the use of language in turn will create social structures. In this way, the language then becomes the tool for creating and understanding social reality.

Language can be used to design what people have to say to fit the situation in which they find themselves. This will obviously have implications for the use of language in the classroom and in school textbooks.

Language can be used to make things significant/ important (to give them meaning or value) in certain ways.

A language cannot be studied without regard to its context or history (Watch your language: Guidelines for non-discriminatory language, 2001). It means human language is in most cases influenced by the speaker's culture which includes all forms of stereotypes around gender, sexuality, race, class, age, politics, religious belief and disabilities. The language used in textbooks may not be exempted from this phenomenon as they reflect linguistic and social realities.

Language can also perpetuate the prejudices, injustices and inequalities of the society in which it evolves (Watch your language, 1987). This function can be reflected in both spoken and written (visuals and text) language. Educational materials like textbooks should serve to instil values and attitudes of the society in young people. On the same note, writers of textbooks, using language, can isolate, omit/ exclude, underrepresent/ over represent/ misrepresent and present stereotypes as they communicate information to their readers; hence the presence of discriminatory language.

## 3. CLASS

Definitions of class vary widely, as they are used for different purposes. Economists, sociologists and the marketing industry all define and measure class differently, with different outcomes. The principal definitions of class revolve around Marxist and Weberian definitions. The former defines class in terms of ownership and non-ownership of the means of production (eg factory-owners and workers), the latter in terms of occupation, income and status. There is no one, 'correct' way of identifying class. Using a combination of Marxist, Weberian and other occupation-based definitions, it is possible to identify broader and narrower occupational categories that can be read in class terms. A particularly useful table is provided by Southall (2016: 62) that can be adapted for our purposes. This table can be supplemented with additional occupational categories slotted into his broad class categories.



Class category	Typical Occupation	Power location or limitation
Power elite or bourgeoisie	Senior state managers Corporate owners and managers Residual upper class	High position in party or state Private assets and corporate authority Assets and investment
Upper middle class	Middle-level state managers Middle and lower corporate managers Independent professionals	Location within party or state bureaucracy Location within corporate hierarchy Dependent on access to state and market
Lower middle class	Lower-level state managers Semi-professionals White-collar employees and supervisors Small-scale business owners and operators	Low position in party or state bureaucracy Location in public or private bureaucratic hierarchy; membership of trade unions Subjection to routinized bureaucratic or corporate authority; membership of trade unions Access to market opportunity
Core working class (CWC)	Formally employed skilled or semi-skilled workers	Membership of trade unions; industrial action; political protest; collective action
Marginal working class (MWC) and underclass	Farm and domestic workers; Informally employed Unemployed	Non-membership of trade unions; political protest; collective action

The table above does not distinguish between rural and urban. For the purposes of this study, class categories in terms of their rural or urban manifestation will be referenced. The same would be true for race and gender.

How class is used to discriminate can be called 'classism'. Classism is identified in this exercise through the ways in which particular social and cultural strengths and weaknesses are unfairly attributed to particular class categories. Classism derives from beliefs that individuals and groups have of people who are different to themselves.



## 4. AGE

Age as a concept has both biological and social dimensions. Important for this study on discrimination is recognising how age is socially interpreted and constructed. Biological interpretations present age and aging as fixed and determined qualities and processes. Sociological approaches approach age and aging differently. They proceed from the point of view that inherent in many understandings of age and aging are socially constructed ideas of what human beings are capable of and can and cannot do. It is this that has led to the concept of 'ageism'. Interpreting age in social terms discrimination involves treating someone less favourably because of his or her age. Ageism is stereotyping and discriminating against individuals or groups on the basis of their age. How younger, economically-active and older people are represented is of specific importance.

Accepting that there are debates about the age-spans of particular age-groups, the approach taken here is to work with the generally accepted definitions of these groups: children (1-13 years), teenagers (13-18 years), young adults (19-28 years), adults (28-40 years) and older people (40+). When using age for identification purposes, it is likely that it will be represented either pictorially or in words. When in words, the cue would be taken from the categories described above. The assessment of age in pictures would need to be made on the basis of physical attributes applicable to these age categories.

## 5. FAMILY

Families can take many forms. In South Africa currently less than a third of families conform to the dominant male-headed, married, two gender appropriate biological parent form. Families can be configured around single-mothers, single-fathers, single fathers and more than one mother, grandparents and grandchildren, child-headed families, children living in extended families, children living in families with adoptive or foster arrangements, unmarried male-female, female-female, male-male and single-person households and other forms that it is important to be alert to.

For the purposes of this analysis, none of the variations of the family that exist is by itself and for all contexts and circumstances ideal. Current policy developments in South Africa, however, are veering towards making the structure which has two parents (male and female) and their biological offspring in a single household – the typical nuclear family - the preferred norm for the country. This is referred to in the proposed policy as the 'traditional' family. It allocates gendered roles to the father and the mother. The father is the 'normal' breadwinner and the mother is the carer. Other family forms are inadequately acknowledged in the policy. Important for this exercise of understanding how stereotyping works is recognising the following:

- This dominant form, the nuclear family, is *not* traditional.
- It is not superior,
- It is not the norm and
- It is by no means the only and, by definition, most appropriate for achieving both the support of the people who constitute families, particularly vulnerable older and younger people, and, equally critically their physical and psycho-social states of wellbeing.



## 6. RACE

In this discussion it is important to begin with the clarification that there is a difference between the idea of race and the practice of racism.

Most scholars and commentators on race, not all, begin their analyses with the statement that race is not natural. It is a social construction, something that society has made up. The most critical point about this is that scientific analysis has made it unequivocally clear that human beings do not have distinct racial genes which allow their classification into Africans, Europeans and much less Africans, coloureds, whites and Indians. Genetic variations within so-called races are greater than between 'races'. Racism begins with the fallacious belief that human beings can be biologically identified and separated out into natural 'races'. It uses racial markers such as skin colour, hair texture and physiognomy to identify 'races'. Race, therefore, does not exist scientifically. It exists, as an ideological construct, socially in the minds of people.

It is important to begin this definition of racism by emphasizing that racism is an ideology. An ideology, for the purposes of this exercise, is any system of belief or discourse which, in terms of the names and classification it uses, represents human beings and the relations between them in terms of false, unproven and unscientific ideas.

There are two key steps for understanding what racism is. The first step is to understand the ideological content of racism.

The second step for understanding racism is to recognise what societies do with their social constructs. They, first of all, present their social constructs as natural, fixed and unchanging. On the basis of this, and key for this work on textbooks, they develop social ways of representing the groups they distinguish. This is called signification or representation. In terms of this, characteristics, both biological and cultural, are attributed to groups of people. These include characteristics such as intelligence and cognitive capacity, physical (including sexual) ability and inherent cultural aptitudes. This representational strategy was, and still is in many places, used to classify, sort and rank. When racial science was first developed terms such as Caucasoid, Mongoloid and Negroid were used to classify and represent the major divisions into which human beings could be placed 'objectively'. This has now been replaced by other terms. It was used to sort people and to decide who could be included into particular groupings and who should be excluded. Critically it came to be the basis on which human beings could be ranked into orders of superiority with 'Caucasians' or whites at the top and Negroids or blacks at the bottom.

## 7. GENDER AND GENDER IDENTITY

Among the various understandings of gender is its conceptualization as, among others, behavioural, relational and material. From a behavioural point of view, gender is understood as "the attitudes, feelings, and behaviours that a given society or community associates with a person's biological sex". From this perspective, behaviour that is compatible with cultural/community/societal expectations is referred to as gender-normative, while behaviours that are viewed as incompatible with these expectations are seen as gender non-conforming" (APA, 2011). From a relational perspective, gender refers to the socially-constructed (rather than biologically determined) relationships between men and women and includes conceptions of both femininity and masculinity. Such relationships can be both perceptual and material. From a material perspective, gender refers to the socially constructed roles ascribed to men and women in a particular society or community, their access to and control over resources, division of labour, interests and needs. Informed by these perspectives, **gender identity** refers to "one's innermost concept of self as male or female or both or neither—how individuals perceive themselves and what they call themselves".



These ideas are involved in people's social practices. It is their sense of self *vis-à-vis* the ways in which the society or community expects men and women, boys and girls to behave and relate to each other. This sense of self may either be congruent or incongruent with their biological sex. In the case of congruent behaviours and relationships, the individual often identifies as man or woman, whereas when they are incongruent, the individual may identify as transsexual, transgender, etc. Those who are "typically gendered,"/cisgender tend to benefit from gender privilege. For example, for those whose biological sex and gender identity neatly align, there is a level of congruence, and therefore privilege as they encounter the world around them. Yet for a transgender or otherwise 'gender non-conforming', there is incongruence, often resulting in discrimination, inequality and sometimes violence.

## 8. SEXUALITY

The most important concept for understanding sexuality is the concept of heteronormativity. Heteronormativity relates to the social, institutional and cultural understandings, biases and processes which normalise heterosexuality, presenting it as a coherent and stable sexuality. At the heart of heteronormativity is the idea of a legitimate correlative relationship between sex, gender and sexuality, i.e. because one has a particular sexual biology, it follows that such a sexual biology will result in a particular performance of gender and an attraction to the opposite sex.

The understandings and processes produced by heteronormativity are both insidious and pervasive, often validated through appeals to the 'natural', e.g. through heteronormativity the 'choice' of bathrooms between male and female is often assumed to be normal and natural, forgetting the complexity of gender and sexual identification. Heteronormativity not only is about the taken for granted ways in which social systems and structures validate heterosexuality as the only legitimate form of sexual expression, it also refers to the privileges that result from such validations where heterosexuality becomes projected as natural, ideal and/or a moral accomplishment. This is made visible through culturally permissible ways in which affection, love and desire are performed and expressed in public spaces. For example, society is flooded with images of men and women in heterosexual relationships visibly demonstrating affection to one another through our televisions, billboard displays, magazine advertisements and other forms of text. Such visible naturalisation processes serve as re-enforcement tools for the presentation and positioning of heterosexuality as the only manner in which relationships can be configured.

How the idea of heteronormativity is transformed into practice is important to understand. It is emphasised through processes of social ordering in general, and through processes and acts, in particular, which police and regulate the terrain of gender and sexuality, with the intention of reifying or making unquestionable the condition of heterosexuality as the only legitimate and acceptable form of sexual identification. Such processes and acts also relate to social, cultural and institutional expectations around gender performance, expression, behaviour and identification. Punishment for deviation from heterosexuality often results in victimisation, marginalisation, cultural imperialism, exploitation and violence. In this way heteronormativity is both constitutive and regulative.

In essence, heteronormativity primarily concerns the values, beliefs and meanings which support and lead to the taken-for-granted positioning of heterosexuality, often expressed and embedded through everyday practices and institutional orderings.



## 9. DISABILITY

Disability is an intensely contested concept. It has a dominant medical explanation which refers to physical or mental bodily conditions, and a social explanation which attributes to bodies which do not conform to 'normal' characteristics the label 'disabled'. Most important about both of these approaches is the idea of the 'norm'. This 'norm' is embodied in constructions of what is considered by society to be what a 'normal' human being can and cannot do. The discriminatory practice flowing from this is called 'ableism'.

Stereotypic representations of disability come in many forms, but most share the common trait of being preoccupied with a need to "solve" or "fix" the perceived problem of the disabled person's difference. The sense of an imperative to resolve the issue of disability can have its antecedents in numerous traditions and belief systems: many religions, for example, have a long history of interpreting disability as a punishment for sin, or as a way of inscribing divine disapproval on the body, and this signifying tradition can loan itself to the generation of stories in which disability takes on moral connotations. Representations in which the wrong doing of parents or a community are the antecedent of disability often fall into a similar moralistic pattern. Multiple storytelling traditions have left us with many other ways of using disability to symbolize other character traits, i.e., blindness as lack of understanding, deafness as a refusal to engage with another's point of view, etc., and these modes of symbolism can attach a moral valuation to disability.

Even more frequently, disability is interpreted through what is known to disability scholars as "the medical model." In the medical model, disability is understood as an aberration which must be corrected, and which cannot be allowed to remain as it is; the killing or curing of the disabled person are the two tenable resolutions, as it is understood or taken as a given that the disabled person cannot live a fulfilled life and be present in society with their disability. Narratives in which disability is a sort of limbo state in which a character can only wait for normal-bodied life to resume are a common symptom of this response to disability. Stories in which the efforts of a heroic doctor or medical practitioner are enacted upon the objectified disabled body, or in which the disabled person is represented as the passive recipient of care or charity, are quite pervasive. Narratives which merely use disability to compel plot for normal characters, or which insert disability as a moral test for normal characters, ought to be scrutinized, as they marginalize the experience of disabled characters and reduce disability (once again) to a problem to be confronted by non-disabled people as opposed to a lived experience.

Capitalism and eugenics have left society with a tradition of reading the disabled body as a financial and social liability; while financial difficulty is an aspect of disability experience that should be explored, there is an important distinction to be made between representations that cast a disabled person as a person *with* a financial problem, or those that cast a disabled person *as* a financial problem. Relatedly, in what are commonly referred to as "supercrip" representations, the disabled person compensates for her or his disability through their extraordinary effort and talent. These may seem like positive depictions, but actually reinforce the sense that disabled people have a responsibility to "solve" the "problem" of their bodies, rather than society having a responsibility to help disabled people gain access (i.e. a wheelchair user who learns to "pop a wheelie" to get over the curb). Stories that fetishize disability (i.e. blindness, autism), or which reduce the disabled person to their experience of disability, can foster a sense that disability is a trait which overwhelms all other aspects of personhood. Disabled people have lives which involve but also extend beyond their disability, and honest representations will not reduce the lives of disabled people to either the "problem" or the particularity of their disability.



## 10. RELIGION

The one factor that presents itself somewhat differently to the others discussed above is that of 'religion'. In the anthropological and theological literature, a religion is generally understood as a cultural system of beliefs and practices which seeks to account for and explain the place of human beings in the wider cosmos. Who brought them there? How were they created? What purpose should they be fulfilling? It is in this sense, unlike race, class or gender which often proceed off people's bodies and their appearances, of a different order. It cannot be 'read' off their bodies. Religion is what they deliberately make for themselves. Acknowledging this difference, it functions, however, in social terms in exactly the ways in which the other social factors do. People and societies could and do use their religious identities for social purposes, for marking themselves off from and asserting their superiority to others of a different belief system. Through the invocation of their religious commitments they could construct social categories in particular ways which could have either inclusionary or exclusionary implications. These beliefs govern and may determine how they think of all the social issues raised above.



# TEXTBOOK APPROVAL PROCESS

## 1. INTRODUCTION

This chapter briefly describes the approval process for the textbooks in use in the South African schooling system.

The textbooks in current use in the system are based on the National Curriculum and Assessment Policy Statement (CAPS) that was adopted in 2010. The CAPS comprises curriculum and assessment policy statements for each subject as listed in the policy document *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*. These provide details on what teachers need to teach and assess on a grade-by-grade and subject by-subject basis. The CAPS came as a result of the need to lessen the administrative load on teachers and to ensure that they had access to clear guidance in their teaching. It also sought to enhance consistency of what was taught in the system.

When CAPS was introduced to the South African education community it was decided that it could not be phased in all at once but rather that its implementation should be phased in over three years from 2012 to 2014:

- Grades 1 – 3 and 10 in 2012
- Grades 4 – 6 and 11 in 2013
- Grades 7 – 9 and 12 in 2014

To hold the process of this introduction together national catalogues of textbooks were developed. Their purpose was and remains to guide and assist in the procurement of textbooks that are to be submitted, approved and used. Catalogues were to be in place in the year preceding the implementation of the CAPS. National Catalogues were approved in 2011, 2012 and 2013 respectively. No review of catalogues has taken place since then.

## 2. PROCESS FOR APPROVAL OF TEXTBOOKS

The Learning and Teaching Support Materials (LTMS) Directorate is responsible for coordinating the process of approving textbooks into the National Catalogue. However, there are guiding principles that need to be adhered to. They are:

- **Social transformation:** ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- **Active and critical learning:** encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- **High knowledge and high skills:** the minimum standards of knowledge and skills to be achieved at each grade are specified and deliberately set high but at a still achievable standard in all subjects;
- **Progression:** content and context of each grade shows progression from simple to complex;



- **Human rights, inclusivity, and environmental social justice:** infusing the principles and practises of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- **Valuing indigenous knowledge systems:** acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- **Credibility, quality and efficiency:** providing an education that is comparable in quality, breadth and depth to those of other countries.

The Curriculum Directorate has to undertake the following process in order to guide all relevant stakeholders (they include PEDs, Publishers, Higher Education Institutions) before release of the national catalogue.

- Ensure there is enough funding for running of the workshops to be held with stakeholders
- Develop Terms of Reference in consultation with stakeholders. The TORs should include time frames, number of book titles per phase, grade, language and language level
- A compulsory briefing with publishers is held
- Provincial Heads of Departments are requested to release subject advisors/specialists at a province, districts and or circuits to participate. Teachers can be drawn in where necessary but it is advisable not to
- Deans of Faculties from Higher Learning Institutions and CEOs of NGOs are also requested to release specialists
- Publishers will then submit material
- The screening process follows which allows for identifying the material that can be suggested for inclusion into the national catalogue.
- Processes for arriving at the outcome 'conditionally approved' for textbooks must be made explicit.
- Then results from the screening process identifies the material that could be rejected, conditionally approved and or approved
- The screening panel may **"reject"** any material that is deemed not worthy of being in the catalogue based on the criteria set in the screening tool.
- The screening panel may arrive at a decision that the material being evaluated deserves a second chance to be re-evaluated pending some changes on the part of the publisher, therefore such material is deemed **"conditionally approved"**, pending the amendments.
- Furthermore, the screening panel may outright **"approve"** material that meets all the requirements as set out in the evaluation tool.
- The National Catalogue is then released.

#### 4. SCREENING REPORTS

Each of the sections assesses the text in relation to what is prescribed by CAPS, identifies a text's strengths and weaknesses and contains recommendations. Informative for the MTT were the criteria used in each of the seven parts. It will be recommended, in conclusion, that these guidelines are significantly improved. They require the reviewer to generate a rating of a text according to a four-level scale of 'excellent', 'good', 'satisfactory' and 'unsatisfactory'. While these rating scales are sometimes helpfully explicated, how the reviewer comes to a determination needs to be spelt out more clearly.



# THE PUBLISHERS AND AUTHORS OF SOUTH AFRICAN TEXTBOOKS

## 1. INTRODUCTION

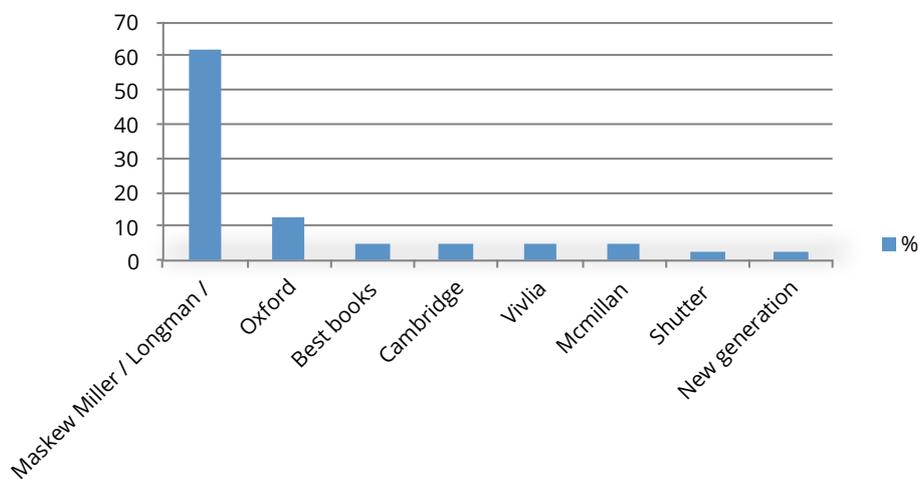
The purpose of this chapter is to provide a brief overview of who the publishers are of the textbooks reviewed and who their authors are. The analysis is indicative rather than definitive.

## 2. WHO ARE THE PUBLISHERS?

An analysis of the publishers or ownership and production of textbooks indicates that 62% of the textbooks analysed (excluding isiZulu) were published by one group – Maskew Miller Longman and Pearson. Given that this group publishes more of the textbooks that are being procured than the selection identified here, in other words the most procured and the third most textbooks, their market share is likely to be much larger than 62%.

- 62% of the selected textbooks are procured from a single publishing group including through subsidiaries. In other words, 62% of the selected textbooks are published by Maskew Miller Longman, Pearson, Pearson Marang and Maskew Miller Longman or Pearson. The distribution of publishers is represented graphically below.
- Oxford University Press published 13% of the selected textbooks and a few other publishers 5% each.
- This is however not a direct indication of the market share; the textbooks analysed from the Maskew Miller Longman and Pearson group were, in the main, the *most* procured textbook and not the third most procured textbook. Their market share is arguably much higher than 62%.

**Publisher distribution**



### 3. WHO ARE THE AUTHORS?

From the review of author surnames (and names where possible) 8% could be identified as black African and 16% when Indian and Coloured names are included. This points to a significant under-representation in the selected textbooks of authors who are not regarded as white. It may be valuable to analyse further biographic details of authors such as age, gender and educational background.

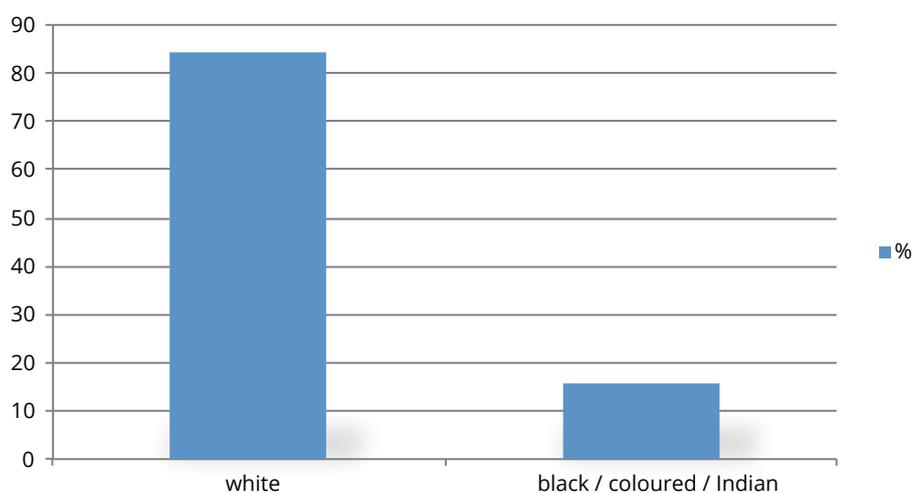
#### Authors

- There are 184 authors for the 39 textbooks. This means there are on average 4.7 authors per textbook.
- When repeat authors are subtracted, a total of 152 for the 39 textbooks were identified. Repeat authors generally occur within subjects.
- Based on surnames, of the 184 author surnames on the 39 books, 14 or 8% could reasonably be identified as black African, and if Indian and Coloured surnames are included, this figure increases to 26 or 14%<sup>5</sup> of 184. It is acknowledged that surnames are not an absolutely reliable proxy for race, not least because of individuals' right to self-identify in any manner they choose. Notwithstanding this, author representivity is a problem and is consequential within the social milieu of South Africa. Representatives from the publishing community did not dispute this finding during public hearings and consultations.
- When the repeat names are subtracted, 12 or 8% could reasonably be identified as black African, and if Indian and Coloured surnames are included, this figure increases to 24 or 16% of 152.
- Author surnames by race dimension are represented in a table and graph below. In the table black, coloured and Indian surnames are illustrated separately and in the graph they have been combined.

**Table of author surnames by race dimension**

Race dimension	white	black	coloured	Indian	Total
Total surnames	128	12	9	3	152
%	84.21	7.89	5.92	1.97	100

**% of Author surnames by race dimension**



<sup>5</sup> This is not based on the self-identification of the authors of the textbooks.



## READABILITY ANALYSIS OF TEXTBOOKS

The quantitative textbook analysis template included a Flesch-Kincaid grade level readability test. This particular test (the Flesch-Kincaid) was selected because it was accessible as part of the spelling and grammar tool function in Microsoft Word (it is embedded within the spelling and grammar tool function in Microsoft Word). Methodologically, text is copied from the pdf version of a textbook into Word with all visuals eliminated, followed by a checking of the text for any spelling and grammar errors. Once completed, this text is then subjected to a 'Readability Statistics' check, which generates a report that includes the number of words as well as a Flesch-Kincaid grade level score.

Notably, the Flesch-Kincaid grade level readability analysis was developed for use in the USA where English is the first language of the majority of people. This means that a readability analysis was not possible for Afrikaans FAL or isiZulu HL, and that its score needed to be understood in relation to the context in which the test was being conducted. A score number in each case showcases the school grade level, meaning that a score of 9.3 would suggest that a ninth grader should reasonably be able to read that document.

SUBJECT	TEXTBOOK	PUBLISHER	READABILITY ANALYSIS (FLESCH-KINCAID GRADE LEVEL)
<b>AFRIKAANS FAL</b>	8 textbooks	Various publishers	Could not be calculated because it is not in English
<b>ISIZULU HL</b>	8 textbooks	Various publishers	Could not be calculated because it is not in English
<b>ENGLISH FAL</b>	Platinum English Gr 3	Maskew Miller Longman and Pearson	1.6
	VIVA English Gr 3	Vivlia	Textbook locked; could not be calculated
	Platinum English Gr 6	Maskew Miller Longman and Pearson	2.4
	Headstart English Gr 6	Oxford	2.6
	Platinum English Gr 9	Pearson	3.8
	Oxford Successful English Gr 9	Oxford University Press	4.2
	Platinum English Gr 12	Pearson	4.5
	Study & Master English Gr 12	Cambridge University Press	4.6
<b>MATHEMATICS</b>	Oxford Successful Maths Gr 3	Oxford University Press	2.4
	Platinum Mathematics Grade 3	Pearson	4.2
	Platinum Mathematics Grade 6	Pearson	5
	Viva Mathematics Grade 6	Vivlia	4.4
	Maths Today Gr 9	Maskew Miller Longman	4.3
	Platinum Mathematics Gr 9	Pearson	4.6
	Platinum Mathematics Gr 12	Pearson	5.1
	Clever Maths Gr 12	Macmillan	Textbook locked; could not be calculated



SUBJECT	TEXTBOOK	PUBLISHER	READABILITY ANALYSIS (FLESCH-KINCAID GRADE LEVEL)
	Platinum Mathematical Literacy, Grade 12	Pearson	6
	Study & Master Grade 12 Mathematics literacy	Cambridge	5.8
<b>LIFE ORIENTATION</b>	Top Class Life Skills Grade 3 Learner's Book	Shutter and Shooter	3.7
	Day by Day Life Skills Grade 3	Maskew Miller Longman	2
	Platinum Life Skills Grade 6 Learner's Book	Pearson	3.6
	Day-by-Day Life Skills Grade 6 Learner's Book (did not receive)	Maskew Miller Longman	Did not receive textbook.
	Life Orientation Today Gr 9	Maskew Miller Longman	4.4
	Oxford Successful Life Orientation Gr 9	Oxford University Press	5.5
	Focus Life Orientation Gr 12	Maskew Miller Longman	4.9
<b>SOCIAL SCIENCES / HISTORY</b>	Platinum Social Sciences Grade 6	Pearson	4.3
	Clever Social Sciences Grade 6	McMillan Education	5
	Oxford Successful Social Sciences Gr 9	Oxford University Press	5.5
	Platinum Social Sciences Gr 9	Pearson	6.1
	New Generation History Grade 12 Learner's Book	New Generation	7.8
	Focus History Grade 12	Maskew Miller Longman	7.4

As noted above, except for the Platinum Maths Grade 3 textbook with a score of 4.2, the Flesch-Kincaid grade level for all the other textbooks are below the grade level of the grade, with the Flesch-Kincaid grade level for Mathematics and Social Science / History generally higher, on average than English FAL and Life Skills / Life Orientation.



# FINDINGS

## 1. INTRODUCTION

This chapter is divided into three sections. The first lists the textbooks and the sections of the textbooks that were analysed. A tabulated overview of the selected textbooks by subject, grade, percentage covered, publisher, topics or themes covered and main authors is provided. The second presents the outcomes of the enquiry according to the eight categories of possible bias, discrimination and prejudice. The third provides a brief assessment of the DBE workbooks in some instance referred to as Rainbow workbooks.. The report concludes with a summary of the main findings emerging from this quantitative and qualitative analysis.

## 2. OVERVIEW OF TEXTBOOKS

The tables below provide an overview of the textbooks that were analysed for the purposes of this exercise. The tables also indicate which sections of the textbooks were analysed and who the authors were.

SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
AFRIKAANS	Afrikaans Sonder Grense EAT Gr 3	34%	Maskew Miller Longman	3: Wat Hulle Wil Word? 6: Pas Jouself Op 7: Eet Gesond 12: Hoe Kom Jy Daar? 15: San Storie Oefentyd	Lätti, Mari <sup>6</sup> Gouws, Sonia Smith, Anda Rousseau, Nici
	Afrikaans Sonder Grense EAT Gr 6	31%	Maskew Miller Longman	1: Hoe Voel Hulle 5: Boellies 6: Speel Saam 12: Konings 14: Vriende en Familie 16: Kultuur 17: Sprokie uit Afrika	Lätti, Mari Gouws, Sonia Le Roux, Carine

<sup>6</sup> Name of author is recorded from the cover of textbooks. In some instances only the initial of the first name is provided, and in other instances the full first name.



SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
	Piekfyn EAT Gr 6	24%	Best Books	1: Die Lewe 5: Skakel uit af 6: Storm in n Koppie 12: Dans 14: Vampiere 17: Tegnologie 18: Vreemde dinge en pleke	Viljoen, Henk Gloy, Annatjie van Tonder, Magdel Bothma, Mariette Smit, Nelmarie Conradie, Nic
	Afrikaans Sonder Grense EAT Gr 9	28.1%	Maskew Miller Longman	2: Sportspieël 5: Jou eie mense 8: Gesonde verhoudings 10 Wie erf wat? 12 Vriende 17: Waaghalse en dapper dade	Lätti, M. Gouws, S. Gouws, R. Grobler, I. Grobelaar, K. Le Roux, C. Peacock, M. Struwig, M.
	Piekfyn EAT Gr 9	34%	Best Books	5: Daar vir mekaar 9: Visuele Wereld 14: Leef Gesond 16: Samelewing 17: My taal	Vosloo, Riens Viljoen, Henk Gloy, Annatjie Prinsloo, Belinda
	Afrikaans Sonder Grense EAT Gr 12	32.9%	Maskew Miller Longman	2: Ons Erfenis, Ons Tradisie 6: Kies Reg 10: Geldsake 12: Vreemde Feste 14: Kom Laat Ons Sing	Gouws, R. Gouws, S. Lätti, M. Grobler, I. Grobelaar, K. Smit, M. Peacock, M. Pretorius, S.
	Kollig op Afrikaans EAT Gr 12	33.3%	Pearson	1: Mediavermaf 3: Ek vertel my storie 7: My toekoms 12: Vertel 'n oorredende storie 14: Ons lees om te weet ons is nie alleen nie	Burns, Marie Burns, Malcolm



SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
<b>ENGLISH</b>	Platinum English FAL Gr 3	38%	Maskew Miller Longman and Pearson	3: Me and My Family 4: At Home 5: My Country 6: Travelling Around 9: Healthy Activities 10: Keeping Safe 13: Interesting Animals 16: Celebrating New Year	Francis, V. Minkley, C.
	VIVA English FAL Gr 3	30%	Vivlia	Term 1: Chapter 1 - Me and My Family Term 1: Chapter 4 - Friends Term 2: Chapter 4 - My Health Term 3: Chapter 4 - Music and Dancing Term 4: Chapter 3 - On Journey	Gajadhur, R.D. Kunene, A.F. Mthembu, T.P. Pillay, M. Smith, G.R. Tsilik, P. van Heerden, J.M. Wilson, H.N.
	Platinum English FAL Gr 6	31%	Maskew Miller Longman and Pearson	Term 1: Chapter 2 - Heroes Term 1: Chapter 5 - Fantastic Food Term 2: Chapter 6: Playing Tricks Term 3: Chapter 10 - Special Places Term 3: Chapter 13 - Science and Technology Term 4: Chapter 15 - Celebrations Term 4: Chapter 16 - Making Music	Brennan, P. de Vos, J. Edwards, M Ralenala, M. Swanepoel, G.
	Headstart English FAL Gr 6	25.4%	Oxford	Chapter 4: Family life Chapter 8: Creatures in our lives Chapter 12: Friends and friendships Chapter 15: New Beginnings Chapter 16: South African children	Botha, L. Bloch, J. Heese, S. Daniels, D. Hutton, B. Townsend, B.



SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
	Platinum English FAL Gr 9	30.7%	Pearson	1: My Future 7: Generations 13: Identity 14: Courageous People 16: New Media 17: Africa	Awerbuck, D. Beynon, A. Brennan, P. Gulbrandsen, M. Moore, J. Ralenala, M. Reed, Y. Stielau, J. Wilkinson, L.
	Oxford Successful English FAL Gr 9	26.3%	Oxford University Press	Term 1: Chapter 1 – You Choose Term 2: Chapter 6 – Voices from Africa Term 2: Chapter 7 – Do You Believe It? Term 3: Chapter 13 - Differences Term 4: Chapter 17 – Unheard Voices	Peires, M-L. Singh, N. with Buthelezi, T.
	Platinum English FAL Gr 12	29.2%	Pearson	1: Working in the Community 6: Build my CV 10: Celebrate Diversity 14: My Culture	Awerbuck, Diane Dyer, Dorothy Lloyd, Glynis Nonkwelo, Nandipha Norton, Judith Pillay, Nalini Ralenala, Molefe
	Study & Master English FAL Gr 12	26%	Cambridge University Press	2: The Value of Education 6: Getting Ready for the Future 10: Your Attitude Counts 13: Take a Stand	Lague, Peter



SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
<b>MATHEMATICS</b>	Oxford Successful Maths Gr 3	14%	Oxford University Press	Number work Order and compare numbers to 99 Place value to 99 2D shapes Building up and breaking down numbers Counting Ordinal numbers Addition and subtraction Fractions Place value Addition Subtraction 2D shapes Perimeter Order and compare Addition and subtraction Formal measuring – capacity Fractions Multiplication	Afrika, F. Chantler, E. Holmes, C. Stephanou, L.



SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
	Platinum Mathematics Grade 3	18%	Pearson	Term 1: Week 1 – Numbers (Quick Counting) Term 1: Week 7 – Numbers (Add and Subtract) Term 2: Week 1 – Numbers (Symbols and Names) Term 2: Week 7 – Numbers (Subtract with base 10) Term 3: Week 5 – Shape and Space (Space Around Us) Term 3: Week 7 – Playing cards Term 4: Week 5 – Shape and Space (Working with shapes) Term 4: Numbers - Division	Baines, A. Marchant, J Smith, A.
	Platinum Mathematics Grade 6	32%	Pearson	Topic 1 – Count, order, compare and represent whole numbers Topic 6 – Properties of 2D shapes Topic 8 – Numeric patterns Topic 10 – Multiplication Topic 11 – Properties of 3D objects Topic 15 – Decimals Topic 19 – Addition and subtraction Topic 24 – Temperature Topic 25 – Data handling Topic 30 – Common fractions Topic 32 – This history of measurement Topic 34 – Division	Bowie, L. Gleeson-Baird, C. Jones, R. Morgan, H. Morrison, K. Smallbones, M.



SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
	Viva Mathematics Grade 6	28%	Vivlia	Term 1 Unit 1 – Whole numbers Term 1 Unit 6-7 – Properties of 2-D shapes Term 1 Unit 10 – Numeric patterns Term 2 Unit 2 – Multiplication Term 2 Unit 3 - Properties of 3D objects Term 2 Unit 8 – Decimals Term 3 Unit 3 – Addition and subtraction Term 3 Unit 6 – Transformations and Temperature Term 3 Unit 8 – Data handling Term 4 Unit 3 – Common fractions Term 4 Unit 6 – Perimeter, Area, Volume and History of measurement Term 4 Unit 7 – Division	Austin, Pam Hechter, Julie Jones, Zilpah Marchant, Jeannette
	Maths Today Gr 9	27.4%	Maskew Miller Longman	1: Whole Numbers 6: Patterns 12: 2D Shapes 13: Straight Lines 16: Algebraic Expressions 17: Algebraic Equations 21: 3D Shapes	Groenewald, M. Otto, H. Roos, H. van der Westhuizen, G.



SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
	Platinum Mathematics Gr 9	33.5%	Pearson	1: Whole Numbers 6: Numeric and Geometric Patterns 12: Constructions 13: 2D Shapes 16: Algebraic Expressions 17: Algebraic Equations 21: 3D Shapes	Campbell, J. Heany, F. Maritz, P. Rossouw, B. Willers, S.
	Platinum Mathematics Gr 12	31.1%	Pearson	1: Patterns, Sequence, Series 4: Finance, Growth, Decay 6: Trigonometry 10: Euclidean Geometry	Bradley, M. Campbell, J. McPetrie, S.
	Clever Maths Gr 12	30.5%	Macmillan	1: Patterns, Sequence, Series 4: Finance, Growth, Decay 6: Trigonometry 11: Euclidean Geometry	Aird, J. Du Toit, L. Harrison, I. Van Duyn, C Van Duyn, D.
	Platinum Mathematical Literacy, Grade 12	34%	Pearson	Chapter 1: Conversions and time Chapter 2: Documents, systems, statements and budgets Chapter 6: Length, mass, volume and temperature Chapter 8: Taxation and exchange rates	Frith, V. Jakins, N. Winfield, L. Yeo, D.
	Study & Master Grade 12 Mathematics literacy	34%	Cambridge	Term 1 Units 1 & 2: Measurement Term 1 Units 3-6: Finance Term 3 Units 1 & 2: Finance	Press, Karen Morrison, Karen



SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
<b>LIFE ORIENTATION</b>	Top Class Life Skills Grade 3 Learner's Book	35%	Shutter and Shooter	Topic 1: About Me Topic 5: Rights and Responsibilities Topic 6: Healthy Eating Topic 12: How People Lived Long Ago Topic 17: Religious and Special Days	Boucher, Sue Brown, Jane Mostert, Jenny Hortop, Stella Kelly, Sally McLernan, Hilary Moodley, Ragani Mcaba, Sibongiseni
	Day by Day Life Skills Grade 3	27%	Maskew Miller Longman	5: Rights and Responsibilities 6: Healthy Eating 12: How People Lived 17: Religious and Special Days	Dada, F. Duffet, J. Francis, V, Gough, B. Holgate, S. Naidoo, S.
	Platinum Life Skills Grade 6 Learner's Book	35%	Pearson	Term 1 Study Area: Personal and Social Well-being Term 2 Study Area: Creative Arts Term 3 Study Area: Personal and Social Well-being Term 4 Study Area: Creative Arts	Amato, H. Calitz, J. Campbell, S. Heese, S. Shaw, L.
	Day-by-Day Life Skills Grade 6 Learner's Book	32%	Maskew Miller Longman	Term 1 Topic 1: Personal and Social Well-being Term 2 Topic 8: Performing Arts Term 3 Topic 9: Personal and Social Well-being Term 4 Topic 12: Visual Arts	Brennan, P. Dada, F. Gough, B. Holgate, S. Lorimer, P. Minkley, C.



SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
	Life Orientation Today Gr 9	24.4%	Maskew Miller Longman	Term 1: 1 – Goal Setting Skills Term 2: 1 – Rights and Responsibilities Term 2: 2 – Physical Education Term 2: 5 – Rights and Responsibilities: Values Term 3: 4 – Health, Social and Environmental Responsibility Term 4: 5 – Rights and Responsibilities: Religion Term 4: 7 – Rights and Responsibilities: Sports Term 4: 9 – Development of the Self and Society	Euvrard, G. Findlay, H. Normand, C.
	Oxford Successful Life Orientation Gr 9	24%	Oxford University Press	Term 1: 1 – Development of the Self and Society Term 2: 1 – Rights and Responsibilities: Citizens Term 2: 3 – Rights and Responsibilities: Values Term 3: 3 – Health, Social and Environmental Responsibility Term 4: 3 – Rights and Responsibilities: Religion Term 4: 5 – Rights and Responsibilities: Sports	Clitheroe, F. Dilley, L. Naidoo, R. Perez, N. Pickering, R.



SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
	Focus Life Orientation Gr 12	30.3%	Maskew Miller Longman	1: Development of the Self and Society 7: Democratic and Human Rights 9: Social and Environment Responsibility 17: Careers and Career Choices 18: Physical Education	Rooth, E. Vethe, B. Steenkamp, S. Mahuluhulu, S. Ramzan, A. Sechoka, A. Eyssell, E.
	Spot on Life Orientation Gr 12	39.3%	Pearson Marang	Module 1: Development of the self in society Module 4: Democracy and human rights Module 7: Social and environmental responsibility	Bromfield, Z. Carsten, M. Pretorius, A. Vercueil, P. Walls, C.



SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
<b>SOCIAL SCIENCES / HISTORY</b>	Platinum Social Sciences Grade 6	36%	Pearson	Topic 1- An African kingdom long ago in southern Africa: Mapungubwe Topic 2- Explorers from Europe find southern Africa Topic 3 – Democracy and citizenship	Ranby, P. Johannesson, B. Versfeld, R. Slamang, M.
	Clever Social Sciences Grade 6	41%	McMillan Education	Chapter 2 – An African kingdom long ago in southern Africa: Mapungubwe Chapter 4 – Explorers from Europe find southern Africa Chapter 6 – Democracy and citizenship in South Africa	Ranby, Peter Moeng, Pamela
	Oxford Successful Social Sciences Gr 9	26.8%	Oxford University Press	6: Turning Points in SA History since 1948 8: Turning Points in SA History: 1960, 1976 and 1990	Bottaro, J. Cohen, S. Dilley, L. Duffet, D. Visser, P.
	Platinum Social Sciences Gr 9	30.8%	Pearson	3: Surface forces that shape Earth 4: Resource use and sustainability	Ranby, P. Johannesson, B.
	New Generation History Grade 12 Learner's Book	35.1%	New Generation	Topic 4: Civil Resistance in South Africa 1970s – 1980s Topic 5: The coming of Democracy in South Africa and Coming to terms with the Past	Stephenson, Carol-Anne Mbansini, Thembi Frank, Fiona Pillay, Roshnie Hlongwane, Jabu
	Focus History Grade 12	27.3%	Maskew Miller Longman	Topic 4: Civil Resistance in South Africa, 1970s to 1980s Topic 5: The Road to Democracy in South Africa and Coming to terms with the Past	Fernandez, M. Wills, L. McMahon, P. Pienaar, S. Seletji, Y. Jacobs, M.

\* The analysis of the isiZulu textbooks could not be done and is not included in this table



### 3. RESULTS OF COLLATED DATA FROM TEXTBOOK ANALYSIS TEMPLATE

This section presents results from the section of the textbook analysis template where the frequencies of dimensions of the eight categories of possible bias, discrimination and prejudice were tallied. Graphic results based on singular categories, race, gender and class are presented first followed by results for intersections of those categories (i.e. race, gender and class). The discussion of race, gender and class is essentially quantitative but is supplemented by the qualitative analysis of these categories of difference. Results for the singular categories of age, family status, sexuality, religion and disability are then presented graphically. As noted the purpose of collecting quantitative data on representations of human subjects in textbooks was to determine trends, or patterns of representation, for eight categories of possible bias, discrimination and prejudice. The qualitative findings for the other categories are not described in detail here simply because these categories of difference were markedly under-represented in the textbooks.

Results for each of the singular categories of potential bias, discrimination or prejudice are presented graphically in relation to their dimensions across subject, and grade. An explanation for each graph is given and a synopsis of all the graphs for a category is also provided. Results for role representation are presented with regards to each subject together with an explanation and synopsis of all tables and graphs.

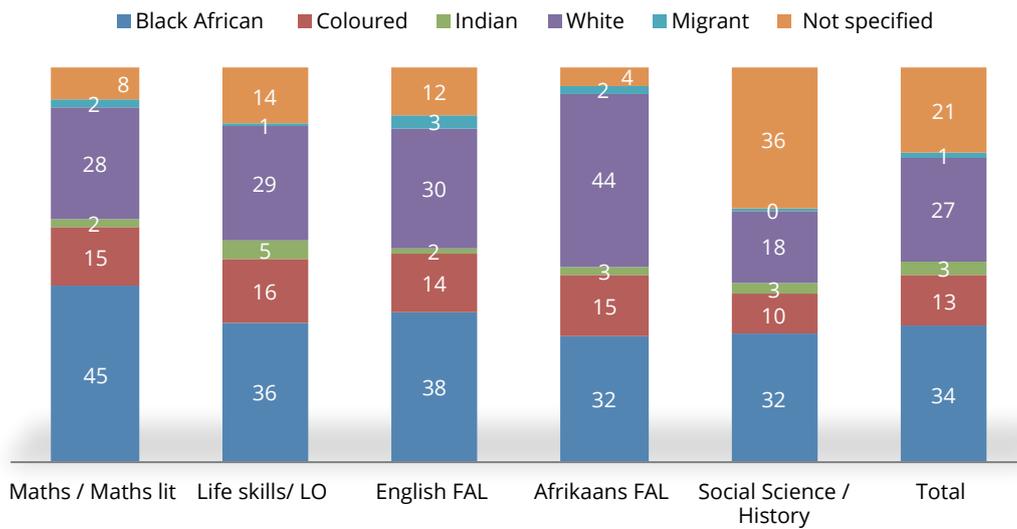
#### a. Race

As explained above, within the category race, the textbook analysis template makes provision for a numerical tally of visual and textual representations across five dimensions; 'Black African', 'coloured', 'Indian', 'white' and 'migrant'. The textbook analysis template also provided space for 'not specified' or 'unable to identify' for instances when none of five of the dimensions could be identified.

Four graphs are presented below. The first represents results for all **visual** representations in selected textbooks of the dimensions of **race** by **subject**. The second illustrates results for all **textual** representations in selected textbooks of the dimensions of **race** by **subject**. The third illustrates results for all **visual** representations in selected textbooks of the dimensions of **race** by **grade**. The fourth illustrates results for all **textual** representations in selected textbooks of the dimensions of **race** by **grade**. Brief explanations are provided below each graph of key findings that can be drawn from the data illustrated in the graphs.

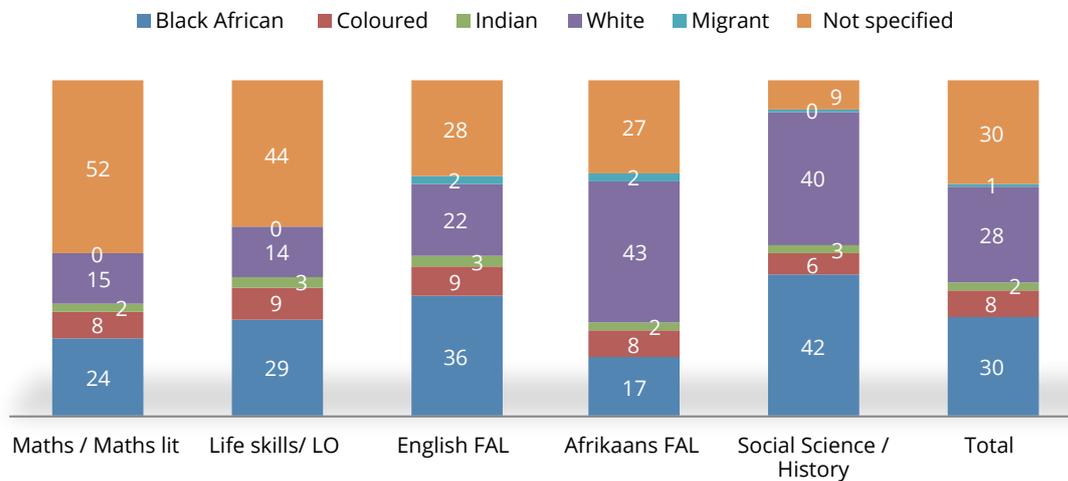


### Representation of race by Subject (Visual)



Across subjects in visuals, the representation of dimensions 'black African', 'coloured', 'Indian' and 'migrant' are relatively even as opposed to a fluctuation in the representation of dimensions 'white' and 'not specified'. The highest proportion of a dimension of race represented visually in a subject is 'black African' (45%) in Maths/ Maths lit. The lowest proportion of a dimension of race represented visually in a subject is migrant (0%) in Social Science / History.

### Representation of race by Subject (Text)



Across subjects in text, the representation of the dimensions 'coloured', 'Indian' and 'migrant' is relatively even as opposed to a fluctuation in the representation of dimensions 'black African', 'white' and 'not specified'. Representations of black African people predominated in the texts, except for Afrikaans FAL.



In English FAL the different race groups are represented positively. All the texts across the grades present all race groups as people with agency and a sense of their own dignity. The Grade 6 Oxford text is particularly strong in showing black people in a variety of situations and positions. Their class variety is particularly wide. More importantly, even when black people are presented in positions of difficulty, these representations are positive. In all the texts young people socialise together in comfortable ways with each other. All the texts have images of young people from varying racial groups playing leadership roles in settings where they are together. The Grade 6 Pearson chapter on foods also, positively, works with a young character who over-eats. That he is black is immaterial to the message the text wishes to convey. Similarly, in the Grade 6 Pearson text, a young white girl is spoken to by her mother of the family's financial difficulties. This is a positive feature of the text. Also positive is the way the Grade 6 Oxford text deals with New Beginnings and presents the making of an entirely new social relationship with the Simisani and Abrams families sharing a single home.

Of particular interest for race and subject is how the issue was addressed in History and the Social Sciences. African males predominated in all the texts. People classified Indian and coloured rarely appeared. A consciously different approach was evident, however, in *Platinum Social Sciences Learners Book for Grade 9* (Pearson) where the term 'race' was used in inverted commas and an anti-geneticist approach was outlined. The book described the complexities of racial terminology:

The National Party apartheid government did not use the term 'African', because the translation of the word 'Afrikaner' is 'African'. They called 'Africans' 'Natives' or 'Bantu'. Both these terms are insulting. In this topic, we will refer to people who were called 'Natives' or 'Bantu' as 'Africans'. The apartheid government found it hard to define race, especially when it came to what they called 'coloured' people. The word 'coloured' is controversial and possibly insulting, so here we have used it in inverted commas.

In the Maths and Maths Literacy texts while there appeared to be no favouring or bias against any racial group, and representations of African people were reasonably frequent, there remained a sizeable representation of people who could be white.

Black Africans were overrepresented in the isiZulu texts. Although visuals of whites and Indians were used occasionally, some of the portrayals were inappropriate/ incongruent with the texts especially the Grades 3, 6, 9 and 12 textbooks mostly with the two latter grades. There were also still some stereotypes presented:

- Blacks play soccer; whites presented/ participate in various sport codes.
- Whites being placed in privilege positions / sports in visuals by being used with all type of sports codes.

Diversity is represented well in many instances in the Afrikaans FAL texts. It is notable that *Afrikaans Sonder Grense, Grade 6*, for example, has taken a great deal care to normalise diversity in the representations of the characters, who are pictured in different combinations in terms of 'race', culture and gender throughout. The sketched characters reflect varying styles of dress and appearance (including a range of hairstyles), and include depictions clearly identifiable in terms of South African racial categorisations as well ambiguous portrayals. Names represent different cultural backgrounds, and characters are from different walks of life. A range of living conditions is reflected. Admirable and reprehensible behaviours are distributed across difference and no clear patterning emerges. Some of the ways in which diversity is affirmed in *Piekfyn Afrikaans, Grade 9* is in the care that has been taken to represent a diversity of appearances, geographical locations, urban/rural variations, some interracial friendships, different kinds of dwellings, age-positivity, and a good representation of writing by women authors and poets. For example, the text and visuals of different dance genres include, among others, tango, breakdancing, kwaito, rock and roll, disco, and Volkspele. The section also includes a part on the characteristics of traditional African dance featuring an illustration of a KhoiSan dancer. The choice of the vuvuzela at the world cup is used as a symbol of national unity. There are,



however, also less positive examples in the Afrikaans texts. In the Grade 3 *Sonder Grense* text there is a tendency in stories to use colonial names given to servants (Mieta, Selina) in stories. While this is obviously not a clear-cut issue, it would be wise not to use such names for people in who are in relatively disempowered positions and to avoid the risk of reproducing colonial connotations.

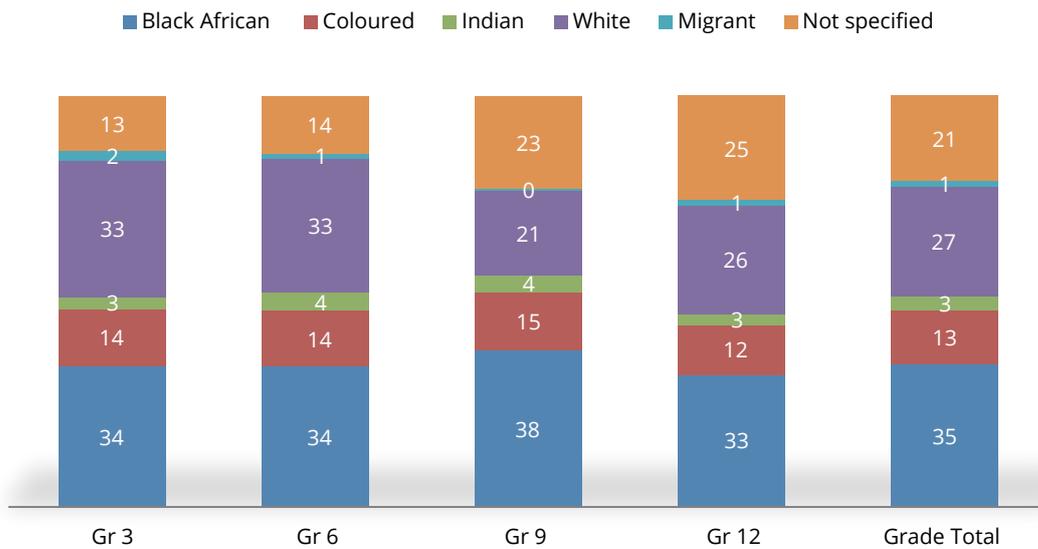
As with the majority of the texts studied in the other subjects, Life Skills and Life Orientation texts also attempted to carefully represent a diversity of races in the range of texts analysed across the 4 grades. It was obvious that race was treated with an attitude of sensitivity by the authors of all the various books analysed. Interestingly, race was minimally covered in the early grades of schooling, with coverage increasing with the study levels of learners. For instance, Grade 3 Life Skills texts tended to feature more animals and other non-human visuals compared to all the other grades. This could perhaps be due to the age levels of learners targeted by the texts.

There were some concerning instances in the manner in which race was covered, particularly with the Grade 9 Oxford Successful Life Orientation which, while not explicitly and also perhaps not deliberately projecting content which could be deemed as racist, the book included some content on race which could be looked at with a degree of skepticism. For example, under the section of *Constitutional rights and responsibilities: citizens' rights and responsibilities*, the Oxford text presents an exercise where learners are required to complete a task on the Sharpeville Massacre. A range of questions about the Massacre are presented, which require a discussion from learners. Surprisingly within the same exercise, and with no context, learners are asked to "research the events of the Marikana Massacre of December 2012 and [to] write a paragraph to describe [whether] there were any similarities with the Sharpeville Massacre" (p. 55). While of course the atrocities committed by the present-day government should find discussion in our classroom, especially for purposes of critical thinking and awareness, presenting such a discussion concurrently with a discussion on the Sharpeville Massacre potentially robs learners an opportunity to engage directly with the historical atrocities perpetrated by the apartheid government and the impact of racism in society. To be fair to the authors, it is possible that the inclusion of the Marikana Massacre may have been primarily for extending learners' knowledge; however, our view is that the research task is misplaced.

The highest proportion of a dimension of race represented in text in a subject is white (43%) in Afrikaans FAL. The representation across subjects in visuals (44%) and text (43%) of 'white' in Afrikaans FAL is also the most constant. The lowest proportion of a dimension of race represented in text in a subject is 'migrant' (0%) in Mathematics / Mathematics Literacy, Life Skills/ Life Orientation and Social Science / History.

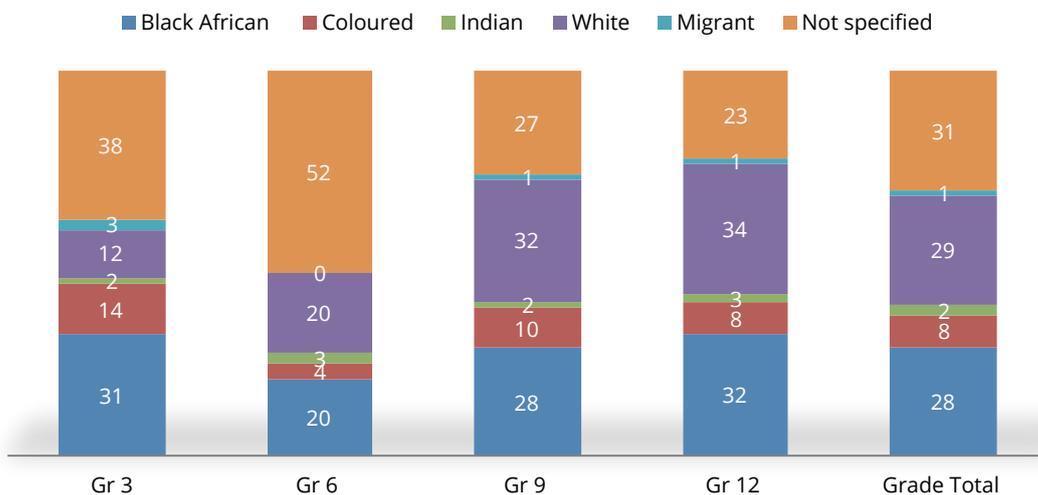


### Race representation by Grade (Visual)



Across grades in visuals, the representation of dimensions 'Black African', 'coloured', 'Indian' and 'migrant' is relatively even as opposed to a fluctuation in the representation of dimensions 'white' and 'not specified'. This is similar to the pattern across subjects, although there is relatively more evenness in the representation of dimensions 'white' and 'not specified' as well. The highest proportion of a dimension of race represented visually in a grade is 'Black African' (38%) in grades 9. The lowest proportion of a dimension of race represented visually in a grade is 'migrant' (0%) in grade 9.

### Race representation by Grade (Text)



Across grades in text, the representation of the groupings of 'coloured', 'Indian' and 'migrant' is relatively even as opposed to a fluctuation in the representation of dimensions 'Black African', 'white' and 'not specified'. The highest proportion of a dimension of race represented in text in a grade is 'white' (34%) in Gr 12. The lowest proportion of a dimension of race represented in text in a grade is 'migrant' (0%) in Gr 6. Interestingly however, while the representation of "migrant" in grade 6 may not have been textually presented, the grade 6 Platinum Life Skills



text sought to deliberately and actively teach about xenophobia. The book has an entire section dedicated to xenophobia, and attempts to get children to think about the wrongs of discrimination. This is presented in a section on bullying, which attempts to also educate learners to challenge discrimination on the basis of gender, culture, race, religion, body size and economic status.

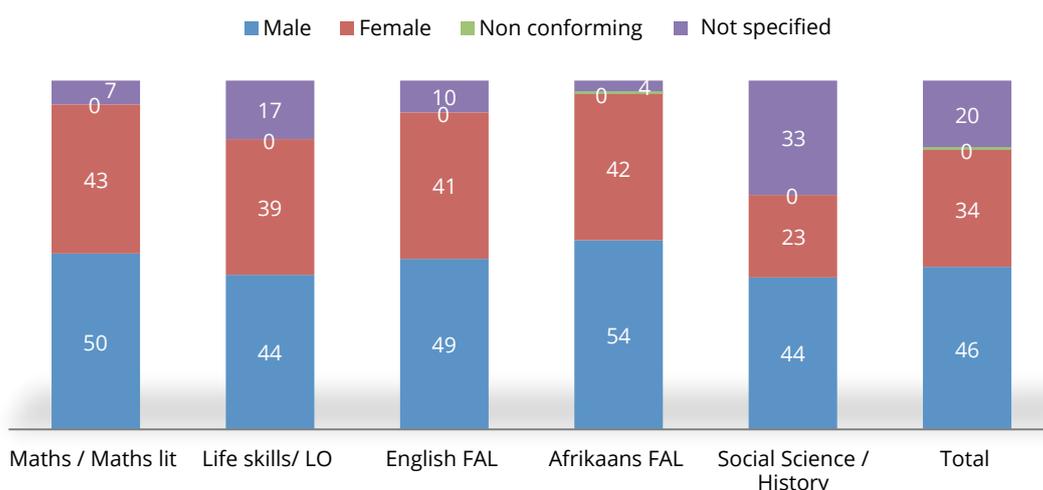
Across subject and grade as well as visual and text, care is taken to ensure that representations of black African and white are realised. In most subjects and grades the people deemed to be 'black African' are represented more frequently than those understood to be 'white', though by no means proportionally to the South African demographic. Exceptions are Afrikaans FAL where more representations of 'white' are illustrated in both visuals and text as well as Gr 12 where more representations of 'white' are illustrated in text. Interestingly these incidents also represent the highest proportions across subjects (text) and grades (text). Without exception, migrants are least represented. Markedly, moreover one of the lowest proportions identified in Life Skills / Life Orientation (gr 6, text). "Not specified" indicates instances where a dimension of race could not be identified though a human was represented visually or in text.

### b. Gender

The textbook analysis template makes provision for a numerical tally of visual and textual representations across three dimensions of gender; 'male', 'female' and 'gender non-conforming'. The textbook analysis template also provided space for 'not specified' or 'unable to identify' for instances when none of three of the dimensions could be identified.

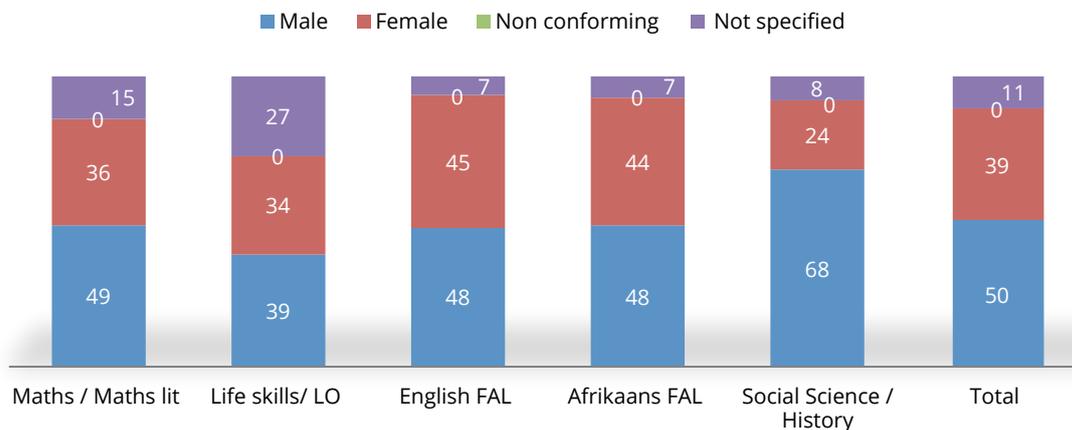
Four graphs are presented below. The first illustrates results for all **visual** representations in selected textbooks of the dimensions of **gender** by **subject**. The second illustrates results for all **textual** representations in selected textbooks of the dimensions of **gender** by **subject**. The third illustrates results for all **visual** representations in selected textbooks of the dimensions of **gender** by **grade**. The fourth illustrates results for all **textual** representations in selected textbooks of the dimensions of **gender** by **grade**. A brief explanation is provided below each graph of key findings that can be drawn from the data illustrated in the four graphs.

**Representation of gender by Subject (Visual)**



Across subjects in visuals, the representation of dimensions 'male', 'female' and 'non-conforming' are relatively even as opposed to a fluctuation in the representation of the dimension 'not specified'. The highest proportion of a dimension of gender represented visually in a subject is 'male' (54%) in Afrikaans FAL. The lowest proportion of a dimension of gender represented visually in a subject is 'non-conforming' (0%) in Life Skills / LO, English FAL and Afrikaans FAL. Across all subjects, the dimension 'male' has a higher proportion than 'female'.

### Representation of gender by Subject (Text)



Across subjects in text, the representation of dimensions 'male', 'female' and 'non-conforming' are relatively even as opposed to a fluctuation in the representation of the dimension 'not specified'. The highest proportion of a dimension of gender represented in text in a subject is 'male' (68%) in Social Science / History. The lowest proportion of a dimension of gender represented in text in a subject is 'non-conforming' (0%) in all subjects. Across all subjects besides English FAL, the dimension 'male' has a higher proportion than 'female'. The texts tend to work, with ideas of gender in relatively conventional ways. Heteronormativity approaches tend to dominate.

Heteronormativity dominates in the English FAL texts. In the Grade 6 Pearson English text, as an illustration of the point, males and females, in a variety of social and class and life-stage settings fulfil predictable roles in their behaviour and responsibilities. The single and in some ways most dramatic inversion of this occurs with the same-sex couple entry into the family tree in the Grade 6 Oxford text. In History and the Social Sciences the emphasis tended to fall on males as subjects of history. In the *Clever Social Sciences Grade 6* (MacMillan), for example, the focus of activities in the chapter on ancient kingdoms is on male activities. The underlying assumptions are that the important activities of ruling, farming and trading were male. No gender distinctions are made in the text. While the language excludes women, they are represented visually as contemporary tourists and as water-carriers. In the section on European explorers, women are visually represented as the Queen to a King and in the form of the creation of Leonardo da Vinci, Mona Lisa. Otherwise the actors and agents are male: kings, explorers, inventors, scientists, painters and missionaries. The third chapter includes varied representations of men and women. There are no representations in either text or image of gender-non-forming people in any of the chapters. The language appears to be neutral throughout.

In most mathematics textbooks, men and women were represented relatively equally in all spheres of life and home, and women were not overtly defined by society's different sets of patriarchal relationships. Across the textbooks both males and females were shown to be economically active and capable, with females shown to be capable of being strong, dominant and domineering. Examples of both men and women being economically active and



capable of running their own financial affairs included the Pearson textbook where Sizakele wants to buy (p.140), Beatrice has an account, Temoso sells T-shirts (p.15), Tom pays, Zakele draws up a budget (p.16), or Mrs Mkhize receives a monthly salary (Gr 9 Maskew Miller Longman p.14).

Examples of females shown to be subverting patriarchal gender stereotypes include Mbali, who owns her own business in the Gr 12 Macmillan textbook (p 90), and Nina, who buys herself an apartment worth R1 400 000 in the Gr 12 Pearson Mathematics (p 87) textbooks. In these representations however, women were described according to normative male views of what being strong or dominant entailed. Gender non-conforming individuals were not represented in any of the Mathematics textbooks.

Despite efforts to represent both genders as economically capably and subverting patriarchal gender stereotypes, women were also often represented as 'concerned with the home', with men mainly depicted as providers and owners of businesses. Gender was further alluded to in references to work occupations where "a farmer hires men to construct a building" (Gr 9 Pearson p.13), or "it takes three men six hours to repair a road" (Gr 9 Pearson p.16). Where women were mentioned they were represented as craft traders (Gr 9 Pearson p 198, 199), or as spouses ('He contributes to a medical aid fund every month for himself and his wife', Gr 12 Cambridge p.389), thereby reinforcing gender distinctions and keeping heteronormative binaries intact.

Thus, while there seemed to be an equal representation of males and females in mathematics textbooks, together with an attempt to represent both as economically active and capable there remained an underlying normalisation of particular gendered activities that learners could interpret as a 'proper' orientation to life and way of being in the world.

In the isiZulu texts, although authors had attempted to balance representations of males and females, this varied with textbooks and themes being selected. Males were dominant in themes relating to Democracy and Leadership and females in relation to themes on the Family. Women performed traditional roles around the kitchen - collecting wood and teaching/ caring for children - rendering manual services. Males held prestigious positions – owned land and cattle, worked in offices in positions such as Councillors, lawyers and ran businesses. However, there were isolated positive reflections where females performed activities perceived to be masculine (Girls playing soccer) such as the **Vivlia: Insika yethu** with a focus on the captain for the female soccer team, Portia Modise.

Afrikaans texts have a mixture of positive and negative gender representations. Positively, *Kom Ons Lees*, Grade 3, have girls as main characters in the stories. There are good examples of this, as where the character takes agency and reverses assumptions about children (especially girls) being wholly dependent on adult agency. In *Afrikaans Sonder Grense*, Grade 3, there is the example of . in one story, Sandile belongs to a home lovingly headed by his grandmother, and he is shown to assist her with the household chores. *Piekfyn Afrikaans*, Grade 6, depicts a young boy who overcomes his father's prejudice against boys doing ballet. Less positively, there is the cartoon in *Afrikaans Sonder Grense*, Grade 9, of women as poor drivers, or young women who fail as cooks for men.

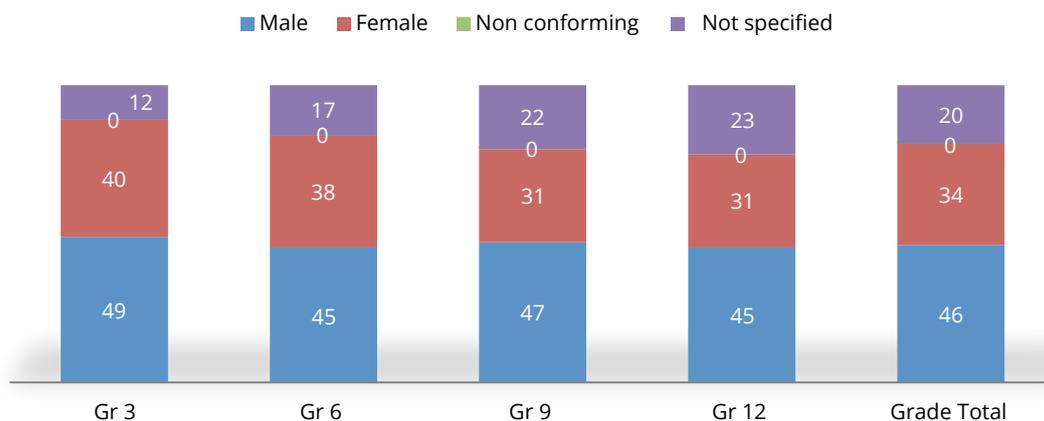
For Life Skills and Life Orientation, gender representation featured mainly through one of three approaches adopted by the respective textbooks, i.e. (i) reinforcing prevailing stereotypes, (ii) presenting neutral or factual data or (iii) adopting an activist approach by inverting normatively established stereotypes. The reinforcement of prevailing stereotypes was mainly visible in the early years, particularly in the grade 3 and 6 Life Skills textbooks where stereotypically gendered colours, normative gender roles and sporting activities tended to feature predominantly. The presentation of facts mainly took the form of gendered characters presenting particular knowledge without seeking to reinforce nor challenge stereotypes. This was mainly visible in the grade 9 book. The grade 12 texts, particularly the Focus Life Orientation text, tended to adopt an activist approach that deliberately sought to reverse and challenge stereotypical constructions. For example, the book deliberately included topics on African women



entrepreneurs, grandmothers and (Muslim) girls playing a range of sports, including soccer, rugby and boxing. It was clear that the Life Orientation Focus book directly dealt with the question of women emancipation. The book does not simply engage this issue through images, it also does so through the text. The book deals with the question cultural and religious hindrances to the advancement of women and girls in society. This is done in a very careful and considered manner. For example, African culture is not exceptionalised as oppressive. The book notes for example that “all cultures have beneficial, as well as harmful practices” (p. 192).

It is important to point out that, consistent with the majority of the texts analysed, sexual orientation was either completely ignored, or dealt with under the headings of crisis or sickness. Gender identity on the other hand was not at all addressed by all the texts analysed.

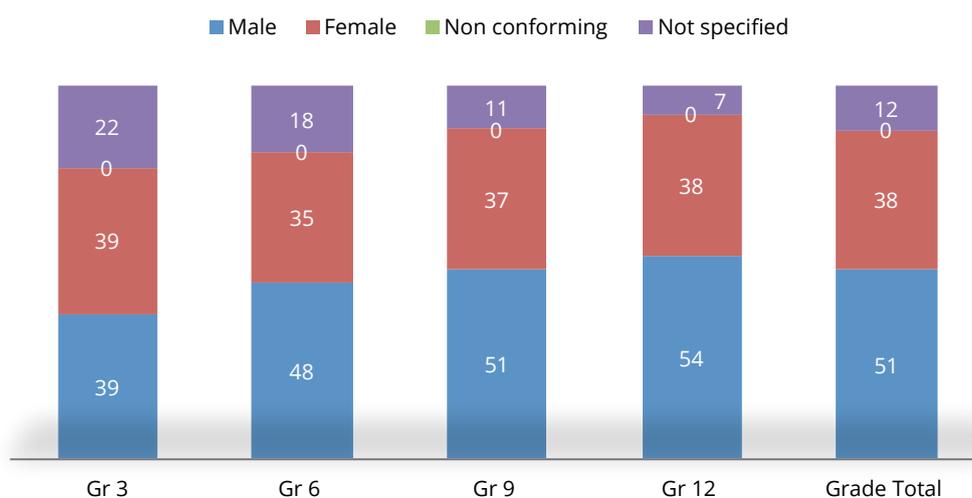
### Representation of gender by Grade (Visual)



Across grades in visuals, the representation of dimensions ‘male’, ‘female’ and ‘non-conforming’ are relatively even as opposed to a fluctuation in the representation of the dimension ‘not specified’. This is similar to the pattern across subjects. The highest proportion of a dimension of gender represented visually in a grade is ‘male’ (49%) in Grade 3. The lowest proportion of a dimension of gender represented visually in a grade is ‘non-conforming’ (0%) in all grades. Across all grades, the dimension ‘male’ has a higher proportion than ‘female’.



### Representation of gender by Grade (Text)



Across grades in text, the representation of dimensions 'male', 'female' and 'non-conforming' are relatively even as opposed to a fluctuation in the representation of the dimension 'not specified'. The highest proportion of a dimension of gender represented in text in a grade is male (54%) in Gr 12. The lowest proportion of a dimension of gender represented in text in a grade is 'non-conforming' (0%) in all grades. Across all grades, the dimension 'male' has a higher representation than that of 'female'.

As with representations of race, care is taken to ensure that representations of males and females are present. In all instances however, the proportion of males represented was higher than females. Indeed across all subjects and grades, visually and in text, the total proportion of the dimension 'male' is more than 10% higher than 'female'. 'Not specified' represents instances where dimensions of gender could not be identified though a human was represented visually or in text.

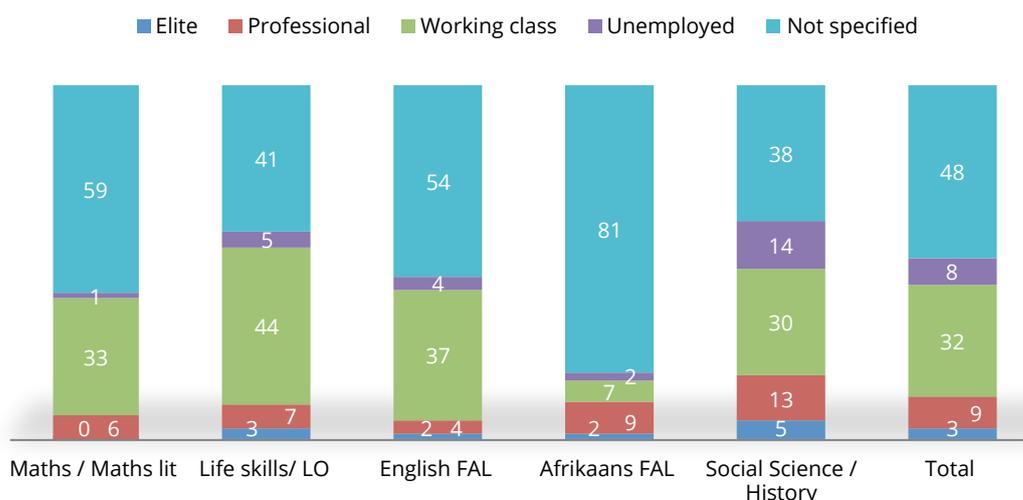
### c. Class

The textbook analysis template makes provision for a numerical tally of visual and textual representations across four dimensions of class; 'elite', 'professional', 'working class' and 'unemployed'. The textbook analysis template also provided space for 'not specified' or unable to identify' for instances when none of three of the dimensions could be identified.

Four graphs are presented below. The first illustrates results for all **visual** representations in selected textbooks of the dimensions of **class** by **subject**. The second illustrates results for all **textual** representations in selected textbooks of the dimensions of **class** by **subject**. The third illustrates results for all **visual** representations in selected textbooks of the dimensions of **class** by **grade**. The fourth illustrates results for all **textual** representations in selected textbooks of the dimensions of **class** by **grade**. A brief explanation is provided below each graph of key findings that can be drawn from the data illustrated in the four graphs.

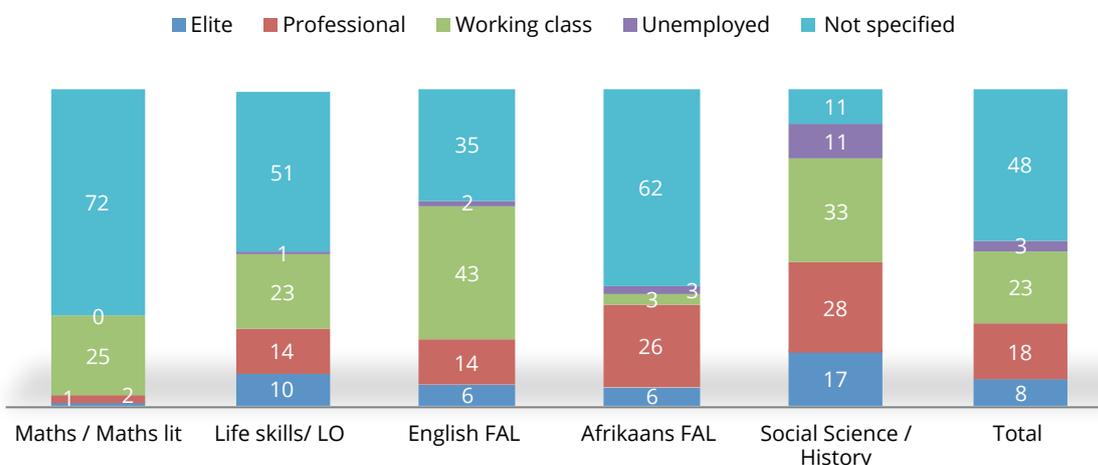


### Representation of class by Subject (Visual)



Across subjects in visuals, there is fluctuation in the representation of all dimensions of class, except 'elite'. The highest proportion of a dimension of class represented visually in a subject is 'working class' (44%) in Life skills / Life Orientation. The lowest proportion of a dimension of class represented visually in a subject is 'elite' (0%) in Maths / Math lit.

### Representation of class by Subject (Text)



Across subjects in text, there is fluctuation in the representation of all dimensions of class. The highest proportion of a dimension of class represented in text in a subject is 'working class' (43%) in English FAL. The lowest proportion of a dimension of class represented in text in a subject is 'unemployed' (0%) in Maths / Math lit.

With respect to class the English FAL texts tend to be defined by a middle-class standard. This middle-class standard pervades virtually all the approaches to how people manage their lives and how they behave. The Grade 6 Pearson text, especially with the representations of places of interest, of food, of leisure, of science and technology and even of heroes, defaults to middle-class kinds of aesthetics and practices. This middle-class bias is evident in the availability



of facilities, resources and opportunities. When children play they have access to many and often expensive toys. In the *Places of Interest* chapter the pictures are obviously beyond the practical reach of poor children. The foods are decidedly culturally biased towards middle-class life. They are of expensive varieties of processed foods and take-away examples. When children are engaged in activities, the activities are distinctly those of children with access to resources and opportunities. They play in orchestras and bands with expensive equipment. When they are studying and learning, they do so in their own rooms which are furnished with desks and book-cases. There is one instance where this is not the case in the Pearson text, that of the white girl whose mother tells her that she cannot have a birthday party because money is not available. But even this example turns out differently when the mother presents her with a surprise on her birthday. The Grade 6 Oxford text explores these issues with a more open-mind. While it is also governed by middle-class normativity, it works with economic and social hardship much more openly and deliberately. This is particularly the case with the example of the Mozambican refugee and the boy Simisani who moves to Delft in Cape Town.

In History and the Social Sciences there was an over-representation of elites. In the New Generation's *History Learners' book for Grade 12*, for example, the focus fell on the political class of men who ruled the world at that time. There were no representations of working classes and the unemployed even though the chapter deals with countries that devoted themselves to the working class, at least ideologically.

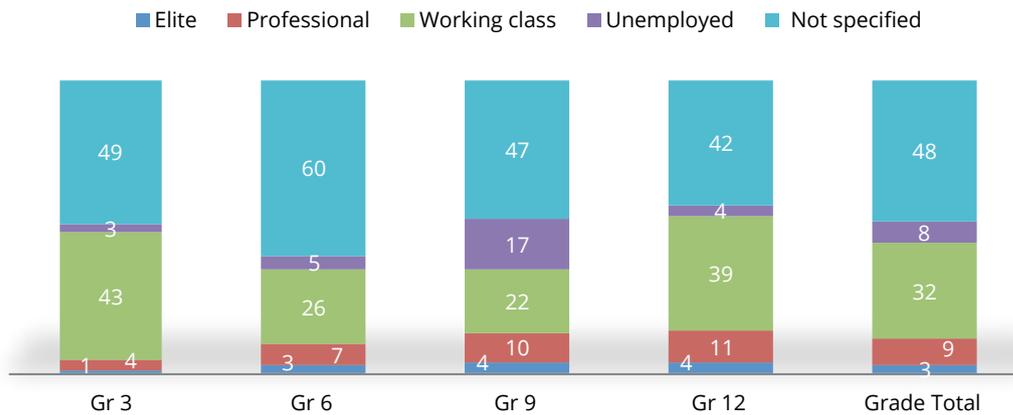
With the Maths and Maths Literacy texts vulnerable groups, the unemployed, as well as (ironically) the elite, were largely absent in representations of class. While there did not appear to be an unqualified preference for either working class or middle class representations, a specific repertoire of economic activities in daily social interactions tended to emerge. This involved participation in the formal financial sector, banking and saving, that could be interpreted as a 'proper orientation' to life and something that learners should aspire to as they mature. It privileged a particular western, middle-class sensibility that located itself in the formal (which is largely inaccessible to the poor) economic sector, and did not allow for the possibility that there could be other alternative (and legal) ways of loaning, investing, and saving that were also financially responsible.

In isiZulu the dominant class represented in all the books was that of the middle class. Where the unemployed were visible through visuals and in text they were presented as 'victims'. The unemployed were underrepresented.

The Life Skills and Life Orientation texts mainly reflected an aspirational outlook in so far as social class is concerned. All the books studied were mainly focussing on the middle classes. From the environmental settings presented to the activities assigned, it was clear that the target audience was a middle class, multiracial context. Poor people and the unemployed were minimally featured. Apart from the grade 12 Focus Life Orientation textbook which adopted an activist approach by deliberately seeking to challenge stereotypes through the presentation of poor whites and the coverage of courageous individuals from deprived contexts who emerge to achieve success, for example, almost all the texts studied tended to present a middle class outlook. The Grade 9 Oxford Successful Life Orientation book was particularly concerning in its projection of poor communities. For instance, the book asserts that "In some poor communities parents send their girls out to have sex so that the family can eat" (p. 20). While this is in some instances true, the occurrence of this phenomenon is very minimal. Young women often engage in transactional sexual relationships out of their own choices, not because parents send them to do this! This is not to suggest that the reference to this act is invalid. However, the statement suggests a significantly normative phenomenon, something that could problematically be easily be internalized by learners. Equally, the notion that young poor girls get pregnant in order to have access to the social grants as espoused in the very text plays into existing stereotypes about poor teenage girls through the repetition of false information, which is assumed to be true.



### Representation of class by Grade (Visual)



Across grades in visuals, there is fluctuation in the representation of all dimensions of class. The highest proportion of a dimension of class represented visually in a grade is 'working class' (43%) in Gr 3. The lowest proportion of a dimension of class represented visually in a subject is 'elite' (1%) in Gr 3.

### Representation of class by Grade (Text)



Across subjects in text, the representation of dimensions 'elite' and 'unemployed' are relatively even as opposed to a fluctuation in the representation of dimensions 'professional', 'working class' and 'not specified'. The highest proportion of a dimension of class represented visually in a grade is 'working class' (30%) in grades 3 and 12. The lowest proportion of a dimension of class represented visually in a subject is 'unemployed' and 'elite' (1%) in Gr 3.

Dimensions of class were generally not easy to identify in the textbooks. Where an occupation was represented class could be inferred. Children do however not have an occupation and hence it was not possible to identify the class of children as well as teenagers and youth. For this reason the proportion of 'not specified' is higher in this category. Mirroring age then, as representation of the dimensions 'children' and 'teenager / young' decreases so too does the dimension 'not specified' in class decrease. Where children are represented with adults their class dimension was tallied as the same. 'Not specified' represents instances where dimensions of class could not be identified though a human was represented visually or in text.



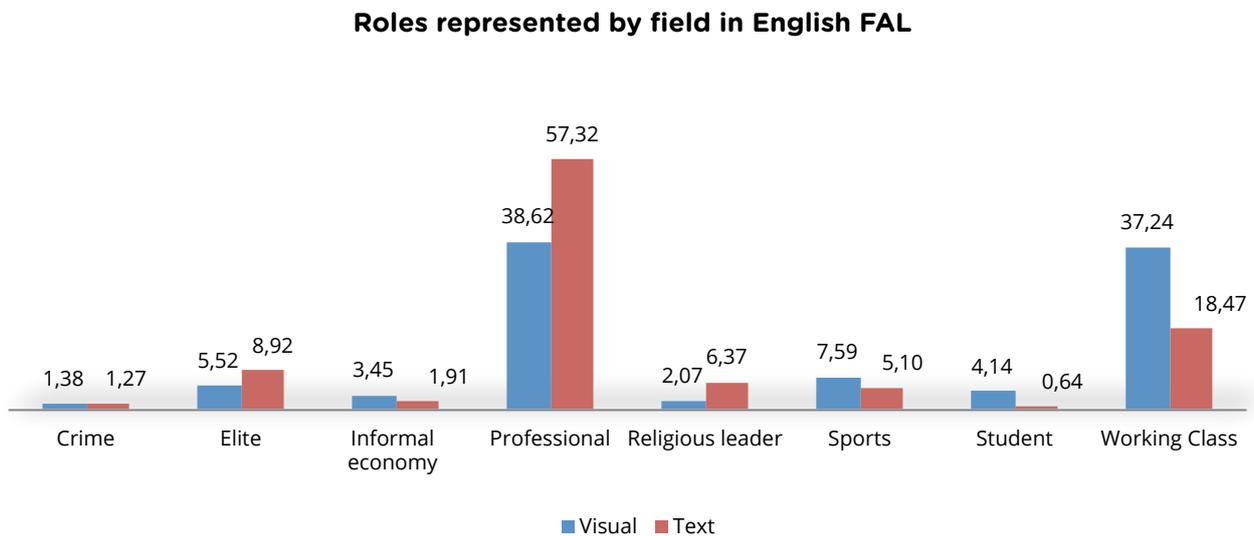
#### d. Role Representation

The results of the role representation for English FAL, Afrikaans FAL, Social Science / History, Mathematics and Life Skills / Life Orientation are presented below. In each subject the results are presented as follows:

- Roles are graphically presented by field.
- Representation of dimensions of race and gender for all roles are graphically presented.
- Presentation of results for professional and working class fields individually, including:
  - Tables for particular combinations of categories of race and gender.
  - Representation of categories of race and gender within each field.

#### English FAL

Frequency counts for roles represented in English FAL textbooks for grades 3, 6, 9 and 12 have been combined and selected results are presented below graphically or in tables. The graph below illustrates the proportion of roles represented by field in the English FAL textbooks both visually and in text.



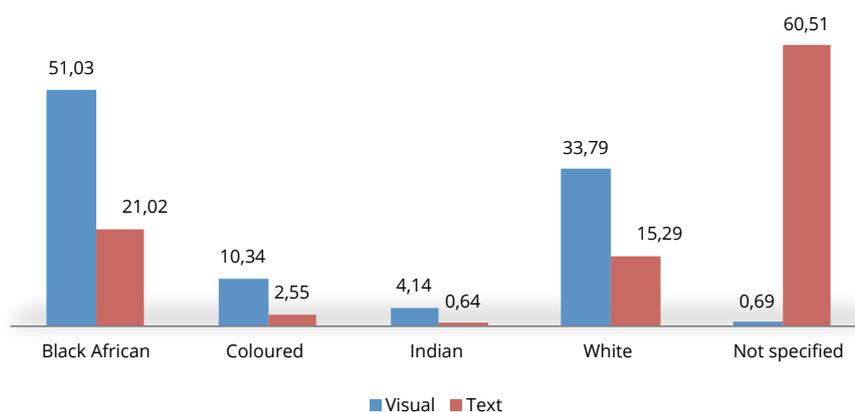
The fields with the largest proportion of roles in visuals are 'professional' (38.62%) followed by 'working class' (37.24%). The fields with the largest proportion of roles in text are 'professional' (57.32%), followed by 'working class' (18.47%). Visually there is much less difference between the proportion of professional and working class roles than in text.

The graphs below present results for categories of race and gender for all roles in English FAL textbooks visually and in text. The graph presenting categories of race is presented first, followed by the graph presenting dimensions of gender for all roles in English FAL textbooks.



---

### Representation of dimensions of race in roles - English FAL

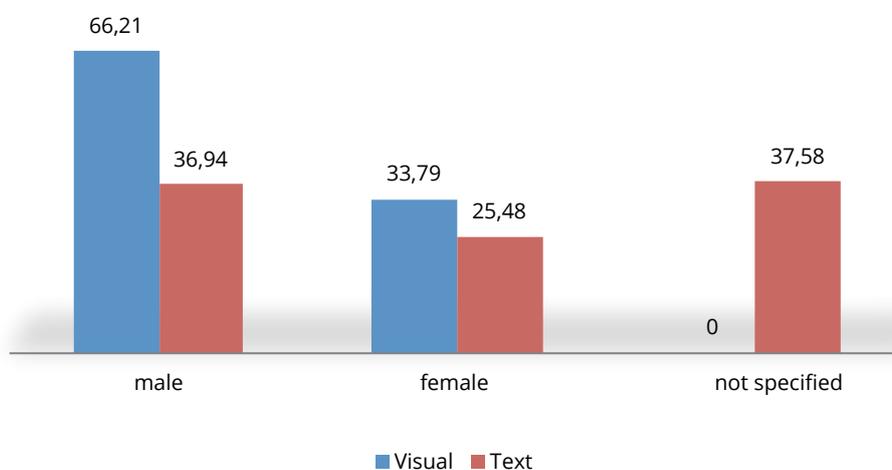


---

Across all roles in English FAL textbooks, the representation of the dimension 'black African' was highest visually and in text. In text dimensions of race were however more often not specified. This means that in more instances dimensions of race could not be identified in text than visually. In both visuals and text dimensions 'coloured' and 'Indian' were not represented often, although the dimension 'coloured' was identified more often visually.

---

### Representation of dimensions of gender in roles - English FAL



---

Across all roles in English FAL textbooks, representation of the dimension 'male' was highest visually and in text. In text dimensions of gender were however more often not specified. This means that in more instances dimensions of gender could not be identified in text than visually.

Results for race-gender intersections within professional and working class fields are presented below because, as indicated in the graph illustrating roles represented by field in English FAL, these fields have the highest proportions in both visuals and texts.



### (i) Representation with the professional field in English FAL textbooks

The results for how categories of race and gender are represented within the professional field visually and in text are presented below, in tables or graphs.

The next two tables illustrate the proportion of particular combinations of categories of race and gender represented in the professional field. A particular combination of categories of race and gender occurs when a role in the professional field intersects with the same dimension of race *and* gender, for example 'black African' *and* 'male' or 'black African' *and* 'female'.

**Table illustrating particular combinations of categories of race and gender in the professional field in visuals**

Race	Gender	Proportion
Black African	male	42.86
White	male	32.14
White	female	17.86
black African	female	7.14

**Table illustrating particular combinations of categories of race and gender in the professional field in text**

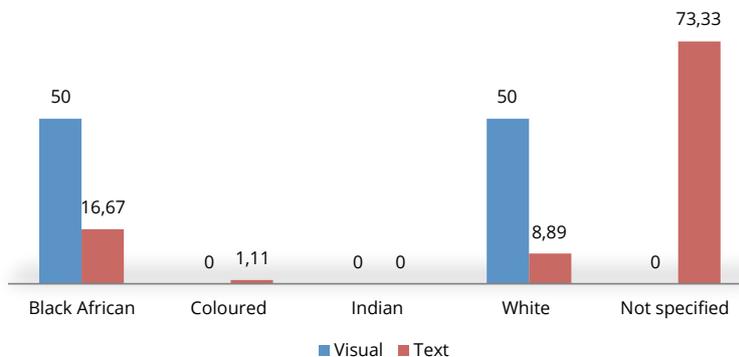
Race	Gender	Proportion
Not specified	Not specified	43.33
Not specified	Female	17.78
Not specified	Male	12.22
black African	Male	12.22
White	Male	7.78
black African	Female	4.44
coloured	Male	1.11
White	Female	1.11

The highest proportion of a particular combination of categories of race and gender in the professional field is 'black African' and 'male' (42.86%) visually. In text the highest proportion of a particular combination of categories of race and gender in the professional field is not specified for both categories of race and gender (43.33%). The particular combination black African and female representations have very low proportions in both visuals (7.14%) and text (4.44%).



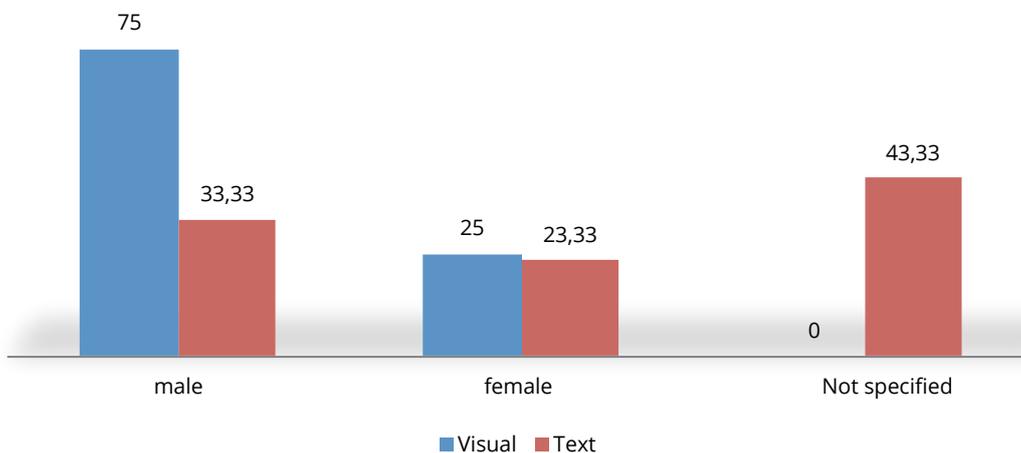
The next two graphs illustrate proportions of dimensions of race for the professional field in visuals and text. This means that the graphs illustrate the frequency that dimensions of race (in the first) and gender (in the second) are represented within the professional field, visually and in text.

**Dimensions of race represented in the professional field - English FAL**



Within the professional field in English FAL textbooks, representation of the dimensions 'black African' and 'white' is equal visually. Within the professional field in English FAL textbooks, representation of the dimension 'black African' is highest in text. In text dimensions of race are however more often not specified. This means that in more instances dimensions of race could not be identified in text than visually although a role could be identified. In both visuals and text dimensions 'coloured' and 'Indian' are not represented often, although the dimension coloured was identified more often visually.

**Dimensions of gender represented in the professional field - English FAL**



Within the professional field in English FAL textbooks, representation of the dimension 'male' is highest visually and in text. The difference in representation of dimensions male and female is larger visually than in text. In text, dimensions of gender are however more often not specified. This means that in more instances dimensions of gender could not be identified in text than visually although a role could be identified.



## (ii) Representation within the working class field in English FAL textbooks

The results for how categories of race and gender are represented within the working class field visually and in text are presented below, in tables or graphs.

The next two tables illustrate the proportion of particular combinations of categories of race and gender represented in the working class field. A particular combination of categories of race and gender occurs when a role in the working class field intersects with the same dimension of race *and* gender, for example 'black African' *and* 'male' or 'black African' *and* 'female'.

**Table illustrating particular combinations of categories of race and gender in the working class field in visuals**

Race	Gender	Proportion
black African	male	29.63
coloured	male	22.22
black African	female	24.07
White	female	12.96
coloured	female	5.56
White	male	3.70
Indian	female	1.85

**Table illustrating particular combinations of categories of race and gender in the working class field in text**

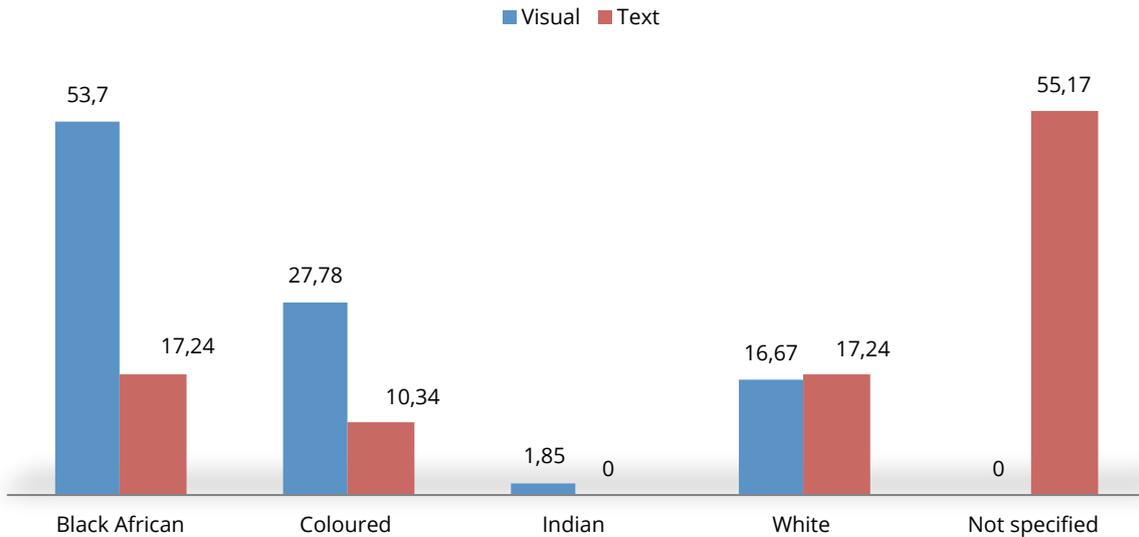
Race	Gender	Proportion
Not specified	Not specified	37.93
White	female	10.34
black African	female	10.34
Not specified	male	10.34
coloured	male	6.90
black African	male	6.90
Not specified	female	6.90
White	male	6.90
coloured	Not specified	3.45

The highest proportion of a particular combination of categories of race and gender in the working class field is 'black African' and 'male' (29.63%) in visuals. In text the highest proportion of a particular combination of categories of race and gender in the professional field is not specified for both categories of race and gender (37.93%). The particular combination 'white' and 'male' representations have relatively low proportions in both visuals (3.70%) and text (6.90%).

The next two graphs illustrate proportions of dimensions of race for the working class field in visuals and text. This means that the graphs illustrate the frequency that categories of race (in the first) and gender (in the second) are represented within the working class field, visually and in text.

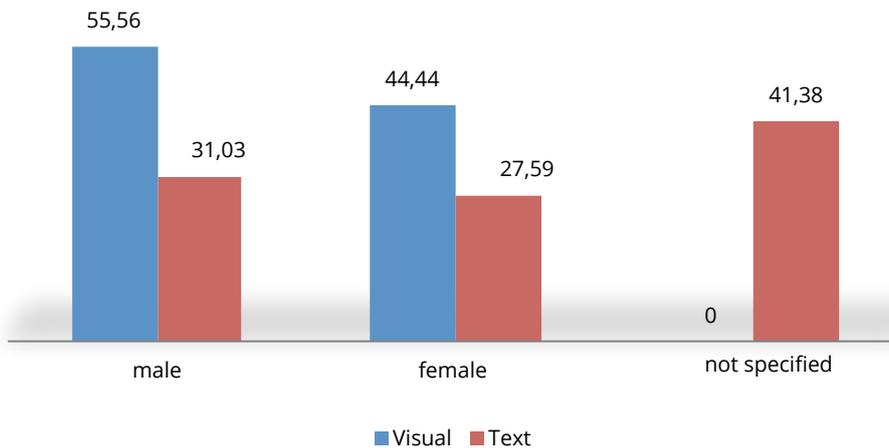


### Dimensions of race represented in the working class field - English FAL



Within the working class field in English FAL textbooks, representation of the dimension 'black African' is highest visually. Within the working class field in English FAL textbooks, the representation of the dimension 'black African' and 'white' is equal in text. Within the working class field in English FAL textbooks, representation of the dimension 'coloured' is relatively high compared to proportions of singular categories as well as professional roles. In text, dimensions of race are however more often not specified. This means that in more instances dimensions of race could not be identified in text than visually although a role could be identified. In both visuals and text, the dimension 'Indian' is not represented often.

### Dimensions of gender represented in the working class field - English FAL



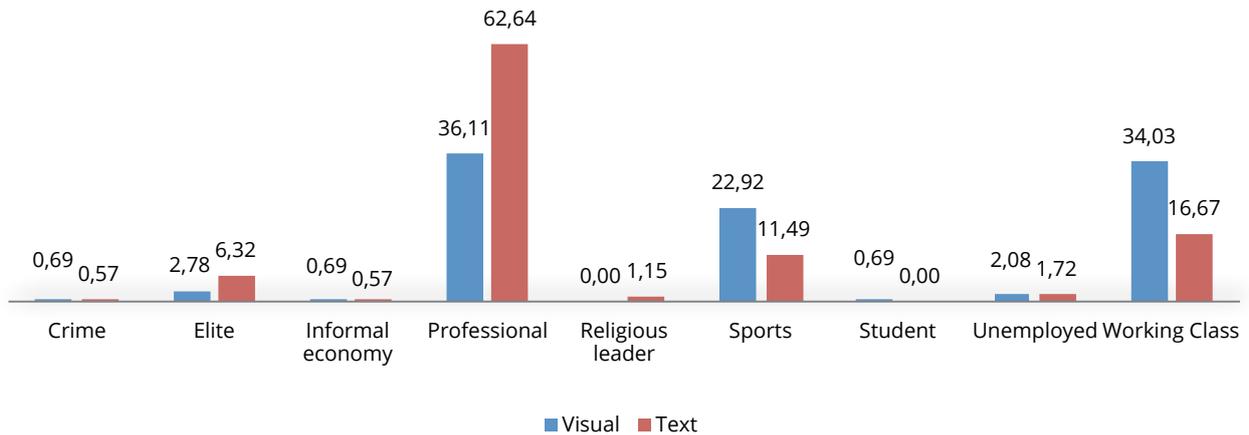
Within the working class field in English FAL textbooks, the representation of the dimension 'male' is highest visually and in text. The difference in representation of dimensions 'male' and 'female' is larger visually than in text. In text, dimensions of gender are however more often not specified. This means that in more instances dimensions of gender could not be identified in text than visually although a role could be identified.



## Afrikaans FAL

Frequency counts for roles represented in Afrikaans FAL textbooks for grades 3, 6, 9 and 12 have been combined and selected results are presented below graphically or in tables. The graph below illustrates the proportion of roles represented by field in the Afrikaans FAL textbooks both visually and in text.

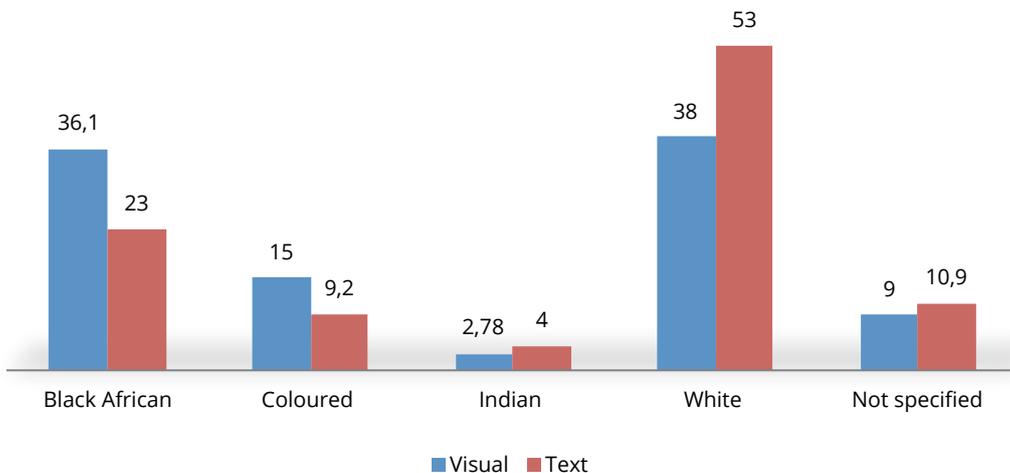
**Roles represented by field in Afrikaans FAL**



The fields with the largest proportion of roles in visuals are 'professional' (36.11%) followed by 'working class' (34.03%). The fields with the largest proportion of roles in text are 'professional' (62.64%), followed by 'working class' (16.67%). Visually there is much less difference between the proportion of professional and working class roles than in text.

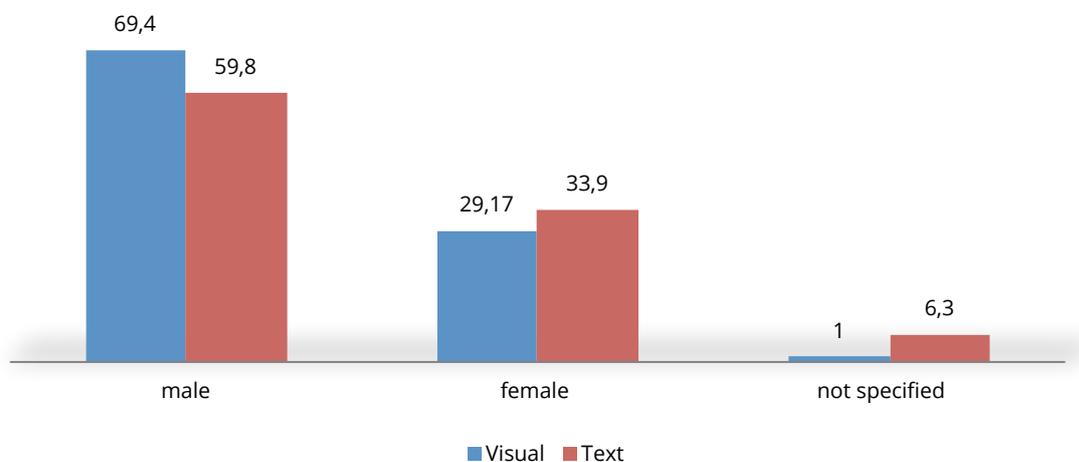
The graphs below present results for categories of race and gender for all roles in Afrikaans FAL textbooks visually and in text. The graph presenting dimensions of race is presented first, followed by the graph presenting dimensions of gender for all roles in Afrikaans FAL.

**Representation of dimensions of race in roles - Afrikaans FAL**



Across all roles in Afrikaans FAL textbooks, the representation of the dimension 'white' is highest visually and in text. In text this is however more stark than in visuals. In both visuals and text dimensions 'Indian' is limited.

### Representation of dimensions of gender in roles - Afrikaans FAL



Across all roles in Afrikaans FAL textbooks, representation of the dimension 'male' is highest visually and in text. It is generally possible to identify dimensions of gender in visuals and text for roles in Afrikaans FAL textbooks.

Results for race-gender intersections within professional and working class fields are presented below because, as indicated in the graph illustrating roles represented by field in Afrikaans FAL, these fields have the highest proportions in both visuals and texts.

#### (i) Representation with the professional field in Afrikaans FAL textbooks

The results for how categories of race and gender are represented within the professional field visually and in text are presented below, in tables or graphs.

The next two tables illustrate the proportion of particular combinations of categories of race and gender represented in the professional field. A particular combination of categories of race and gender occurs when a role in the professional field intersects with the same dimension of race *and* gender, for example 'black African' *and* 'male' or 'black African' *and* 'female'.



**Table illustrating particular combinations of categories of race and gender in the professional field in visuals**

Race	Gender	Proportion
White	Male	36.54
White	Female	19.23
Not specified	Female	17.31
Black	Female	7.69
Coloured	Female	5.77
Black	Male	5.77
Coloured	Male	3.85
Indian	Male	1.92
Indian	Female	1.92

**Table illustrating particular combinations of categories of race and gender in the professional field in text**

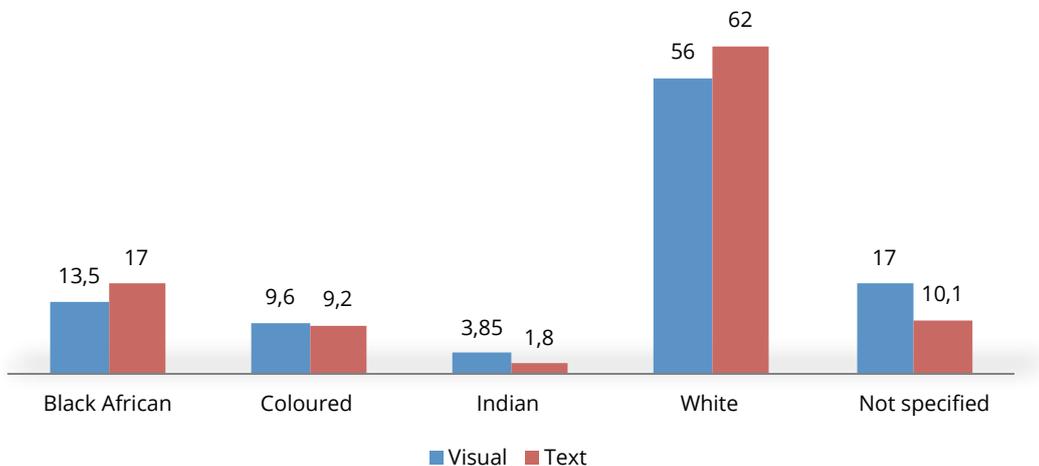
Race	Gender	Proportion
White	Male	32.11
White	Female	28.44
Black	Male	10.09
Not specified	Not specified	7.34
Black	Female	6.42
Coloured	Male	6.42
Coloured	Female	2.75
Not specified	Female	1.83
White	Not specified	1.83
Indian	Male	0.92
Not specified	Male	0.92
Indian	Female	0.92

The highest proportion of a particular combination of categories of race and gender in the professional field is 'white' and 'male' visually (36.54%) and in text (32.11%). The particular combination 'black African' and 'female' representations have very low proportions in both visuals (7.69%) and text (6.42%).



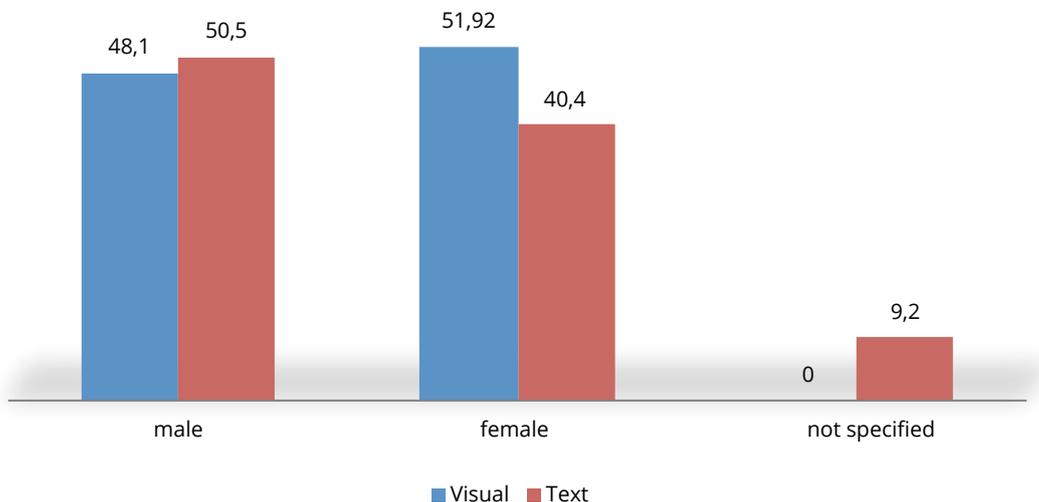
The next two graphs illustrate proportions of dimensions of race for the professional field in visuals and text. This means that the graphs illustrate the frequency that categories of race (in the first) and gender (in the second) are represented within the professional field, visually and in text.

**Dimensions of race represented in the professional field - Afrikaans FAL**



Within the professional field in Afrikaans FAL textbooks, representation of the dimension is highest visually and in text. In both visuals and text dimensions 'coloured' and 'Indian' are limited, although the dimension 'coloured' was identified more often visually.

**Dimensions of gender represented in the professional field - Afrikaans FAL**



Within the professional field in Afrikaans FAL textbooks, representation of the dimension 'female' is highest visually and 'male' in text. The difference in representation of dimensions 'male' and 'female' is not large visually or in text.



## (ii) Representation within the working class field in Afrikaans FAL textbooks

The results for how categories of race and gender are represented within the working class field visually and in text are presented below, in tables or graphs.

The next two tables illustrate the proportion of particular combinations of categories of race and gender represented in the working class field. A particular combination of categories of race and gender occurs when a role in the working class field intersects with the same dimension of race *and* gender, for example 'black African' *and* 'male' or 'black African' *and* 'female'.

**Table illustrating particular combinations of categories of race and gender in the working class field in visuals**

Race	Gender	Proportion
Black	Male	59.18
Black	Female	10.20
Coloured	Male	10.20
Coloured	Female	8.16
White	Male	4.08
Coloured	Not specified	4.08
Coloured	Male	2.04
Indian	Male	2.04

**Table illustrating particular combinations of categories of race and gender in the working class field in text**

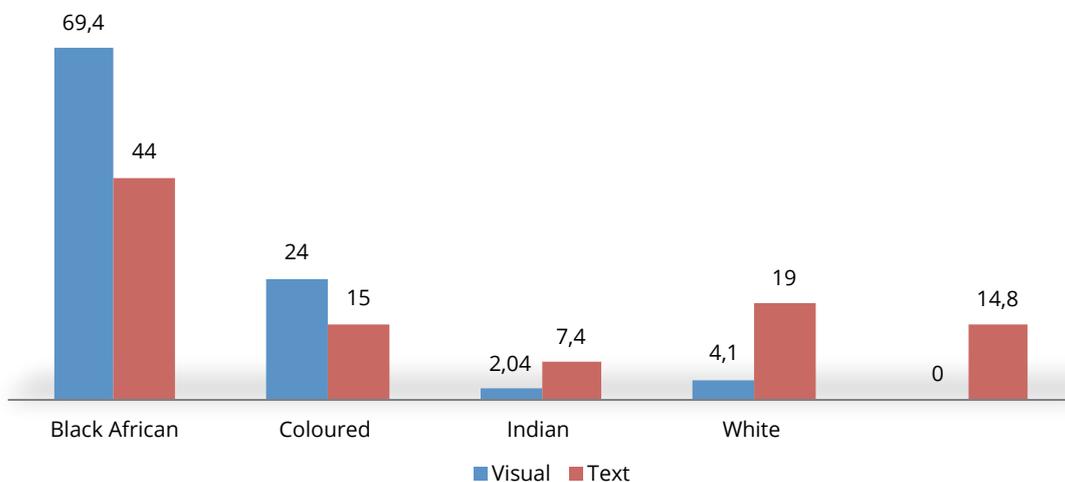
Race	Gender	Proportion
Black	Male	33.33
Black	Female	11.11
White	Male	11.11
Coloured	Male	7.41
White	Female	7.41
Not specified	Female	7.41
Coloured	Female	7.41
Not specified	Male	7.41
Indian	Female	3.70
Indian	Male	3.70

The highest proportion of a particular combination of categories of race and gender in the working class field is 'black African' and 'male' in visuals (59.18%) and text (33.33%). The particular combination 'white' and 'male' representations have relatively low proportions in both visuals (4.08%).



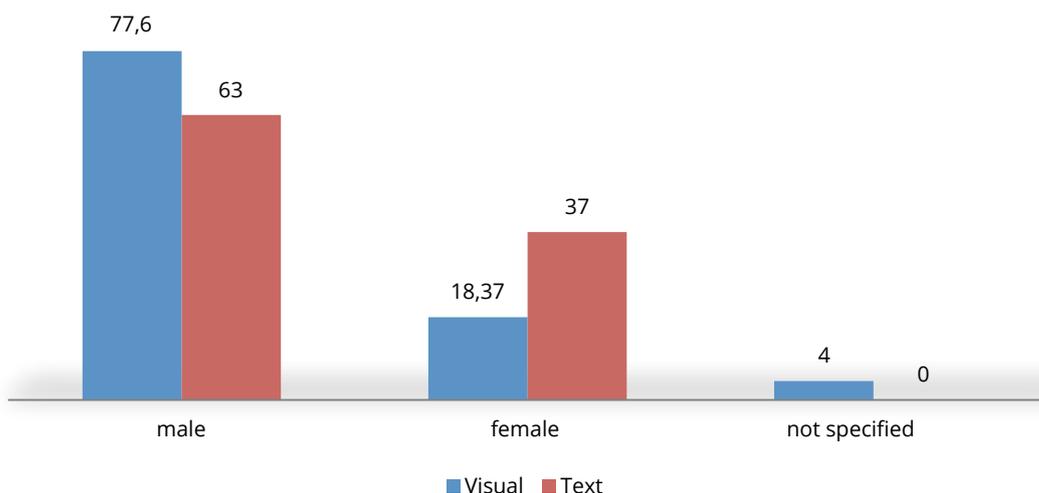
The next two graphs illustrate proportions of dimensions of race for the working class field in visuals and text. This means that the graphs illustrate the frequency that dimensions of race (in the first) and gender (in the second) are represented within the working class field, visually and in text.

**Dimensions of race represented in the working class field - Afrikaans FAL**



Within the working class field in Afrikaans FAL textbooks, representation of the dimension 'black African' is highest visually and in text. Within the working class field in Afrikaans FAL textbooks, representation of the dimension 'coloured' is relatively high compared to proportions of singular categories as well as professional roles. In text, dimensions of race are however more often not specified. This means that in more instances dimensions of race could not be identified in text than visually although a role could be identified. In both visuals and text, the dimension 'Indian' is not represented often.

**Dimensions of gender represented in the working class field - Afrikaans FAL**



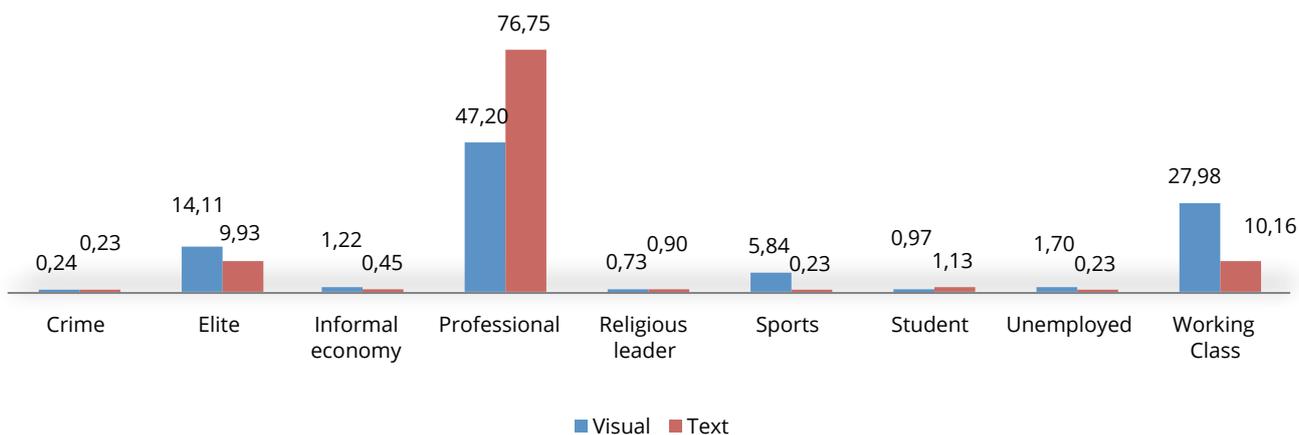
Within the working class field in Afrikaans FAL textbooks, the representation of the dimension 'male' is highest visually and in text. The difference in representation of dimensions 'male' and 'female' is larger visually than in text.



## Social Science/History

Frequency counts for roles represented in Social Science / History textbooks for grades 3, 6, 9 and 12 have been combined and selected results are presented below graphically or in tables. The graph below illustrates the proportion of roles represented by field in the Social Science / History textbooks both visually and in text.

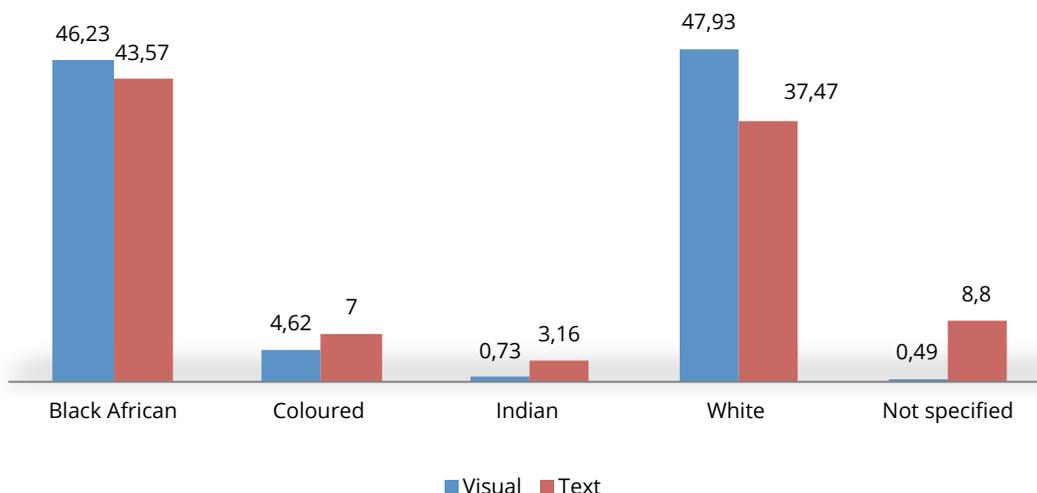
**Roles represented by field in Social science - History**



The fields with the largest proportion of roles in visuals are 'professional' (47.20%) followed by 'working class' (27.98%). The fields with the largest proportion of roles in text are 'professional' (76.75%), followed by 'working class' (10.16%). Visually there is much less difference between the proportion of professional and working class roles than in text.

The graphs below present results for categories of race and gender for all roles in Social Science / History textbooks visually and in text. The graph presenting dimensions of race is presented first, followed by the graph presenting dimensions of gender for all roles in Social Science / History textbooks.

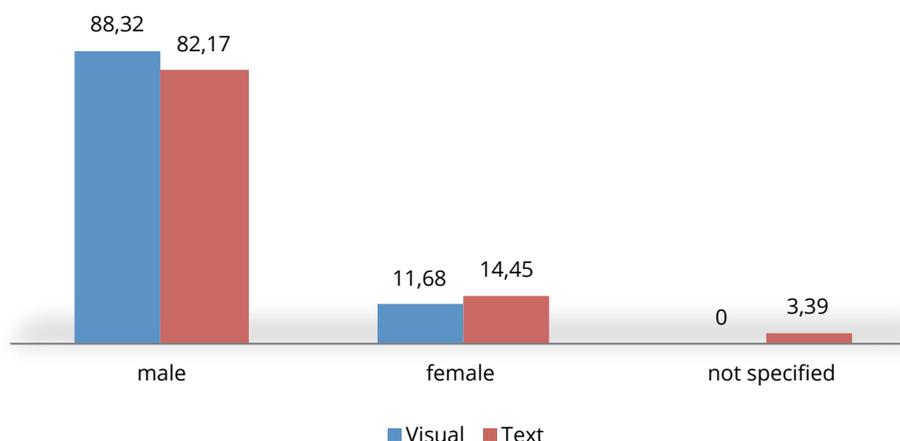
**Representation of dimensions of race in roles - Social science - History**



In text representations of black African people occur more than any other race. In both visuals and text Indian people are seldom represented in roles.

Across all roles in Social Science / History textbooks, representations of the dimensions 'black African' and 'white' are highest of all the groups both visually and in the texts. They are also, interestingly, almost equal in the frequency of their representations in both visuals and texts. Representation of the dimension 'black African' is a bit lower than 'white' visually with the inverse in text. In both visuals and text dimensions 'coloured' and 'Indian' are not represented often, although the dimension 'coloured' was identified more often in text.

### Representation of dimensions of gender in roles - Social science - History



Across all roles in Social Science / History textbooks, representation of the dimension 'male' is much higher, visually and in text.

Results for race-gender intersections within professional and working class fields are presented below because, as indicated in the graph illustrating roles represented by field in Social Science / History, these fields have the highest proportions in both visuals and texts.

#### (i) Representation with the professional field in Social Science/History textbooks

The results for how categories of race and gender are represented within the professional field visually and in text are presented below, in tables or graphs.

The next two tables illustrate the proportion of particular combinations of categories of race and gender represented in the professional field. A particular combination of categories of race and gender occurs when a role in the professional field intersects with the same dimension of race *and* gender, for example 'black African' *and* 'male' or 'black African' *and* 'female'.



**Table illustrating distribution of race/gender combinations for professional roles in visuals**

Race	Gender	Proportion
Black	Male	47.94
White	Male	29.90
Black	Female	10.82
Coloured	Male	4.12
Coloured	Female	3.61
White	Female	3.61

**Table illustrating distribution of race/gender combinations for professional roles in text**

Race	Gender	Proportion
Black	Male	38.24
White	Male	29.41
Black	Female	11.76
Coloured	Male	6.76
Not specified	Not specified	4.12
Not specified	Male	3.53
Indian	Male	2.06
Coloured	Female	1.47
White	Female	1.47

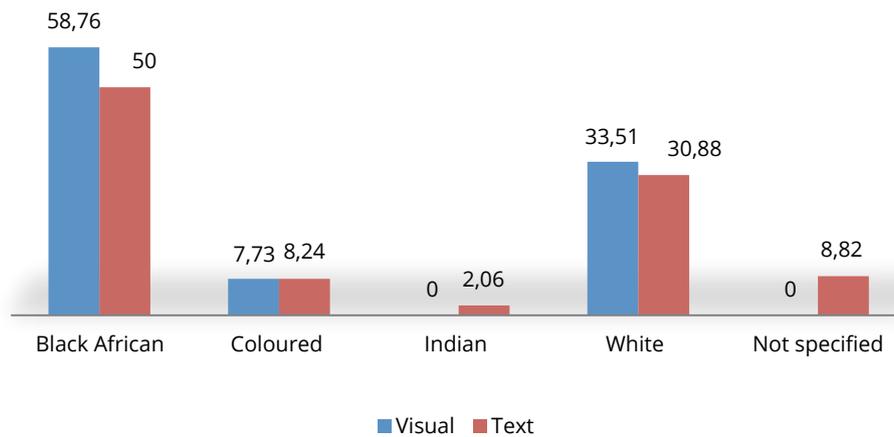
The highest proportion of a particular combination of categories of race and gender in the professional field is 'black African' and 'male' visually (47.94%) and in text (38.24%). The particular combination 'white' and 'female' as well as 'coloured' and 'female' representations have very low proportions in both visuals (3.61%) and text (1.47%).

The next two graphs illustrate proportions of dimensions of race for the professional field in visuals and text. This means that the graphs illustrate the frequency that dimensions of race (in the first) and gender (in the second) are represented within the professional field, visually and in text.



---

### Dimensions of race represented in the professional field - Social science - History

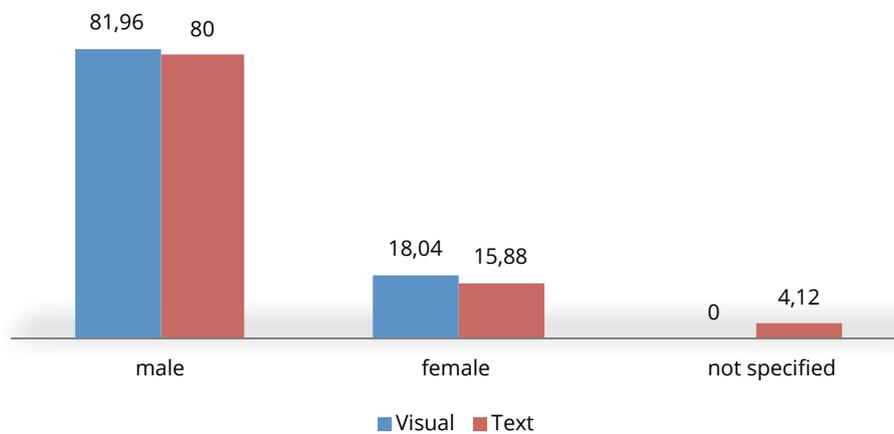


---

Within the professional field in Social Science / History textbooks, representation of the dimensions 'black African' is highest in visuals and text. In both visuals and text dimensions 'coloured' and 'Indian' are not represented often, although the dimension 'coloured' was identified more often visually.

---

### Dimensions of gender represented in the professional field - Social science - History



---

Within the professional field in Social Science / History textbooks, representation of the dimension 'male' is much higher visually and in text.



## (ii) Representation within the working class field in Social Science/History textbooks

The results for how categories of race and gender are represented within the working class field visually and in text are presented below, in tables or graphs.

The next two tables illustrate the proportion of particular combinations of categories of race and gender represented in the working class field. A particular combination of categories of race and gender occurs when a role in the working class field intersects with the same dimension of race *and* gender, for example 'black African' *and* 'male' or 'black African' *and* 'female'.

**Table illustrating particular combinations of categories of race and gender in the working class field in visuals**

Race	Gender	Proportion
Black	Male	47.94
White	Male	29.90
Black	Female	10.82
Coloured	Male	4.12
Coloured	Female	3.61
White	Female	3.61

**Table illustrating particular combinations of categories of race and gender in the working class field in text**

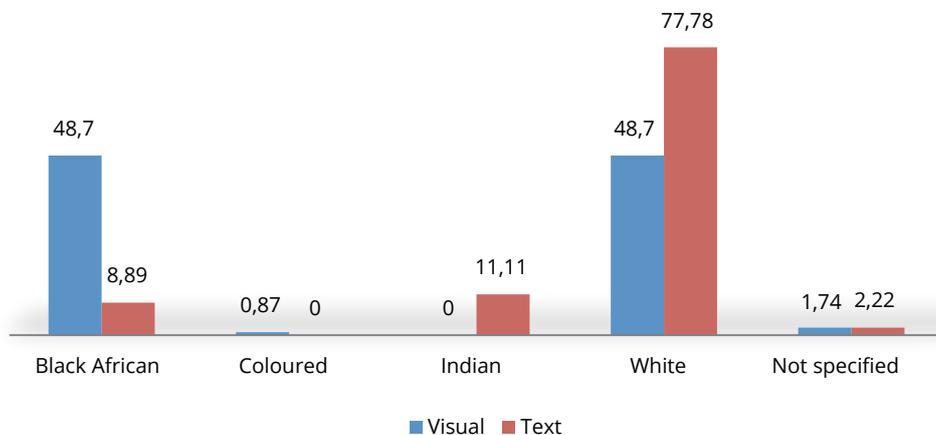
Race	Gender	Proportion
White	Male	71.11
Indian	Male	11.11
Black	Male	8.89
White	Female	6.67
Not specified	Male	2.22

The highest proportion of a particular combination of categories of race and gender in the working class field is 'black African' and 'male' (47.94%) in visuals. In text the highest proportion of a particular combination of categories of race and gender in the professional field is 'white' and 'male' (71.11%). The particular combination 'white' and 'female' representations have relatively low proportions in both visuals (3.61%) and text (6.67%).



The next two graphs illustrate proportions of dimensions of race for the working class field in visuals and text. This means that the graphs illustrate the frequency that dimensions of race (in the first) and gender (in the second) are represented within the working class field, visually and in text.

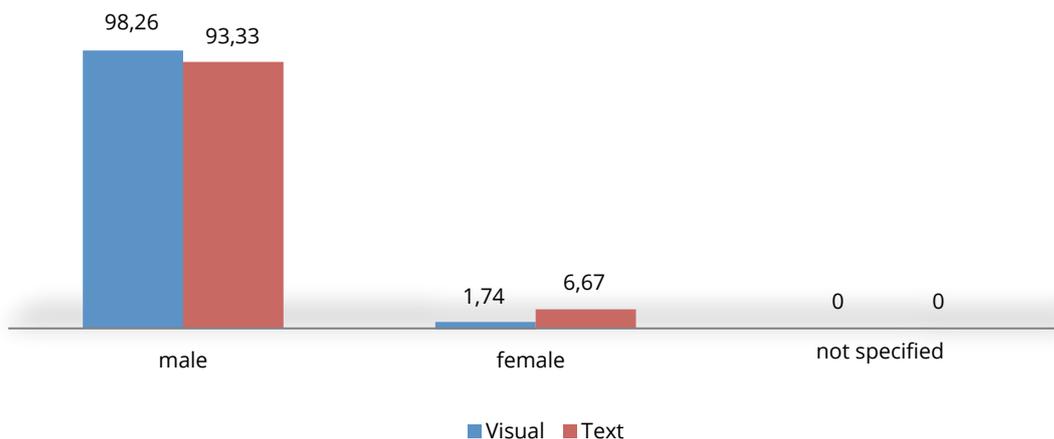
**Dimensions of race represented in the working class field- Social science - History**



'Black African' and 'white' people are represented equally in text. White people are represented more than any other race in text. Indian people are not represented in visual roles but are represented in text.

Within the working class field in Social Science / History textbooks, representation of the dimension 'black African' and 'white' are the highest and equal visually. Within the working class field in Social Science / History textbooks, the representation of the dimension 'white' is by far the highest in text. In both visuals and text, the dimension 'coloured' is not represented often. In text the dimension 'Indian' is relatively high compared to proportions of singular categories as well as professional roles.

**Dimensions of gender represented in the working class field - Social science - History**

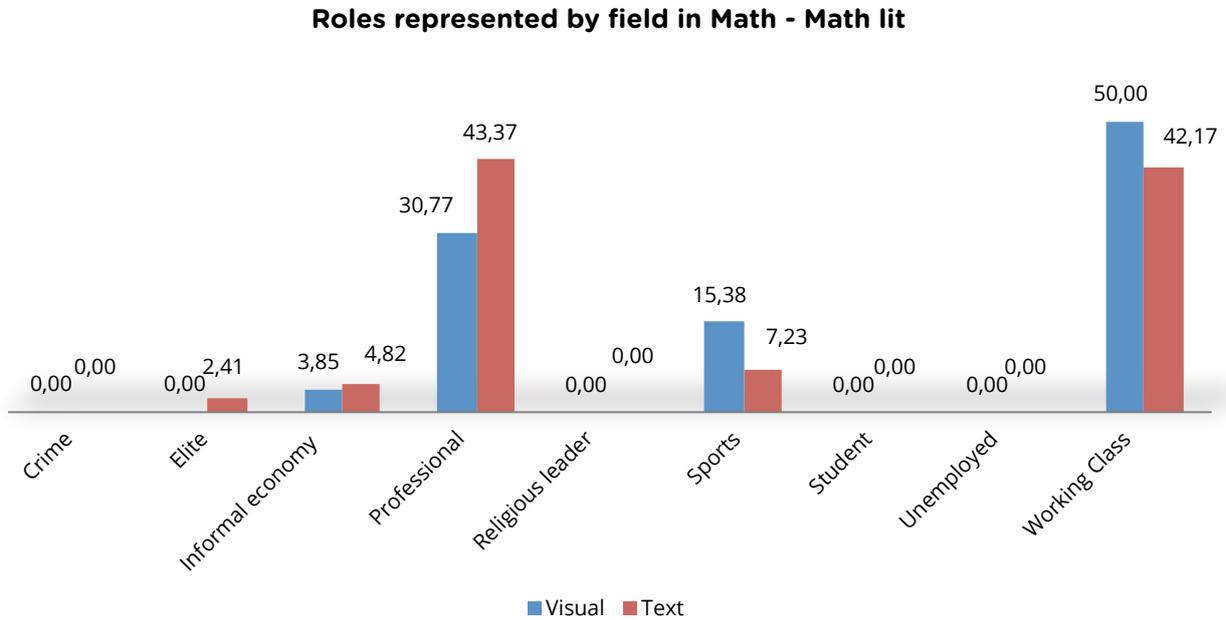


Within the working class field in Social Science / History textbooks, the representation of the dimension male is much higher than female visually and in text.



## Mathematics

Frequency counts for roles represented in Mathematics textbooks for grades 3, 6, 9 and 12 have been combined and selected results are presented below graphically or in tables. The graph below illustrates the proportion of roles represented by field in the Mathematics textbooks both visually and in text.

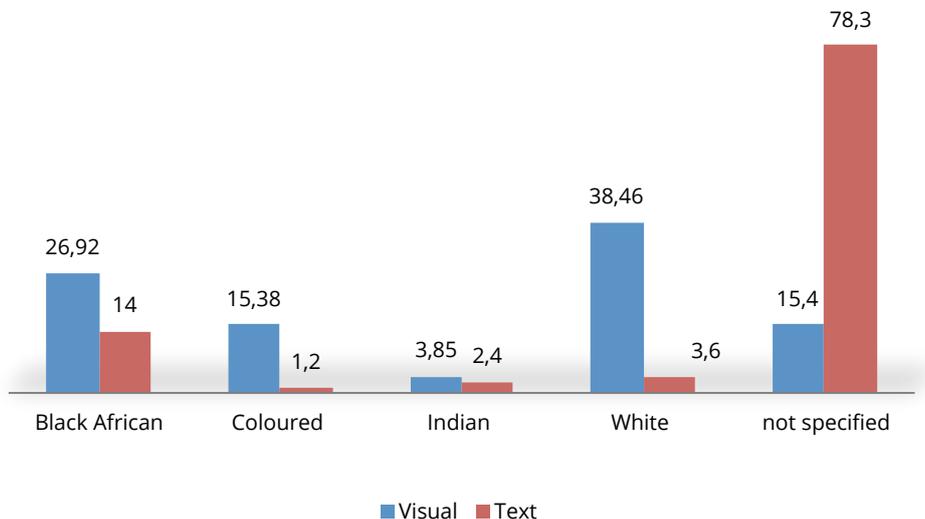


The fields with the largest proportion of roles in visuals are 'working class' (50.00%) followed by 'professionals' (30.77%). The fields with the largest proportion of roles in text are 'professional' (43.37%), followed very closely by 'working class' (42.17%). Visually there is much more difference between the proportion of professional and working class roles than in text.



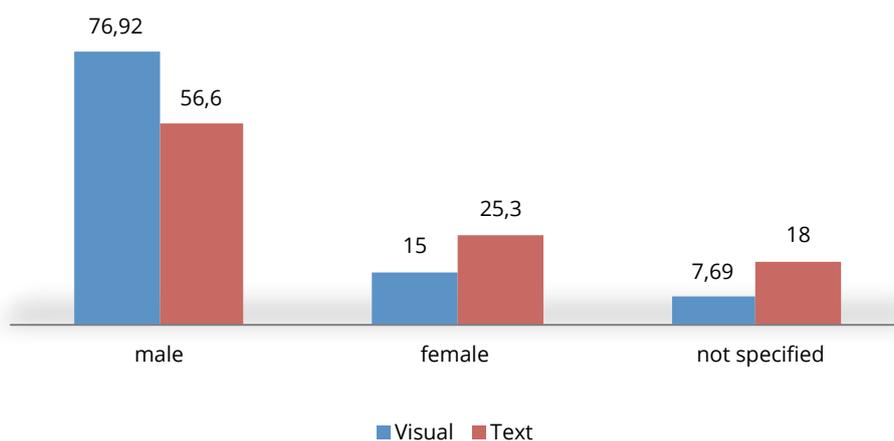
The graphs below present results for categories of race and gender for all roles in Mathematics textbooks visually and in text. The graph presenting dimensions of race is presented first, followed by the graph presenting dimensions of gender for all roles in Mathematics textbooks.

**Representation of dimensions of race in roles - Math - Math lit**



Across all roles in Mathematics textbooks, the representation of the dimension 'white' is highest visually. Across all roles in Mathematics textbooks, the representation of the dimension 'black African' is highest in text. In text dimensions of race are however more often not specified. This means that in more instances dimensions of race could not be identified in text than visually. In both visuals and text dimensions 'coloured' and 'Indian' are not represented often, although the dimension 'coloured' was identified more often visually.

**Representation of dimensions of gender in roles - Math - Math lit**



Across all roles in Mathematics textbooks, representation of the dimension 'male' is highest visually and in text.

Results for race-gender intersections within professional and working class fields are presented below because, as indicated in the graph illustrating roles represented by field in Mathematics, these fields have the highest proportions in both visuals and texts.



### (i) Representation with the professional field in Mathematics textbooks

The results for how categories of race and gender are represented within the professional field visually and in text are presented below, in tables or graphs.

The next two tables illustrate the proportion of particular combinations of categories of race and gender represented in the professional field. A particular combination of categories of race and gender occurs when a role in the professional field intersects with the same dimension of race *and* gender, for example 'black African' *and* 'male' or 'black African' *and* 'female'.

**Table illustrating particular combinations of categories of race and gender in the professional field in visuals**

Race	Gender	Proportion
Black African	Male	25.00
Coloured	Female	25.00
Coloured	Male	25.00
Indian	Male	12.50
White	Male	12.50

**Table illustrating particular combinations of categories of race and gender in the professional field in text**

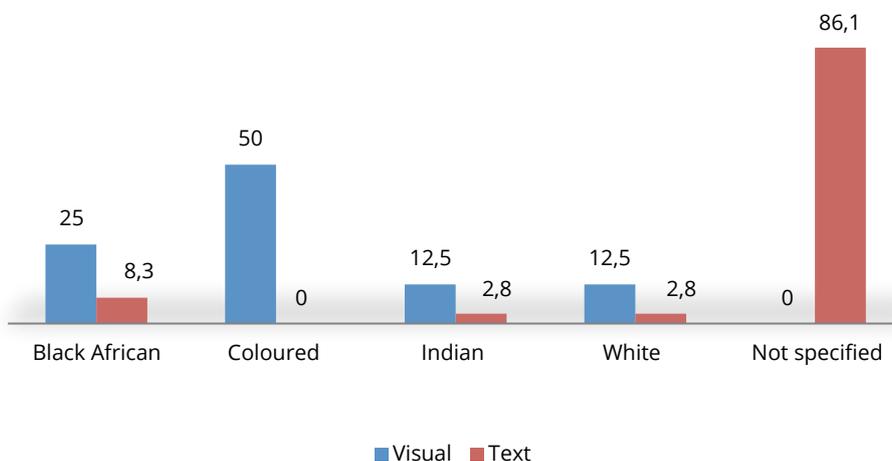
Race	Gender	Proportion
Not specified	Male	47.22
Not specified	Not specified	25.00
Not specified	Female	13.89
Black African	Female	5.56
Indian	Male	2.78
Black-African	Male	2.78
White	Male	2.78

The highest proportion of a particular combination of categories of race and gender in the professional field are 'black African' and 'male', 'coloured' and 'male' as well as 'coloured' and 'female' (25%) visually. In text the highest proportion of a particular combination of categories of race and gender in the professional field is 'not specified' and 'male' (47.22%). The particular combination 'white' and 'male' representations have the lowest proportions in both visuals (12.5%) and text (2.78%).



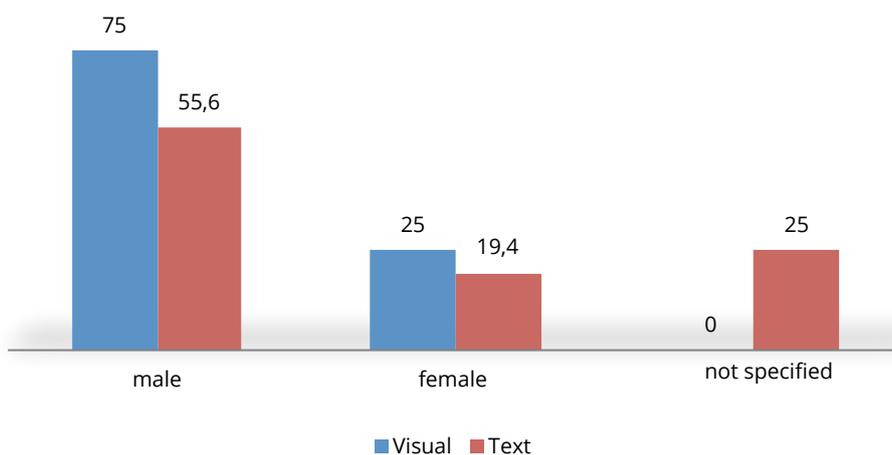
The next two graphs illustrate proportions of dimensions of race for the professional field in visuals and text. This means that the graphs illustrate the frequency that dimensions of race (in the first) and gender (in the second) are represented within the professional field, visually and in text.

**Dimensions of race represented in the professional field - Math - Math lit**



Within the professional field in Mathematics textbooks, representation of the 'coloured' is highest in visuals. Within the professional field in Mathematics textbooks, representation of the 'black African' is highest in text. In text dimensions of race are mostly not specified. This means that in more instances dimensions of race could not be identified in text than visually although a role could be identified. In both visuals and text the dimension 'Indian' is not represented often.

**Dimensions of gender represented in the professional field - Math - Math lit**



Within the professional field in Mathematics textbooks, representation of the dimension 'male' is highest visually and in text. The difference in representation of dimensions 'male' and 'female' is somewhat larger visually than in text. In text, the dimension 'female' is the same as 'not specified'.



## (ii) Representation within the working class field in Mathematics textbooks

The results for how categories of race and gender are represented within the working class field visually and in text are presented below, in tables or graphs.

The next two tables illustrate the proportion of particular combinations of categories of race and gender represented in the working class field. A particular combination of categories of race and gender occurs when a role in the working class field intersects with the same dimension of race *and* gender, for example 'black African' *and* 'male' or 'black African' *and* 'female'.

**Table illustrating particular combinations of categories of race and gender in the working class field in visuals**

Race	Gender	Proportion
White	Male	46.15
Not specified	Male	15.38
Black African	Male	15.38
Not specified	Not specified	15.38
Black African	Female	7.69

**Table illustrating particular combinations of categories of race and gender in the working class field in text**

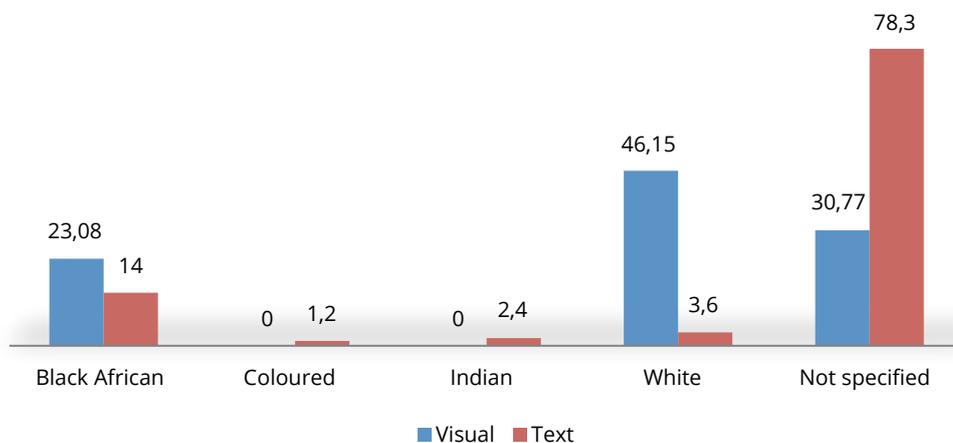
Race	Gender	Proportion
Not specified	Male	42.86
Not specified	Female	20.00
Black African	Male	11.43
Not specified	Not specified	11.43
Black African	Female	5.71
White	Male	2.86
Indian	Female	2.86
Coloured	Female	2.86

The highest proportion of a particular combination of categories of race and gender in the professional field is 'white' and 'male' (46.15%) visually. In text the highest proportion of a particular combination of categories of race and gender in the professional field is not specified for both categories of race and gender (42.86%). The particular combinations of 'black African' and 'female' representations have very low proportions in both visuals (7.69%) and text (5.71%).



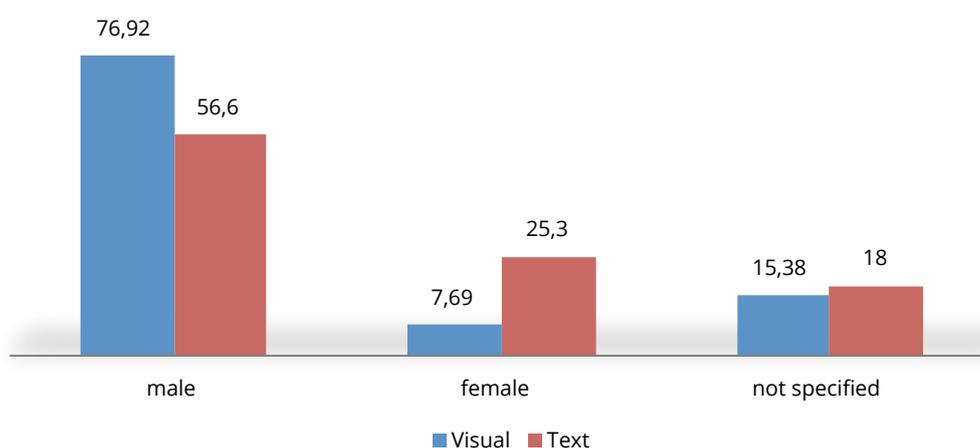
The next two graphs illustrate proportions of dimensions of race for the professional field in visuals and text. This means that the graphs illustrate the frequency that dimensions of race (in the first) and gender (in the second) are represented within the professional field, visually and in text.

### Dimensions of race represented in the working class field - Math - Math lit



Within the professional field in Mathematics textbooks, representation of the dimension 'white' is highest visually. Within the professional field in Mathematics textbooks, representation of the dimension 'black African' is highest in text. In text dimensions of race are however more often not specified. This means that in more instances dimensions of race could not be identified in text than visually although a role could be identified. In both visuals and text dimensions 'coloured' and 'Indian' are not represented often.

### Dimensions of gender represented in the working class field - Math - Math lit



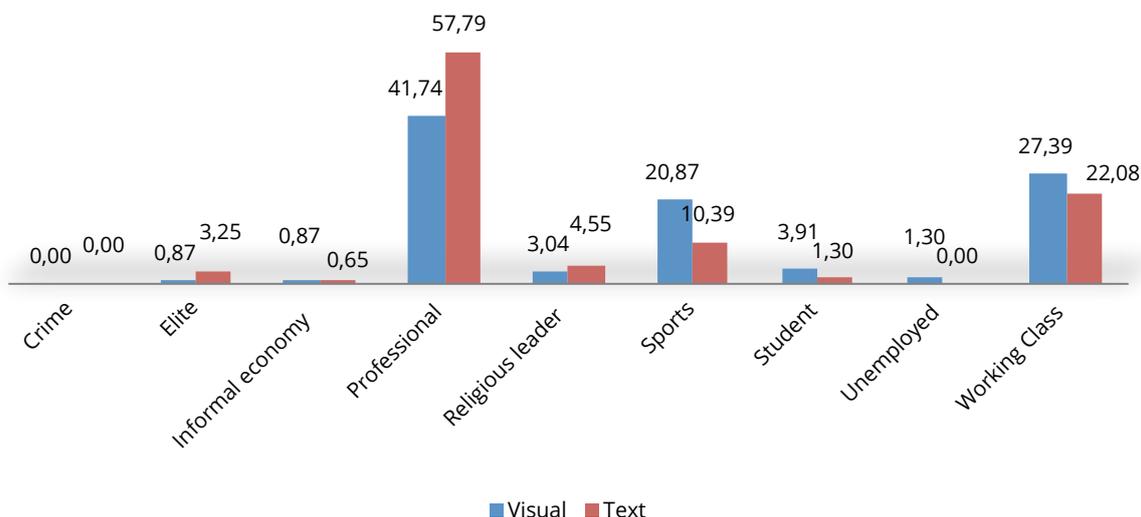
Within the professional field in Mathematics textbooks, representation of the dimension 'male' is highest visually and in text. The difference in representation of dimensions 'male' and 'female' is larger visually than in text.



## Life Skills/Life Orientation

Frequency counts for roles represented in Life Skills / Life Orientation textbooks for grades 3, 6, 9 and 12 have been combined and selected results are presented below graphically or in tables. The graph below illustrates the proportion of roles represented by field in the Life Skills / Life Orientation textbooks both visually and in text.

**Roles represented by field in Life skilals - Life Orientationa**



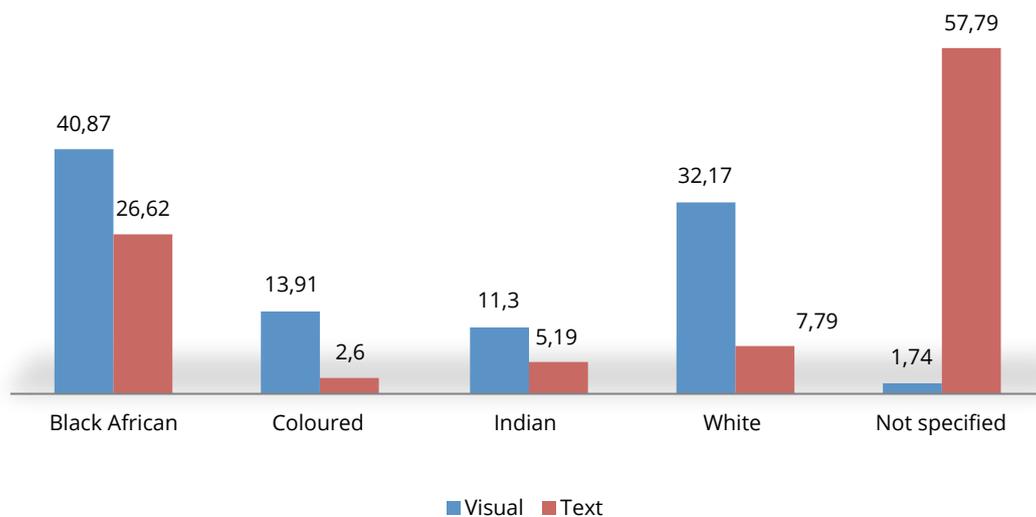
The fields with the largest proportion of roles in visuals are "professional" (41.74%) followed by 'working class' (27.39%). The fields with the largest proportion of roles in text are 'professional' (57.79%), followed by 'working class' (22.08%). Visually there is much less difference between the proportion of professional and working class roles than in text.

The graphs below present results for categories of race and gender for all roles in Life Skills / Life Orientation textbooks visually and in text. The graph presenting dimensions of race is presented first, followed by the graph presenting dimensions of gender for all roles in Life Skills / Life Orientation textbooks.



---

### Representation of dimensions of race in roles - Life skills - Life Orientation

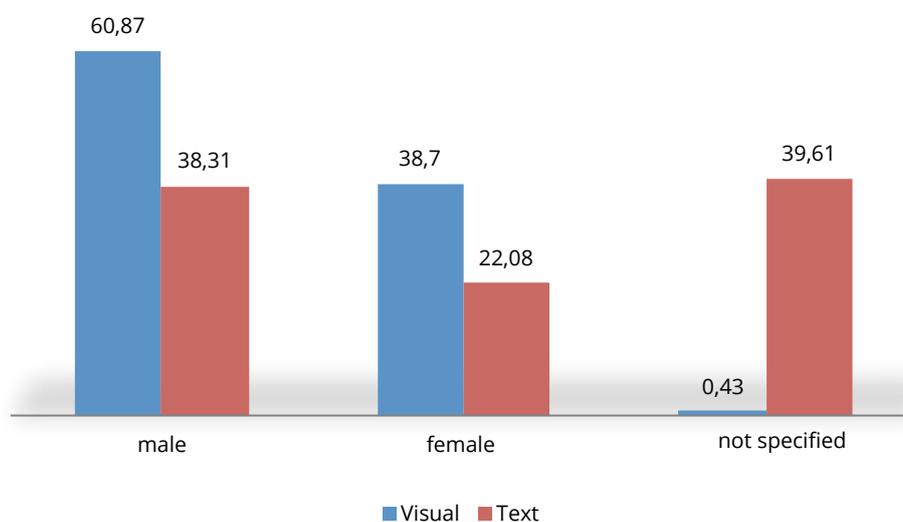


---

Across all roles in Life Skills / Life Orientation textbooks, the representation of the dimension 'black African' is highest visually and in text. In text dimensions of race are however more often not specified. This means that in more instances dimensions of race could not be identified in text than visually. In both visuals and text dimensions coloured and Indian are not represented often, although there are more visual than text representations.

---

### Representation of dimensions of gender in roles - Life skills - Life orientation



---

Across all roles in Life Skills / Life Orientation textbooks, representation of the dimension 'male' is highest visually and in text. In text dimensions of 'male' and 'not specified' are however or less equal. This means that in more instances dimensions of gender could not be identified in text than visually.

Results for race-gender intersections within professional and working class fields are presented below because, as indicated in the graph illustrating roles represented by field in Life Skills / Life Orientation, these fields have the highest proportions in both visuals and texts.



### (i) Representation with the professional field in Life Skills/Life Orientation textbooks

The results for how categories of race and gender are represented within the professional field visually and in text are presented below, in tables or graphs.

The next two tables illustrate the proportion of particular combinations of categories of race and gender represented in the professional field. A particular combination of categories of race and gender occurs when a role in the professional field intersects with the same dimension of race *and* gender, for example 'black African' *and* 'male' or 'black African' *and* 'female'.

**Table illustrating particular combinations of categories of race and gender in the professional field in visuals**

Race	Gender	Proportion
Black African	Male	35.42
Black African	Female	22.92
White	Female	10.42
White	Male	9.38
Indian	Female	8.33
Coloured	Male	5.21
Coloured	Female	5.21
Indian	Male	3.13

**Table illustrating particular combinations of categories of race and gender in the professional field in text**

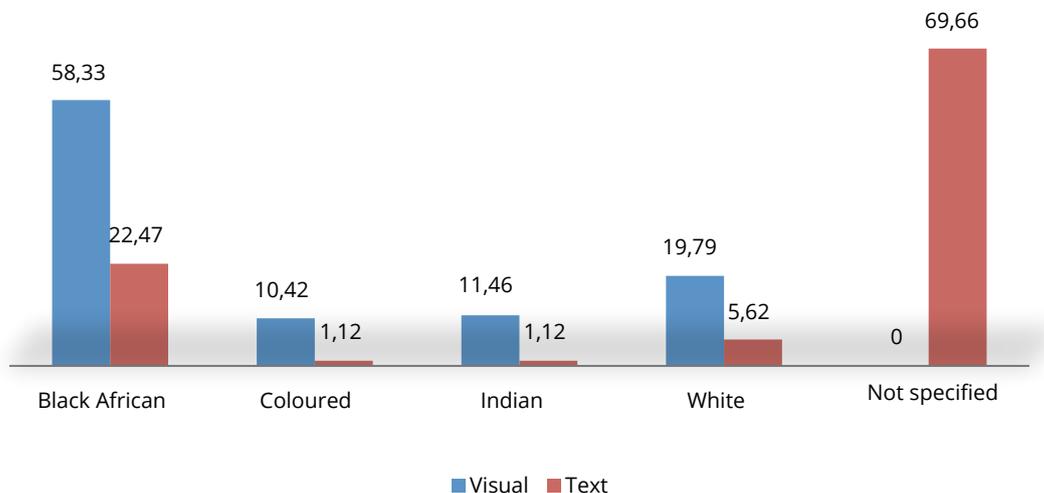
Race	Gender	Proportion
Not specified	Not specified	44.94
Not specified	Female	14.61
Black African	Male	14.61
Not specified	Male	10.11
Black African	Female	7.87
White	Female	3.37
White	Male	2.25
Indian	Male	1.12
Coloured	Male	1.12

The highest proportion of a particular combination of categories of race and gender in the professional field is 'black African' and 'male' (35.42%) visually. In text the highest proportion of a particular combination of categories of race and gender in the professional field is not specified for both categories of race and gender (43.33%). The particular combination 'Indian' and 'male' representations have very low proportions in both visuals (3.13%) and 'coloured and 'male' are represented rarely in text (1.12%).



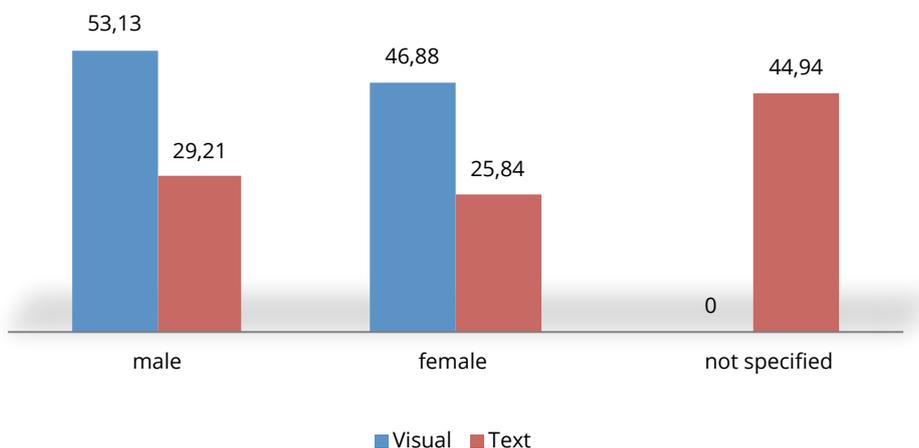
The next two graphs illustrate proportions of dimensions of race for the professional field in visuals and text. This means that the graphs illustrate the frequency that dimensions of race (in the first) and gender (in the second) are represented within the professional field, visually and in text.

**Dimensions of race represented in the professional field - Life skills - Life orientation**



Within the professional field in Life Skills / Life Orientation textbooks, representation of the dimensions 'black African' is highest in visuals and text. In text dimensions of race are however more often not specified. This means that in more instances dimensions of race could not be identified in text than visually although a role could be identified. In both visuals and text dimensions 'coloured' and 'Indian' are not represented often, although the dimension 'coloured' and 'Indian' was identified more often visually.

**Dimensions of race represented in the professional field - Life skills - Life orientation**



Within the professional field in Life Skills / Life Orientation textbooks, representation of the dimension 'male' is slightly higher visually and in text. The difference in representation of dimensions 'male' and 'female' is larger visually than in text. In text, dimensions of gender are however more often not specified. This means that in more instances dimensions of gender could not be identified in text than visually although a role could be identified.



## (ii) Representation within the working class field in Life Skills Life Orientation textbooks

The results for how categories of race and gender are represented within the working class field visually and in text are presented below, in tables or graphs.

The next two tables illustrate the proportion of particular combinations of categories of race and gender represented in the working class field. A particular combination of categories of race and gender occurs when a role in the working class field intersects with the same dimension of race *and* gender, for example 'black African' *and* 'male' or 'black African' *and* 'female'.

**Table illustrating particular combinations of categories of race and gender in the working class field in visuals**

Race	Gender	Proportion
Black African	Male	28.57
Coloured	Male	23.81
White	Male	23.81
Black African	Female	9.52
White	Female	7.94
Not specified	Male	3.17
Indian	Male	1.59
Coloured	Female	1.59

**Table illustrating particular combinations of categories of race and gender in the working class field in text**

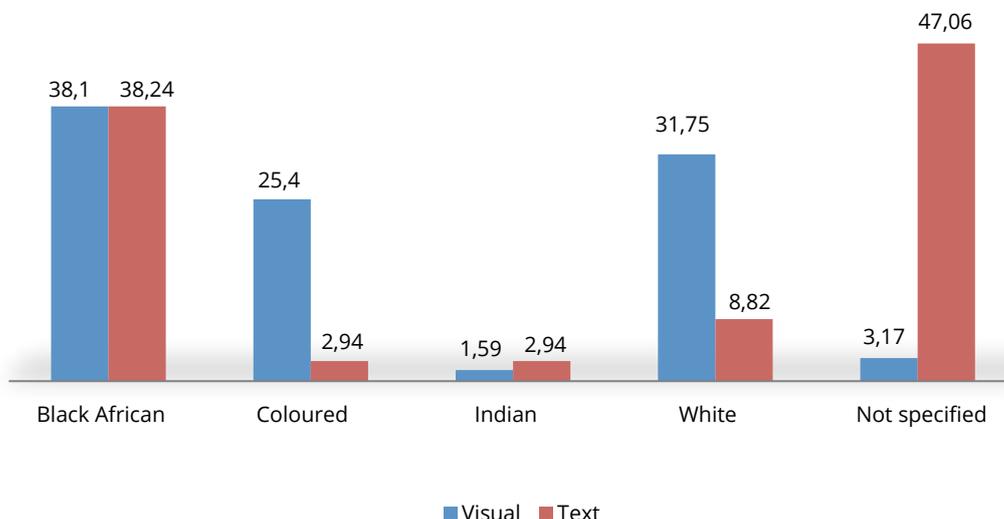
Race	Gender	Proportion
Not specified	Not specified	35.29
Black African	Male	26.47
Black African	Female	11.76
White	Male	5.88
Not specified	Male	5.88
Not specified	Female	5.88
Coloured	Male	2.94
Indian	Male	2.94
White	Female	2.94

The highest proportion of a particular combination of categories of race and gender in the working class field is 'black African' and 'male' (28.57%) in visuals. In text the highest proportion of a particular combination of categories of race and gender in the professional field is not specified for both categories of race and gender (35.29%). The particular combination of 'coloured' and 'female' representations have very low proportions in visuals (1.59%) and 'white' and 'female' are represented rarely in text (2.94%).



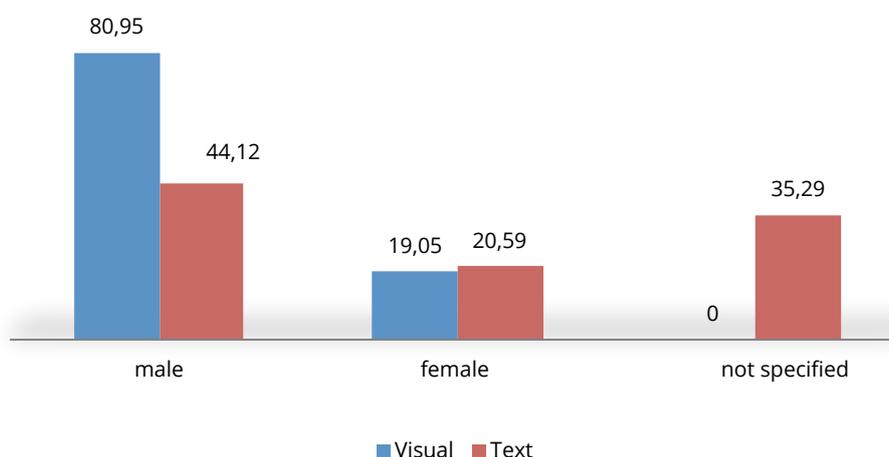
The next two graphs illustrate proportions of dimensions race for the working class field in visuals and text. This means that the graphs illustrate the frequency that dimensions of race (in the first) and gender (in the second) are represented within the working class field, visually and in text.

**Dimensions of race represented in the working class field - Life skills - Life orientation**



Within the working class field in Life Skills / Life Orientation textbooks, representation of the dimension black African is highest visually and in text. Within the working class field in Life Skills / Life Orientation textbooks, representations of dimensions of race are however more often not specified in text. This means that in more instances dimensions of race could not be identified in text than visually although a role could be identified. In both visuals and text, the dimensions 'coloured' and 'Indian' are not represented often.

**Dimensions of gender represented in the working class field - Life skills - Life orientation**



Within the working class field in Life Skills / Life Orientation textbooks, the representation of the dimension 'male' is highest visually and in text. The difference in representation of dimensions 'male' and 'female' is larger visually than in text. In text, dimensions of gender are however often not specified. This means that in many instances dimensions of gender could not be identified in text although a role could be identified.

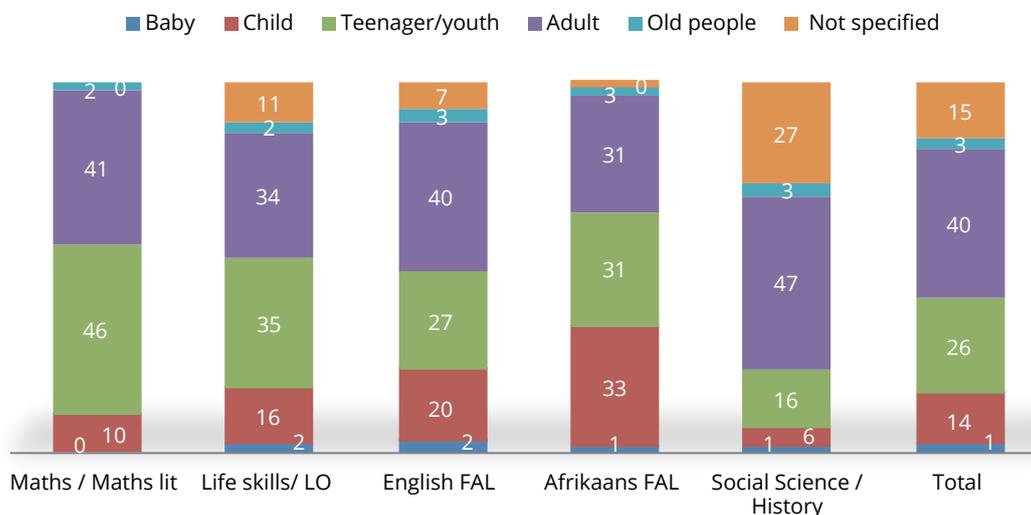


## e. Age

The textbook analysis template makes provision for a numerical tally of visual and textual representations across five dimensions of age; 'infant', 'child', 'teenager/youth', 'adult' and 'old people'. The textbook analysis template also provided space for 'not specified' or unable to identify' for instances when none of the five dimensions could be identified.

Four graphs are presented below. The first illustrates results for all **visual** representations in selected textbooks of the dimensions of **age** by **subject**. The second illustrates results for all **textual** representations in selected textbooks of the dimensions of **age** by **subject**. The third illustrates results for all **visual** representations in selected textbooks of the dimensions of **age** by **grade**. The fourth illustrates results for all **textual** representations in selected textbooks of the dimensions of **age** by **grade**. A brief explanation is provided below each graph of key findings that can be drawn from the data illustrated in the four graphs.

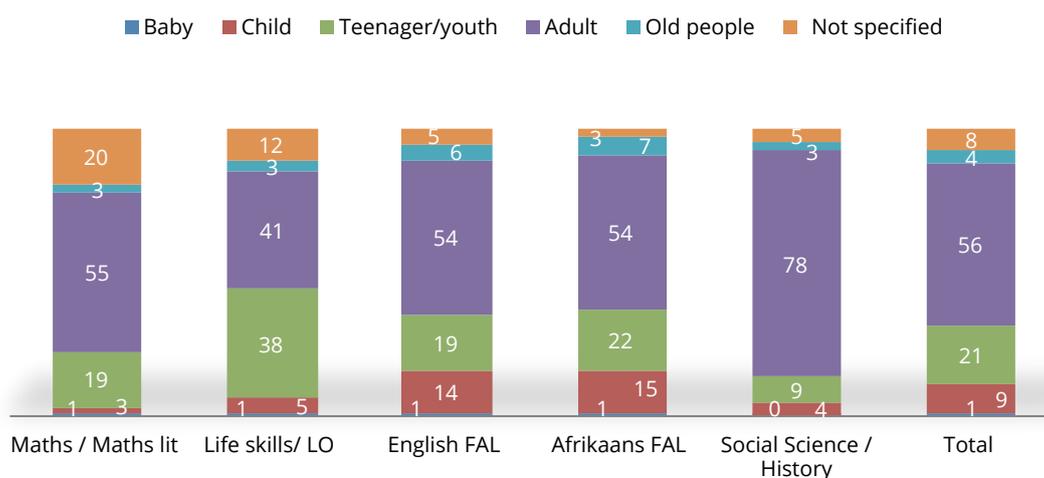
**Representation of age by Subject (Visual)**



Across subjects in visuals, the representation of dimensions infant and old people is relatively even as opposed to a fluctuation in the representation of dimensions 'child', 'teenager / youth', 'adult' and 'not specified'. The highest proportion of a dimension of age represented visually in a subject is 'adults' (47%) in Social science / History. The lowest proportion of a dimension of age represented visually in a subject (Maths / Math lit) is 'infant' (0%).

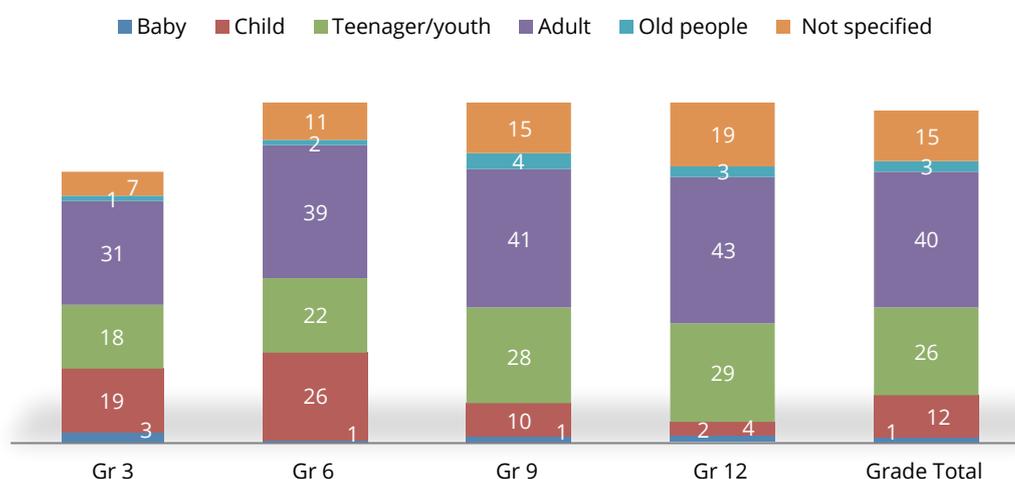


### Representation of age by Subject (Text)



Across subjects in text, the representation of dimensions 'infant' and 'old people' is relatively even as opposed to a fluctuation in the representation of dimensions 'child', 'teenager / youth', 'adult' and 'not specified'. The highest proportion of a dimension of age represented in text in a subject is 'adults' (78%) in Social science / History. The lowest proportion of a dimension of age represented in text is 'infant' (0%) in Social science / History. Across subjects, the proportion of the dimension adults is higher on average in text than in visuals. By implication the proportion of the dimensions 'child' and 'teenager / youth' is lower across subjects.

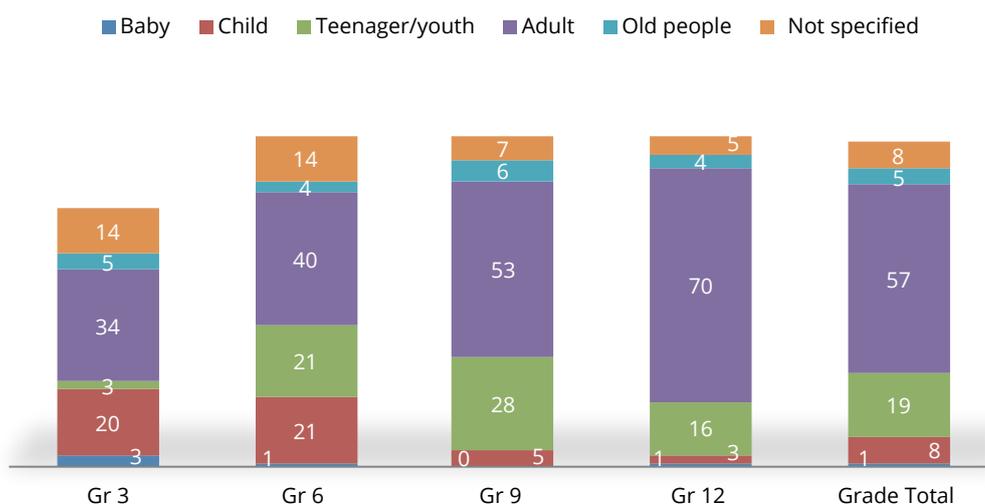
### Age representation by Grade (Visual)



Across grades in visuals, the representation of dimensions 'infant' and 'old people' is relatively even as opposed to a fluctuation in the representation of dimensions 'child', 'teenager / youth', 'adult' and 'not specified'. This is similar to the pattern across subjects. The highest proportion of a dimension of age represented visually in a grade is 'adults' (43%) in Grade 12. The lowest proportion of a dimension of age represented visually in a grade is 'infant' (1%) in Grades 6 and 9. The proportion of the dimension 'adults' increases visually as the grades increase. By implication the proportion of children decreases visually as grades increase.



### Age representation by Grade (Text)



Across grades in text, the representation of dimensions ‘infant’ and ‘old people’ is relatively even as opposed to a fluctuation in the representation of dimensions ‘child’, ‘teenager / youth’, ‘adult’ and ‘not specified’. This is similar to the pattern across subjects. The highest proportion of a dimension of age represented visually in a grade is ‘adults’ (70%) in Grade 12. The lowest proportion of a dimension of age represented visually in a grade is ‘infant’ (0%) in Grade 9. The proportion of the dimension ‘adults’ increases in text as the grades increase. By implication the representation of children decreases in text as grades increase.

On the whole adults, children and teenagers/youth are represented most often in the textbooks. Furthermore the proportion of adults increases while children decrease as the grade increases. ‘Not specified’ represents instances where dimensions of age could not be identified though a human was represented visually or in text.

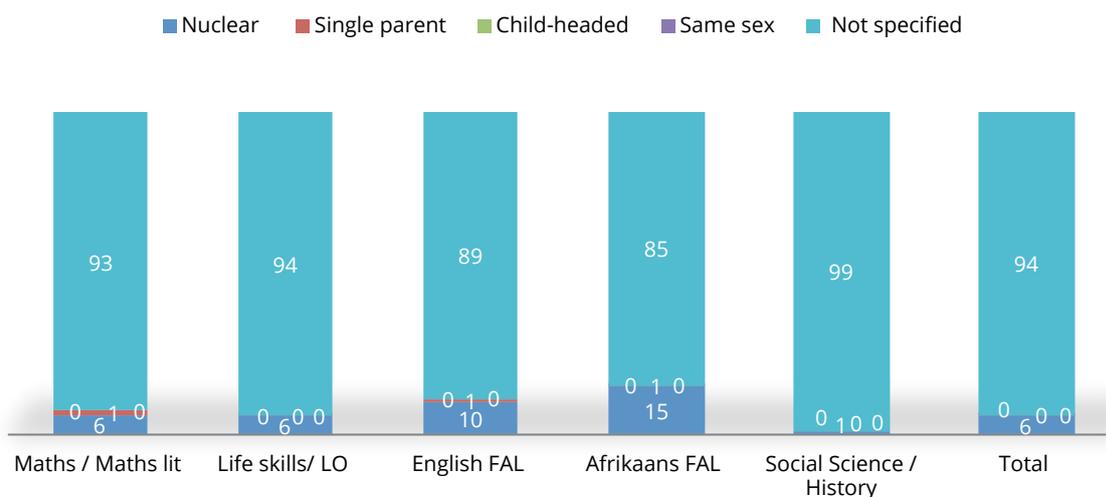
#### f. Family Status

The textbook analysis template makes provision for a numerical tally of visual and textual representations across four dimensions of family states; ‘nuclear’, ‘single-parent’, ‘child-headed’ and ‘same-sex’. The textbook analysis template also provided space for ‘not specified’ or ‘unable to identify’ for instances when none of the four dimensions could be identified.

Four graphs are presented below. The first illustrates results for all **visual** representations in selected textbooks of the dimensions of **family status** by **subject**. The second illustrates results for all **textual** representations in selected textbooks of the dimensions of **age** by **subject**. The third illustrates results for all **visual** representations in selected textbooks of the dimensions of **age** by **grade**. The fourth illustrates results for all **textual** representations in selected textbooks of the dimensions of **age** by **grade**. A brief explanation is provided below each graph of key findings that can be drawn from the data illustrated in the four graphs.

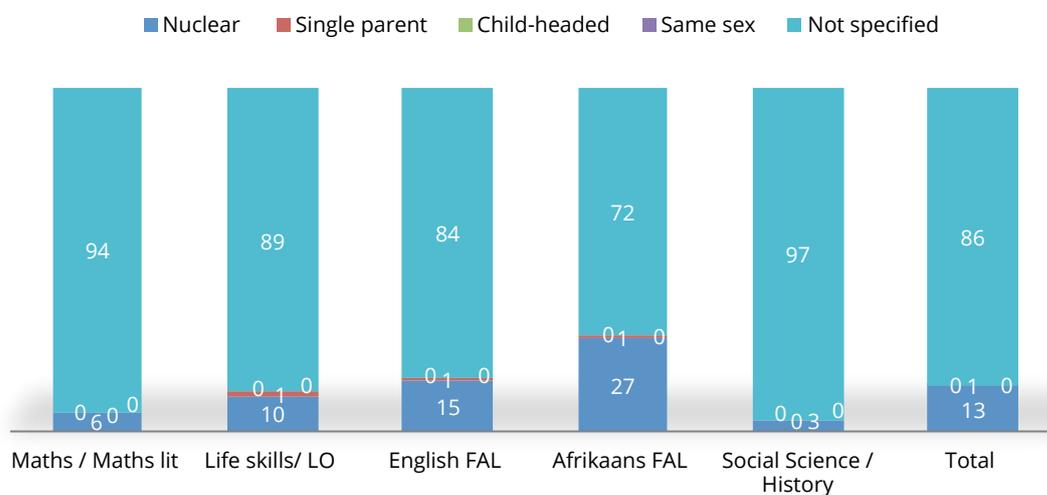


### Representation of family status by Subject (Visual)



Across subjects in visuals, there is relative evenness in the representation of all dimensions of family status, except nuclear. The highest proportion of a dimension of religion represented visually in a subject is 'nuclear' (15%) in Afrikaans FAL. The lowest proportion of a dimension of family status represented visually in a subject is 0% (for many dimensions and subjects).

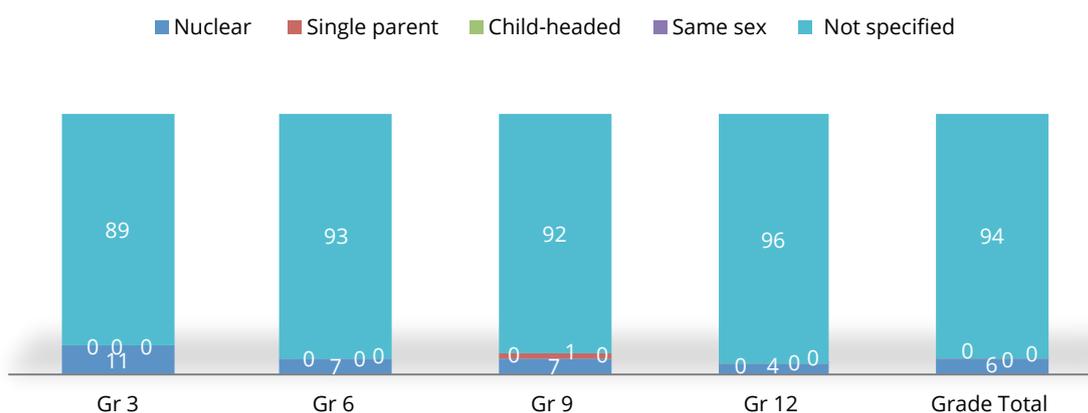
### Representation of family status by Subject (Text)



Across subjects in text, there is relative evenness in the representation of all dimensions of family status, except nuclear and 'not specified'. The highest proportion of a dimension of religion represented visually in a subject is 'nuclear' (27%) in Afrikaans FAL. The lowest proportion of a dimension of family status represented visually in a subject is 0% (many dimensions and subjects).

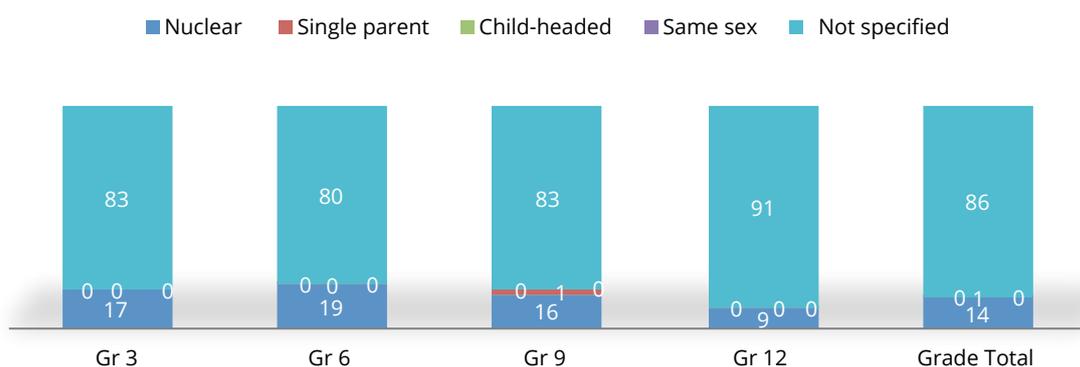


### Representation of family status by Grade (Visual)



Across grades in visuals, there is relative evenness in the representation of all dimensions of family status, except 'nuclear'. The highest proportion of a dimension of religion represented visually in a grade is 'nuclear' (11%) in Gr 3. The lowest proportion of a dimension of family status represented visually in a grade is 0% (many dimensions and grades).

### Representation of family status by Grade (Text)



Across subjects in text, there is relative evenness in the representation of all dimensions of family status, except 'nuclear'. The highest proportion of a dimension of religion represented visually in a grade is nuclear (19%) in Gr 6. The lowest proportion of a dimension of family status represented visually in a grade is 0% (many dimensions and grades).

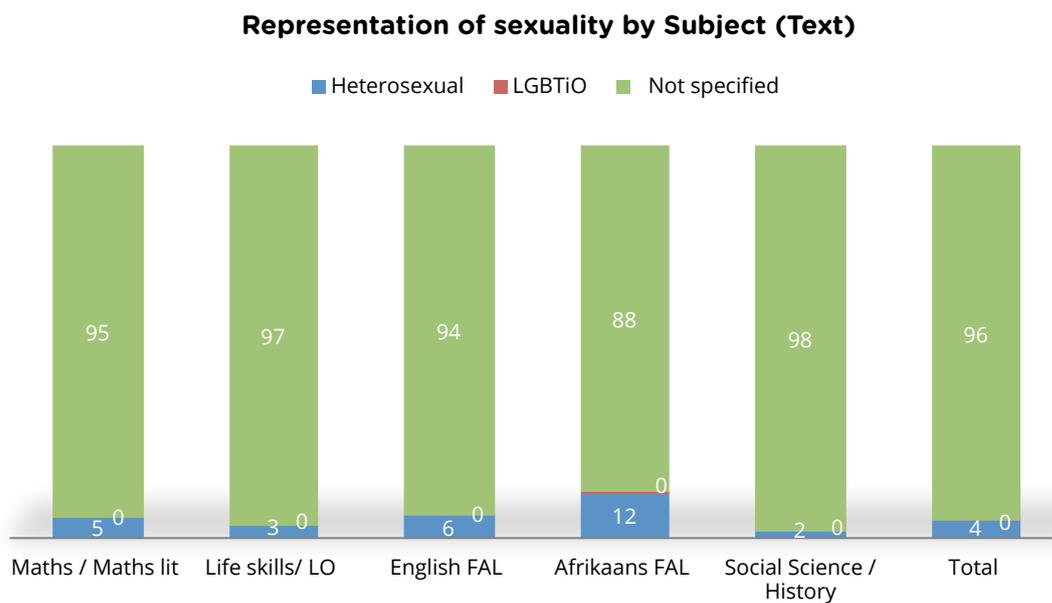
Like sexuality and religion, it is mostly not possible to identify dimensions of family status in the textbooks. Where a dimension of family status was identified, it was most often 'nuclear'. The highest proportion of the dimension 'nuclear' is in Afrikaans FAL. 'Not specified' represents instances where dimensions of family status could not be identified though a human was represented visually or in text.



## g. Sexuality

The textbook analysis template makes provision for a numerical tally of visual and textual representations across two dimensions of sexuality; 'heterosexual' and 'LGBTIQ'. The textbook analysis template also provided space for 'not specified' or 'unable to identify' for instances when neither of the two dimensions could be identified.

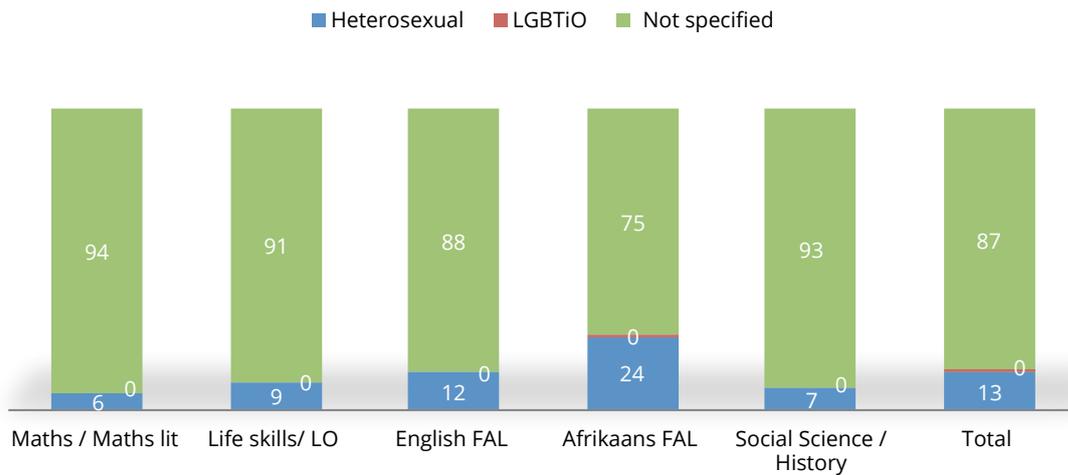
Four graphs are presented below. The first illustrates results for all **visual** representations in selected textbooks of the dimensions of **sexuality** by **subject**. The second illustrates results for all **textual** representations in selected textbooks of the dimensions of **sexuality** by **subject**. The third illustrates results for all **visual** representations in selected textbooks of the dimensions of **sexuality** by **grade**. The fourth illustrates results for all **textual** representations in selected textbooks of the dimensions of **sexuality** by **grade**. A brief explanation is provided below each graph of key findings that can be drawn from the data illustrated in the four graphs.



Across subjects in visuals, the representation of dimensions 'heterosexual', 'LGBTIQ' and 'not specified' is relatively even. The exception is Afrikaans FAL where representation of the dimension 'heterosexual' is higher and 'not specified' lower than in the other subjects. The highest proportion of a dimension of gender represented visually in a subject is 'heterosexual' (12%) in Afrikaans FAL. The lowest proportion of a dimension of gender represented visually in a subject is 'LGBTIQ' (0%) in all subjects.

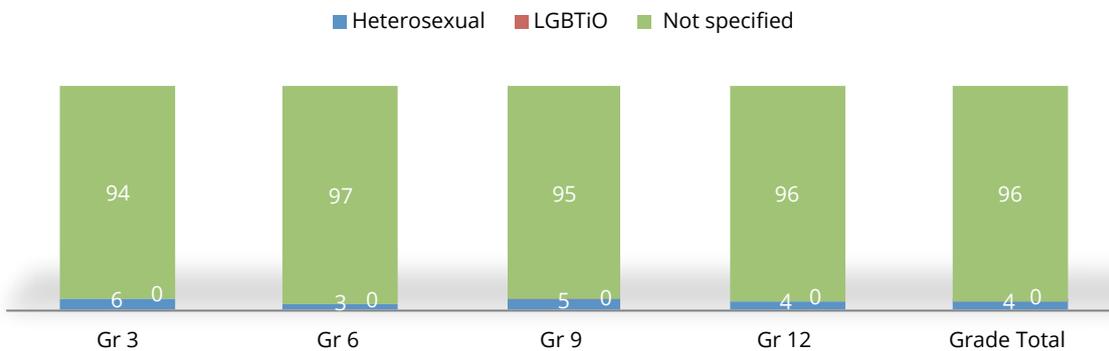


### Representation of sexuality by Subject (Visual)



Across subjects in text, the representation of dimensions 'heterosexual', 'LGBTiQ' and 'not specified' is relatively even. The exception is Afrikaans FAL where representation of the dimension 'heterosexual' is higher and 'not specified' lower than in the other subjects. The highest proportion of a dimension of gender represented visually in a subject is 'heterosexual' (24%) in Afrikaans FAL. The lowest proportion of a dimension of gender represented visually in a subject is 'LGBTiQ' (0%) in all subjects.

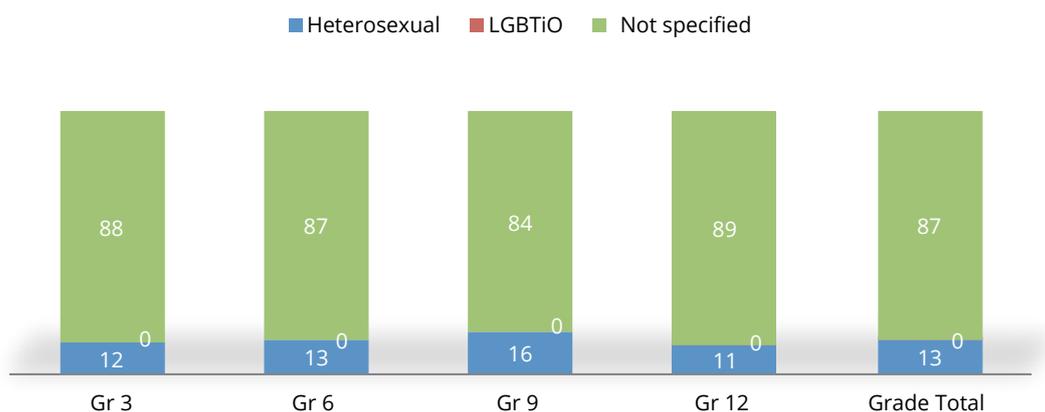
### Representation of sexuality by Grade (Visual)



Across grades in visuals, the representation of dimensions 'heterosexual', 'LGBTiQ' and 'not specified' is relatively even. The highest proportion of a dimension of gender represented visually in a grade is 'heterosexual' (6%) in Grade 3. The lowest proportion of a dimension of gender represented visually in a grade is 'LGBTiQ' (0%) in all subjects.



### Representation of sexuality by Grade (Text)



Across subjects in text, the representation of dimensions 'heterosexual', 'LGBTiQ' and 'not specified' is relatively even. The highest proportion of a dimension of gender represented visually in a grade is 'heterosexual' (16%) in Grade 9. The lowest proportion of a dimension of gender represented visually in a grade is 'LGBTiQ' (0%) in all subjects.

Across all textbooks, it is generally not possible to identify sexuality. Where it was identifiable, however, it was mostly heterosexual. Two instances of LGBTiQ representations were identified in Afrikaans FAL. However due to the minute absolute number, proportionally it was negligible and hence not illustrated graphically. Interestingly, Afrikaans FAL is also the subject with the highest proportion in the dimension 'heterosexual' visually and in text. 'Not specified' represents instances where dimensions of sexuality could not be identified though a human was represented visually or in text.

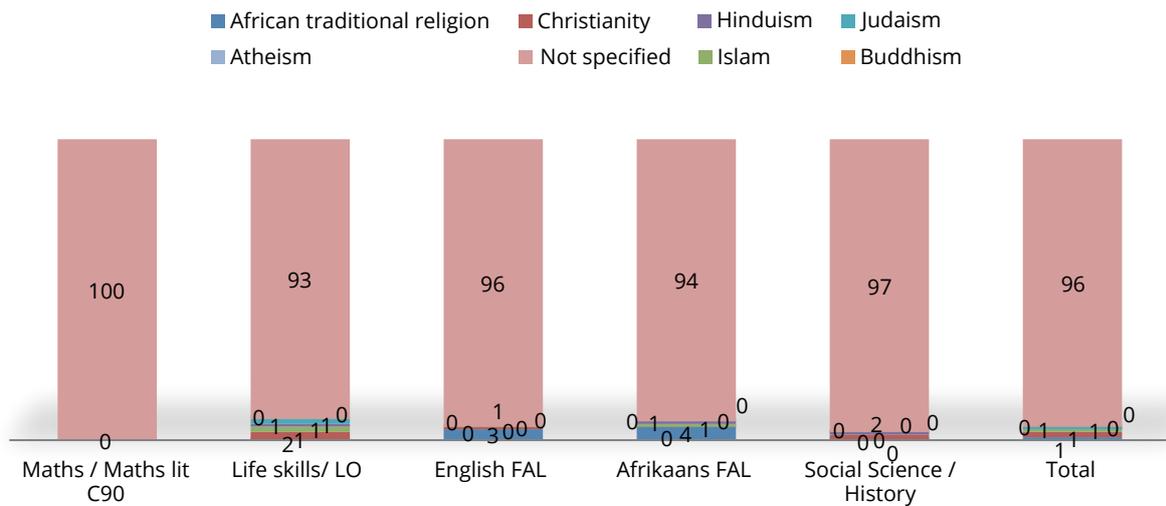
#### h. Religion

The textbook analysis template makes provision for a numerical tally of visual and textual representations across seven dimensions of religion; 'African traditional religion', 'Christianity', 'Islam', 'Hinduism', 'Judaism', 'Buddhism' and 'Atheism'. The textbook analysis template also provided space for 'not specified' or 'unable to identify' for instances when none of the seven could be identified.

Four graphs are presented below. The first illustrates results for all **visual** representations in selected textbooks of the dimensions of **religion** by **subject**. The second illustrates results for all **textual** representations in selected textbooks of the dimensions of **religion** by **subject**. The third illustrates results for all **visual** representations in selected textbooks of the dimensions of **religion** by **grade**. The fourth illustrates results for all **textual** representations in selected textbooks of the dimensions of **religion** by **grade**. A brief explanation is provided below each graph of key findings that can be drawn from the data illustrated in the four graphs.

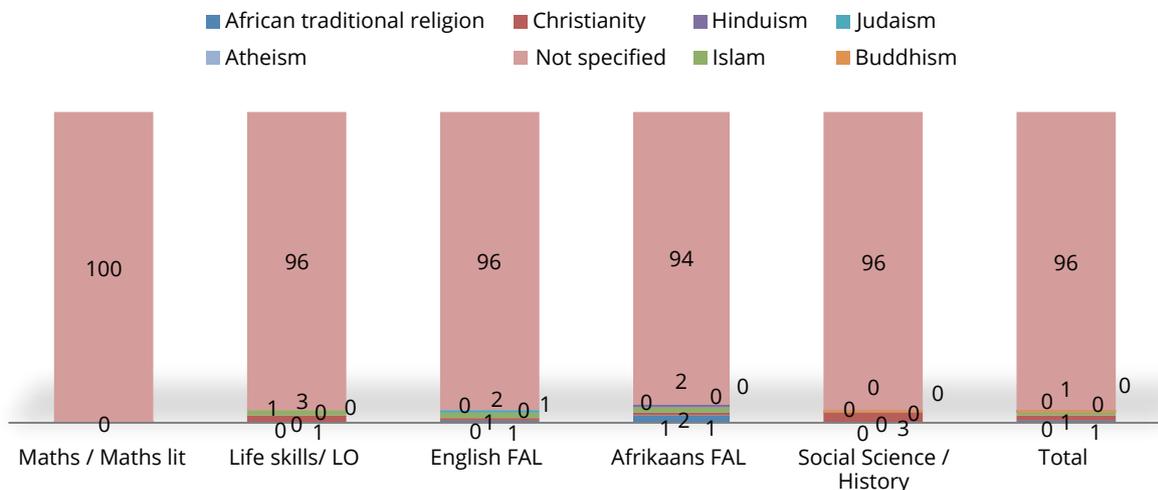


### Representation of religion by Subject (Visual)



Across subjects in visuals, there is relative evenness in the representation of all dimensions of religion. The exception is Maths / Math lit where no dimension of religion is identified. The highest proportion of a dimension of religion represented visually in a subject is African traditional religion (4%) in Afrikaans FAL. The lowest proportion of a dimension of religion represented visually in a subject is 0% (many dimensions – all in Buddhism and Atheism – and subjects).

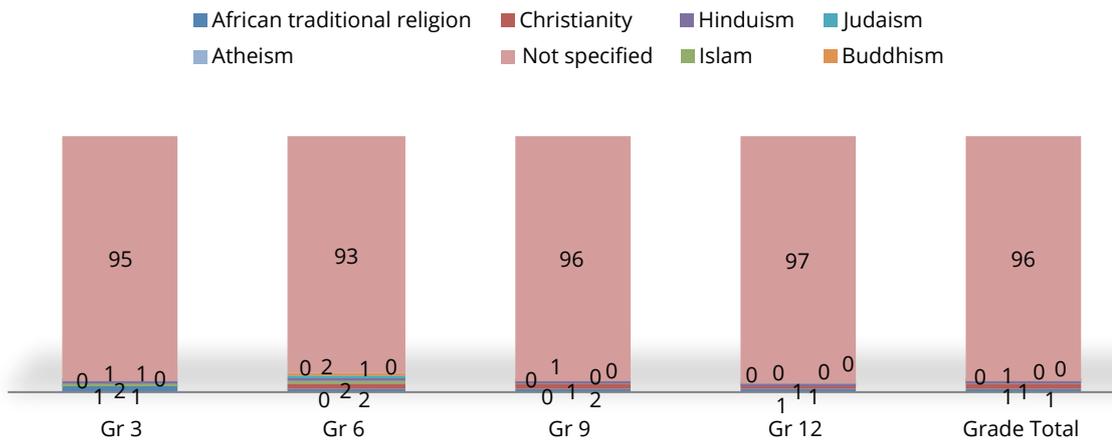
### Representation of religion by Subject (Text)



Across subjects in text, there is relative evenness in the representation of all dimensions of religion. The exception is Maths / Math lit where no dimension of religion is identified. The highest proportion of a dimension of religion represented visually in a subject is 'Christianity' (3%) in Life skills / Life orientation as well as Social science / History. The lowest proportion of a dimension of religion represented visually in a subject is 0% (many dimensions – all in Atheism – and subjects).

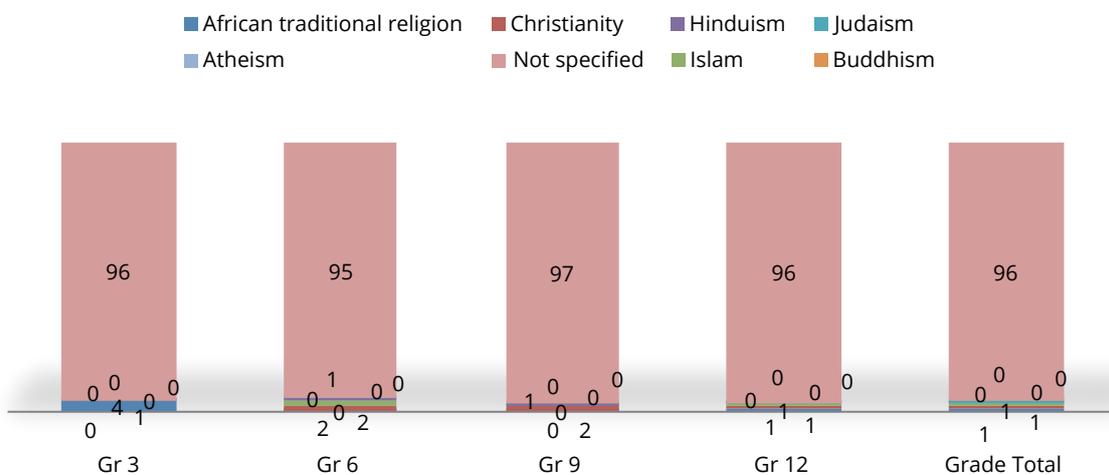


### Representation of religion by Grade (Visual)



Across grades in visuals, there is relative evenness in the representation of all dimensions of religion. The highest proportion of a dimension of religion represented visually in a grade is 2% (African traditional religion – Gr 3, 6; Christianity – Gr 6, 9; Hinduism – Gr 6). The lowest proportion of a dimension of religion represented visually in a grade is 0% (many dimensions – all in Buddhism and Atheism – and grades).

### Representation of religion by Grade (Text)



Across grades in text, there is relative evenness in the representation of all dimensions of religion. The highest proportion of a dimension of religion represented visually in a subject is 'African traditional religion' (4%) in Gr 3. The lowest proportion of a dimension of religion represented visually in a subject is 0% (many dimensions – all in Atheism – and subjects).

Religion is represented infrequently or not all in the textbooks. 'Not specified' represents instances where dimensions of religion could not be identified though a human was represented visually or in text.

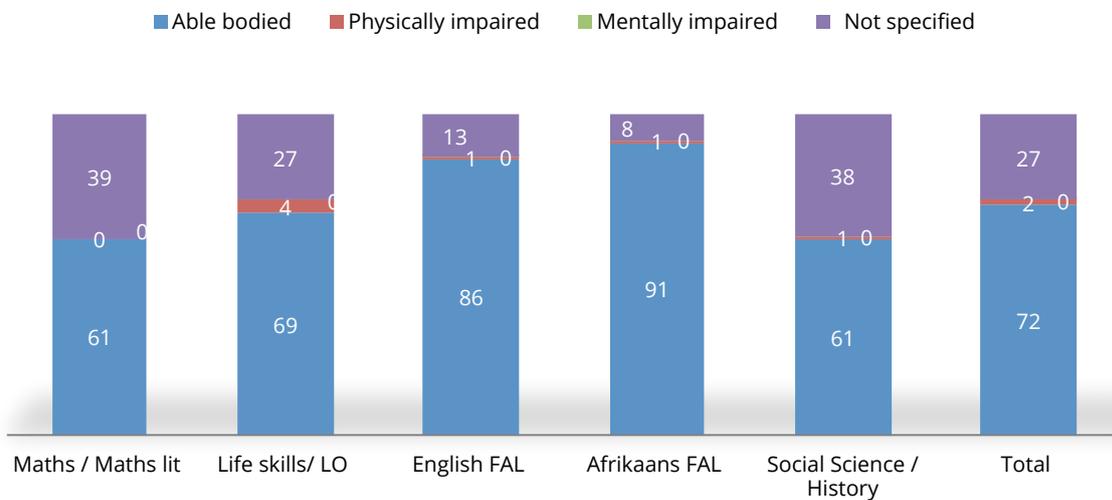


## i. Disability

The textbook analysis template makes provision for a numerical tally of visual and textual representations across three dimensions of disability; 'able-bodied', 'physically impaired' and 'mentally impaired'. The textbook analysis template also provided space for 'not specified' or 'unable to identify' for instances when none of the three dimensions could be identified.

Four graphs are presented below. The first illustrates results for all **visual** representations in selected textbooks of the dimensions of **disability** by **subject**. The second illustrates results for all **textual** representations in selected textbooks of the dimensions of **disability** by **subject**. The third illustrates results for all **visual** representations in selected textbooks of the dimensions of **disability** by **grade**. The fourth illustrates results for all **textual** representations in selected textbooks of the dimensions of **disability** by **grade**. A brief explanation is provided below each graph of key findings that can be drawn from the data illustrated in the four graphs.

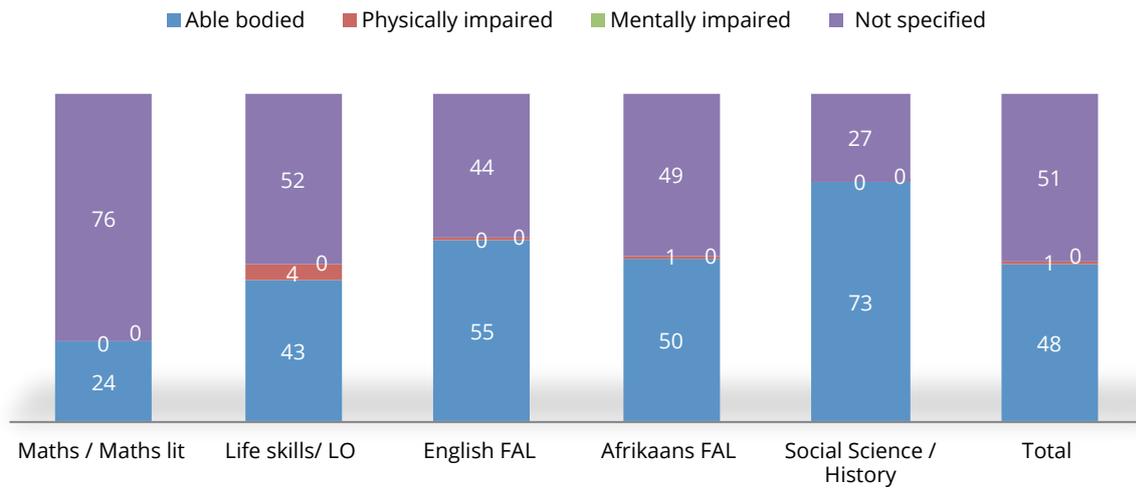
**Representation of disability by Subject (Visual)**



Across subjects in visuals, the representation of dimensions 'physically' and 'mentally impaired' are relatively even as opposed to a fluctuation in the representation of dimensions 'able bodied' and 'not specified'. The highest proportion of a dimension of 'ability' represented visually in a subject is 'able bodied' (91%) in Afrikaans FAL. The lowest proportion of a dimension of 'ability' represented visually in a subject is 'physically' (Maths / Maths lit) and 'mentally impaired' (all subjects) (0%).

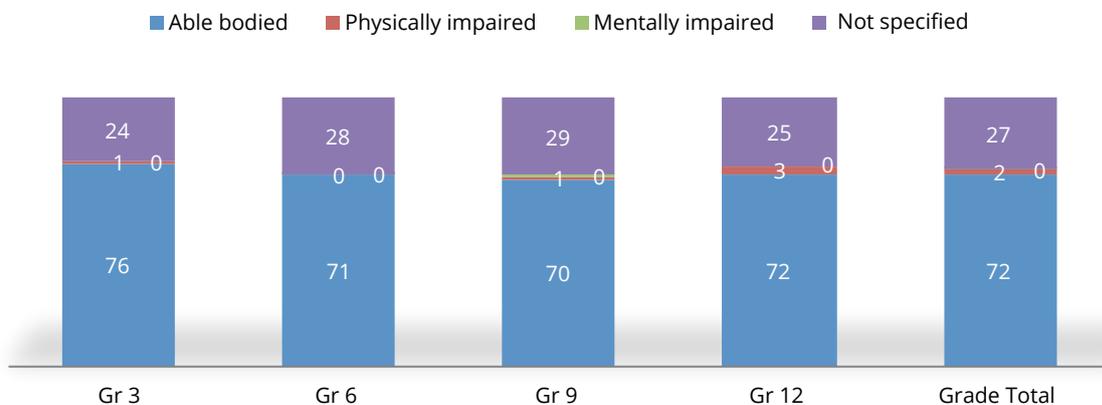


### Representation of disability by Subject (Text)



Across subjects in text, representations of the dimensions 'physically' and 'mentally impaired' are relatively even as opposed to a fluctuation in the representation of dimensions 'able bodied' and 'not specified'. The highest proportion of a dimension of 'ability' represented in text in a subject is 'able bodied' (73%) in Social science / History. The lowest proportion of a dimension of 'ability' represented in text in a subject is physically and mentally impaired (0%). Notably, the proportions of dimensions for 'physically' or 'mentally impaired' are both 0% in Maths / Maths lit, visually or in text. The proportion of dimensions for 'mentally impaired' is 0% visually or in text in all subjects!

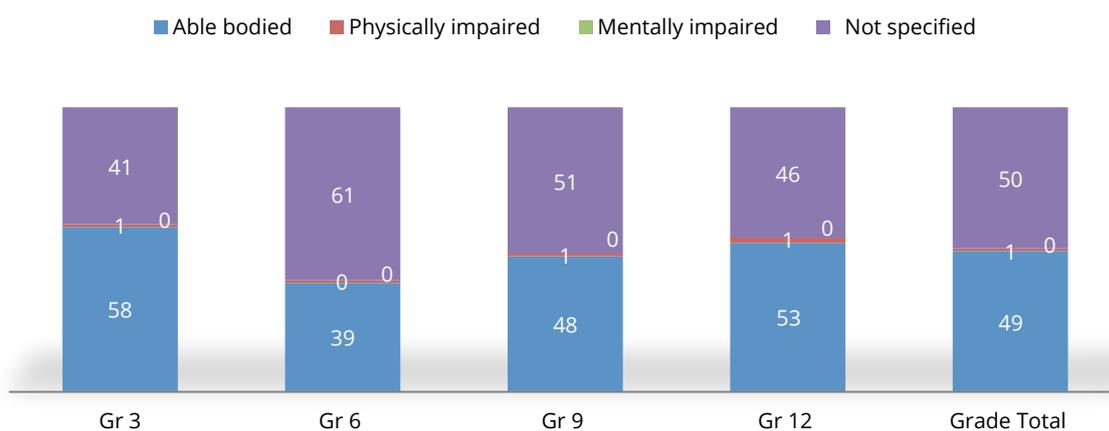
### Representation of disability by Grade (Visual)



Across grades in visuals, the representation of all dimensions of disability are relatively even. The highest proportion of a dimension of 'ability' represented visually in a grade is 'able bodied' (76%) in Gr 3. The lowest proportion of a dimension of 'ability' represented visually in a grade is 'physically' and 'mentally impaired' (0%).



### Representation of disability by Grade (Text)



Across grades in text, the representation of dimensions 'physically and mentally impaired' is relatively even as opposed to a fluctuation in the representation of dimensions 'able bodied' and 'not specified'. The highest proportion of a dimension of 'ability' represented in text in a grade is 'able bodied' (58%) in Gr 3. The lowest proportion represented in text in a subject is 'physically' and 'mentally impaired' (0%). Notably, the proportions of dimensions for 'physically' or 'mentally impaired' are both 0% in Gr 6, visually or in text. The proportion of dimensions for 'mentally impaired' is 0% visually or in text in all grades!

Disability is not represented often in the textbooks analysed. Isolated instances were identified. However, for the most part these were too insignificant to be taken up in proportions. Life Skills / Life Orientation and Gr 12 textbooks have at least a sprinkling of physical impairments. Mental impairments were not identified. 'Not specified' represents instances where dimensions of (dis)ability could not be identified with certainty though a human was represented visually or in text.

## 4. WORKBOOKS

The following workbooks were looked at:

- Lifeskills Grade 3 (English) Terms 1 and 3
- Maths Grade 3, Book 1
- Maths Grade 6 Terms 1 and 3
- Maths Grade 9 Terms 1 and 2
- Maths Grade 9 Terms 3 and 4
- Afrikaans Grade 3, Terms 3 and 4
- Afrikaans FAL Grade 6, Terms 1 and 2
- English Grade 3 FAL Terms 1 and 2 and
- English Grade 6 FAL Terms 1 and 2
- isiZulu, Grade 3 HL, Terms 3 and 4
- isiZulu Grade 6 HL Terms 1 and 2



The workbooks were not analysed in the same way as the textbooks were. The quantitative analysis to which the texts were subjected was not repeated for the workbooks. They were read and analysed qualitatively.

On the whole the workbooks were extremely good with respect to the big social factors of race, class and gender. Religion, disability and age were dealt with reasonably well. The observations which follow make the point that all the texts analysed were thoughtful and strong as learning materials aimed at promoting inclusion and social cohesion. Like the textbooks, however, they were largely silent on the questions of sexuality. Family representations tended also, as in the textbooks, to follow the nuclear norm.

With respect to race, the workbooks were very sensitive to inclusion and exclusion. All the workbooks looked at provided strong and positive images of racial difference. This was strongly evident in the Grade 3 Life skills Terms 1 and 3 workbook which had an exceptional introduction around understandings of self-identity. The workbook started off with the statement that 'each one of us is different and we are all special'. It asks the learners to develop an identity card for themselves and, interestingly, it is not race which is used to have the learners describe themselves physically but the colour of their hair and eyes. The task required them to describe their early years in largely personal terms. The Afrikaans Grade 6 Terms 1 and 2 workbook had many visual depictions and stories which show racially mixed contexts and situations. Critically, people in authority positions such as principals are African and female in several of the workbooks. Friendships were cross-racial as in the Grade 3 Afrikaans and isiZulu Terms 3 and 4 workbooks. The observation may be made that there is an element of over-sensitivity, to the point of political correctness, in these inter-racial representations and that they do not present what might be thought of as the social reality of the country. They are, however, positive in what they expect of people's behaviour.

The gender representations in the workbooks are even and in some ways disruptive of male and female stereotypes. The Grade 3 English FAL Terms 1 and 2 workbook in its Theme 1 has Nomsa milking cows. In Grade 3 IsiZulu, a female leads the fire extinguisher's team. The Grade 3 Afrikaans Terms 1 and 2 and isiZulu Grade 6 Term 1 and 2 workbooks feature female soccer teams. Boys are shown in vulnerable positions a few times and in some instances are assisted by females: IsiZulu Grade 6 HL, a teenage female swimmer saving a young boy from drowning.

The workbooks' management of class issues is generally also very good. The workbooks tend to have a middle-class orientation in terms of the ability of individuals and families to go on holidays, but balancing this is the approach, in contrast to some of the textbooks, of modest holidays. Excursions are presented as memorable and special occasions. People use ordinary means of transport such as buses and trains to reach their holiday destinations. Not everybody flies. Destinations are also not exotic and unachievable. In the story of Nomsa in the Grade 3 English FAL text Nomsa goes to visit her family on a farm. While the general environment of the farm is one of relative comfort, there is, for example a tractor, it is one in which all the members of the family are expected to work and make a contribution to its functioning. In at least two of the workbooks, the issues of race and class are made more complex. The Grade 6 English FAL workbook tells the story of Joe, a boy who could be white, who is too poor to afford soccer boots. This text also depicts in a non-pathologising way informal houses and families who live in them. No judgement is made of these communities. There is also the useful and educative example in the Maths Grade 6 workbook of a boy and the 30 minutes he takes to walk to school. His circumstances are modest. He has to work part time for 20 hours a month. The value of the text is the way in which it takes aspects of his life, such as what he eats per month, which is not excessive or over-sumptuous, and uses this in a 'normalising' way to help the learner do a calculation.



n terms of age, the workbooks have fewer references but when they arise they raise challenging issues. The Grade 3 Lifeskills workbook talks of all family members having to share household responsibilities but explicitly makes the point that children should not have to work as hard as adults. There are also many contexts in which inter-generational respect is emphasized.

Disability also does not arise often.

The comment was made above that families are presented largely as nuclear structures (see for example isiZulu Grade 6, Term 1 and 2). This is carried through repeatedly in many of the texts. This bias is balanced by a recurring sensitivity to inter-generational dynamics where children are shown in strong and positive relationships with older people. They do things together.

Different religions have been reasonably represented in a chapter in isiZulu Grade 3 Term 3 and 4 in a theme on celebrations. However, other South African religions are hardly mentioned in workbooks designed for higher grades.

The final comment to make relates to sexuality. Sexuality is not addressed at all in the workbooks.

In conclusion, the overall orientation of the workbooks is towards a comfortable but modest set of representations of what South Africans are all about. The workbooks in this sense offer a reasonably realistic view of everyday life. They do not shy away from the fact that there is poverty and hardship. They do not explicitly talk to racism. But race is used to offer learners the opportunity to see South Africans in mixed social gatherings and situations. Overall, the workbooks are a good example of what could be done with respect to the issues of inclusion and exclusion. They are generally good pedagogically. Visuals and text are used in what could be described as meaningful educational frames and approaches.

It is recommended that the workbooks be revised to redress/ address some of the social representations which have not been addressed. That would provide a chance to revise some of the phrasing of instructions and language conversions (isiZulu, Grade 3 and 6 HL workbooks) and to correct minor typographical errors that arise within them.



## 5. CONCLUSION

The report concludes with a brief synopsis of the findings with respect to each of the factors, namely, race, gender, class, age, family status, sexuality, religion and disability.

To summarise, the analysis was based on a sample of textbooks drawn from a universe of at least 630 textbooks. A textbook analysis template was also developed in order to collect comparable data from all the textbooks in the sample. The data were collated from textbook analysis templates completed for 39 textbooks in four grades, one in each phase and five subjects; English FAL, Afrikaans FAL, Social Science / History, Mathematics / Mathematics literacy and Life Skills / Life Orientation. The collated data were synthesised as proportional numerical tallies.

The results from the quantitative and qualitative data with respect to race and gender, singularly suggests that, textbooks in South Africa generally conform to the demographic diversity of the country. Proportionally however, in terms of demographics, dimensions of 'white' and 'male' are over-represented, notwithstanding the fact that the black African population constitutes the majority of the population in the country. Proportions of males are always greater, more than 10%, than those of females across subjects and grades, notwithstanding the fact that there are slightly more females in the general population.

Class is often not identified and determinations were inferred from occupation in many instances. Data that present instances where such inferences intersect with dimensions of race and gender challenge simple conformity to demographic diversity in textbook visuals and text. Indeed such claims become wholly tenuous in the face of results related to professional and working class fields, drawn from a tally of roles represented in textbooks of all five subjects.

With respect to race in terms of role representation, dimensions of 'Black African' and 'white' are exactly the same in visual representations for professional roles in English FAL textbooks. In Afrikaans FAL textbooks the dimension 'white' is over 30% more than 'Black African' in terms of professional roles. The highest representation of the dimension 'coloured' and 'working class' is found in English FAL, Afrikaans FAL and Life Skills / Life Orientation.

Similar issues arise with respect to gender and role representation. There is a 60% discrepancy between dimensions of male and female within professional roles, and 80% discrepancy within working class roles in Social Science / History textbooks. In all subjects across visual and text within professional and working class role representation dimensions of 'male' exceed that of 'female', the only exception being within professional roles in Afrikaans FAL visuals.

Identification of vulnerability in relation to class status was rare in textbooks notwithstanding the high levels of inequality in the country. With respect to age in textbooks, it was identified that textbooks represent the age of the target learner and adults. Old people and infants are seldom represented in the textbooks. Sexuality was not often identified and determinations inferences from relationship status were made in many instances. Identification of LGBTIQ representations were hardly ever made in any of the textbooks.

With respect to religion, family status and disability there are notable silences and omissions. Atheism, same-sex or child-headed families and mental impairment were not identified in any textbook. African traditional religion, single parent families and physical impairment were represented as isolated occurrences in textbooks.

Taken together, the quantitative data from the sample of textbooks presented in this report point to limited if any evidence of discrimination in respect of any of the eight categories. Notwithstanding this, the data point to some bias and prejudice with respect to almost all categories with a middle class normativity present and with obvious omission of orientations such as LGBTIQ that do not conform to a norm.



# ISSUES RAISED AT PUBLIC CONSULTATIONS

## 1. INTRODUCTION

Following the reports-back to the officials in the DBE and in the PEDs, the MTT embarked on a country-wide schedule of engagements with the broader public. The purpose of these engagements was to share the preliminary findings of the MTT with the public and to solicit their views on the textbooks in use in their schools.

The consultations were generally successful and well-attended. The plan of the MTT had been to hold two consultations for each province, one in a rural location and the other in an urban area. This plan was not able to be fully implemented. Circumstances in the North West and Limpopo militated against the possibility of holding meetings in those provinces. Only one of the scheduled two meetings could be held in Gauteng. Between 20 and 60 people from a range of constituencies and stakeholder groupings attended the consultations. These included educators and officials from the PEDs, members of trade unions, publishers and members of the general public.

The general format for the consultations was to have a member of the MTT present the high-level findings of the enquiry and to provide the attendees an opportunity to raise issues. Many issues were raised. These are presented in summary below.

It was not possible to hold the planned consultations for the provinces of Limpopo and North West.

## 2. COMMON ISSUES IDENTIFIED DURING PUBLIC CONSULTATIONS

- i. There was an overwhelmingly positive response to the exercise. Participants felt that it was very useful for the sector and that it needed to be done repeatedly. It was argued that even though it had great implications for different role-players such as publishers, screeners, and would undoubtedly impact on the curriculum and Continuing Education, it was an activity that the sector had to continuously attend to.
- ii. Participants engaged vigorously in the consultations around whether the textbooks had to be realistic or aspirational in their register and address. This raised questions of omissions and exclusions. The issues of religion, race, place and language were raised repeatedly. In one meeting a teacher said that 'African religion is poorly represented. Are we saying African religion is what whites think it is? That it is witchcraft?' In another meeting, in response to the report on the MTT's findings with respect to the family, a participant commented that "The intergenerational household, is that not what we as Africans have grown up with?" What about issues of migrant workers asked another participant at this same meeting. In a meeting in the Northern Cape, participants in the meeting argued over LGBTQI issues. One expressed discomfort about the finding that the issue was even mentioned. This led to the response "why are we shying away from these things, these things are happening. Lesbian issues need to be addressed." There was no consensus on whether the textbooks should be realistic or aspirational. Strong points of view for both approaches were made: "Textbooks are viewed to be aspirational so as to give hope to the learners. However, elements of history should be acknowledged so that learners should understand where the country comes from and why



particular decisions are made as such.” The view was expressed that textbooks were racist. The participant said that textbooks showed pictures of people who were too black or had thick lips. When this arose the members of the MTT who were present asked the speaker to send them the details of the textbook.

- iii. There was a point of view in a few consultations that the curriculum should cover all the opportunities that arose in the different provinces and that the curriculum should point the learners in the direction of the available careers.
- iv. Publishers at more than one meeting spoke of the challenges of translating texts and pointed out that direct translation from English to African languages posed a serious challenge within textbooks.
- v. The MTT finding that the textbook authors were still largely white elicited several responses across the consultations. It was evident, said a participant, that the department had to develop clear guidelines under which writers, screeners, publishers etc focus on as they identify and select textbooks. One participant said that he did not accept the finding of the MTT that the textbooks presented a balanced racial picture when the authors were still largely white: “race, I find it difficult that MTT says race is balanced when authors are still predominantly white? We must be honest, get intelligence about this. This is where we must give instruction about what we want. The transformation agenda is across board, we must write our own history, we pay for it. We must give instructions about what we want.”
- vi. There were particular requests for having access to the subject analyses as they were done during the evaluation process.
- vii. Participants repeatedly spoke of the need for the curriculum to offer tools to assist schools in dealing with particular issues such as LGBTIQ communities.
- viii. It was said that the Department needed to develop its own authors within the department and provide training to screeners on identification of issues of social cohesion in textbooks.
- ix. Publishers raised many issues. One was the need for the department to allow publishers more time to develop and submit textbooks for screening, with proper guidelines provided. A publisher said “to produce a quality textbook you need 18 months, they gave us 6 months and so it was a struggle to find images.”
- x. The Department should provide minimum requirements and clear guidelines for authors and publishers on text and illustrations. Criteria of illustrations should be provided said a publisher: “Can’t we include in LO cultural things. Went to isiXhosa funeral wearing slacks, don’t know that. Need to know these things. We as publishers got specs. Need sessions like this. Not always publishers fault.”
- xi. The comment that the department needed to offer refresher training for publishers on guidelines was made repeatedly
- xii. There was a need to look at screening teams and thus it was recommended that there was better training for the empowerment of screeners to detect stigma attached to teaching on disabilities.
- xiii. The MTT was asked to formulate short term and long term solutions with regard to intervention on readability, which should be included in the screening process.
- xiv. The issue of indigenous knowledge was raised a few times. It was said that there was a need to look at the knowledge which is taught, in order to ensure decolonization of knowledge.



- xv. It was recommended to the committee that there be proper evaluations of Sotho textbooks, as IsiZulu which as an Nguni language was included in the evaluation process which would assist in showing representative of African languages. Moreover, role of religious leaders needed to be considered in the evaluation process of screening committees.
- xvi. Hearing about the Flesch-Kincaid test, many participants expressed their unhappiness that there was not a South African-appropriate test. It was felt that there were shortcomings in the USA readability tool, as the SA context was different and the majority of the population were not English home language speakers.
- xvii. It was felt that the Department should look at ANA results and the training of teachers, to ensure newly qualified teachers were aware of social cohesion issues.
- xviii. It was mentioned that parents disapproved of certain topics in textbooks, as they were more conservative.
- xix. Concern was expressed about the large number of textbooks that were allowed to make the catalogue. The opinion was expressed that textbooks were approved based on the number required not quality.



# OVER-ARCHING CONCLUSIONS

## 1. INTRODUCTION

In concluding, it needs to be emphasized that the quantitative and qualitative data from the sample of textbooks and learning materials presented in this report point to limited if any evidence of discrimination in respect of any of the eight categories. The textbooks and workbooks analysed are in terms of their sensitivity to the social differences of the country reasonably inclusive. No glaring biases and exclusions with respect to the country's major forms of difference, ie, race, class and gender, could be found.

Notwithstanding this, the data point to some bias and prejudice with respect to almost all categories with a middle class normativity present and with obvious omission of orientations such as LGBTIQ that do not conform to a norm.

- Race and Gender in textbooks reflect the demographic diversity of South Africa, but there is a distinct disproportionality in the ways different groups are captured.
- In terms of age, the textbooks tend to focus on the age-relevant learners (for the text) and adults. Older people or pensioners and infants/children are seldom featured.
- In terms of sexuality, the LGBTIQ (Lesbian, Gay, Bisexual, Transgendered, Intersex and Queer) community is rarely represented.
- The textbooks all have a strong orientation towards what can be described as middle-class normativity. Values, preferences and decisions of the subjects represented in the texts are largely those of a generic middle class.
- There are notable silences and omissions in terms of Religion, Family Status and Disability.

## 2. SUMMARY ANALYSIS

It needs to be acknowledged that numerical tallies do not in and of themselves illuminate whether bias, discrimination and prejudice are present or not. They also do not help one to understand how bias or discrimination in a text may be worked with by a teacher in a classroom. For example, there may be equal frequencies of men and women in textbooks but they may, at the same time, as is the case frequently in the texts that have been reviewed for this exercise, be represented in very stereotypical or caricatured roles. Teachers could also use biased material in the most productive pedagogical and cognitive ways. They could use bias to show their learners how prejudice operates. One, on the basis of this, needs to caution against a simplistic correlation between messages in textbooks and what learners are exposed to and expected to learn.

Positive findings reveal a range of representations of race and class, with individuals across these two categories represented in multiple and varying ways that show them to be subjects with agency – they take decisions - and are engaged in daily life. There are no representations that feed into negative stereotypes.



Furthermore, representations of women and girls as subjects of different activities and exercises, deliberately seek to position them in different situations and offer an expanded sense of their agency compared to traditional interpretations of gender roles. This is also positive. The textbooks in use, in these terms, are satisfactory.

Against these relative positive features of South African texts, heteronormativity, however, persists. Representations of family, gender and sexuality tend to render invisible gender non-conforming and non-heterosexual experiences. There are a number of issues which have arisen in the scrutiny of the books which require discussion.

1. While depictions of class were representative of a range of income brackets the poor and unemployed were largely not represented, with the result that their experiences and mechanisms of lending, saving and investment (for example) were not included in the body of knowledge and experience offered to learners. The social science and history texts offered an exception to this general trend. The marginalisation of these subjectivities from activities and descriptions normalises heteronormative and middle-class orientations to everyday life, thus framing these within implicit value judgements about what is appropriate behaviour for young South Africans as citizens and economic actors. This is not overtly discriminatory towards those who do not find themselves in those spaces; however it could leave the vast majority of learners feeling excluded from what the textbooks represent as the norm. The textbooks are also not sensitive to questions of inequality and privilege where these may be relevant.
2. When less than 10% of representations in textbooks relate to disabilities there is a problem. There may be inherent obvious bias or prejudice. Evidence of trends and patterns in public school textbooks can provide a reasonable sense of what visual and text messages learners are exposed to in their twelve years of schooling.
3. References to disability and religion were distinctly absent in the sections analysed in textbooks. Religion was not engaged with at all in the texts analysed, although it is flagged in respect of naming conventions. Arguably the insertion of religion into the discussion enables more creative and diverse examples to be generated for activities that provide learners with opportunities to share knowledge with their peers and teachers.

How might these positives and negatives be weighed up?

The most important point to raise is that of how one thinks of the learning experience in the classroom. No claim is made in this report that the results from the quantitative and qualitative textbook data translate seamlessly into an understanding of what learners are actually learning or how they think. What they do is simply, on an empirical basis, show whether the textbooks can be regarded as inclusive and sensitive to diversity in classrooms and society, and thus whether they promote values of equality. In terms of this, the textbooks are satisfactory.

If the textbooks, however, are to be both inclusive and promote a sense of a common South African citizenship, more is required. An issue in the textbooks is the tendency towards omitting consideration of difficult questions, such as the existence of alternative subjectivities, and the privileging of heteronormative and middle-class orientations to everyday life. Learners may therefore interpret this as the only appropriate behaviour for them as citizens as they mature. As such, while such representations may not be overtly discriminatory towards those who do not find themselves in those spaces, it can however leave the vast majority of learners feeling excluded from what mathematics textbooks represent as their supposed everyday lives.

This also raises the question of the Africa-focus of the texts. The texts were written from a largely 'Western' perspective with an implicit privileging of 'western' knowledge. What is 'Western' is, of course, not without some controversy. But the texts did not sufficiently acknowledge that there are different epistemological traditions in the world. There would need to be greater acknowledgement of the ways in which African ways of knowing have been minimised and in some instances even erased. It is important in all subjects that this re-balancing against an implicit bias towards 'Western' understandings is made an issue of discussion.



Without an expanded notion of diversity and inclusivity that seeks to disrupt many of the implicit normativities noted in the text above, textbooks will reinforce older taken-for-granted and implicit biases and contribute to the valorisation of particular forms of knowledge. These undoubtedly have serious pedagogical and content implications for marginalised and economically impoverished learners, with the operation of drill and learn approaches alongside the reinforcement of particular implicit normativities shutting down for them a variety of educational possibilities.

If good learning is the capacity to stimulate a learner to think critically, make sound judgements and act in socially responsible ways, the textbooks could be expected to offer more. Basically the value of difference is not used as a learning opportunity in most textbooks. South African textbooks can therefore be said to be missing the opportunity of engaging learners in alternative ways of living and of presenting themselves as a learning tool for valuing difference and diversity; and, as a consequence, ensuring that all learners are comfortably positioned within official knowledge discourses. Isolated examples in the textbooks arise which venture into this new alternative space. There is the striking example of Zintle, for instance, who invests in a local stokvel to save for her son's education (Gr 12 Macmillan p.26). In this way textbooks would align with the purpose of CAPS:

Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundation for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims. (Motshekga 2011: ii)

The above extract was taken from Minister Angie Motshekga's foreword to the Foundation Phase English Mathematics CAPS (Curriculum and Assessment Policy Statement) (DBE 2011). (The exact foreword appears in CAPS documents for all subjects and phases.) Textbooks therefore should encapsulate the lived experiences of all learners in order that none feel excluded from the official knowledge discourse presented in the classroom. Without feeling included in official knowledge discourses one's potential is unlikely to be freed. Without generating inclusion for all textbooks cease to be laying the foundation for a democratic and open society.

Disabled individuals could have been included in activities on transportation or managing expenses for example, offering learners an opportunity to learn about the practicalities of a disability within the subject area. Similarly gender non-conforming individuals, non-nuclear family types and sexualities other than heterosexuality could have been incorporated in textbooks. Rather textbooks are conditioned by value judgments about what constitutes appropriate social arrangements, romantic preferences and living conditions. In a context where many learners do not come from nuclear families, it is important that they are exposed to a range of living arrangements that validate difference.



In conclusion the findings from this exercise suggest that the textbooks in use could be judged to be moderately to weakly inclusive. The textbooks are not overtly discriminatory or prejudicial, but do represent a bias towards an able-bodied, heteronormative, middle-class together with secular orientations and aspirations to everyday life. In the discussions with policy-makers this very issue was raised. At the heart of the discussion was the question of whether the South African textbook should be capturing the aspirations of the South African people or helping them to understand better the problems of the country – its divisions and fractures. In most of the discussions it was agreed that the texts could do both. They could assist the country in building the future it desires for itself, one in which all South Africans had access to equal opportunities to prosper and flourish. But they needed to be available as a facilitative opportunity for South Africans to understand where they currently are as a people, as members of communities and as individuals. The textbooks must assist in helping South Africans think more clearly about their own privileges and disadvantages and how they might act on their privileges and disadvantages. This conclusion to which the policy-makers came, it is suggested here, is correct. The textbooks should look to a better future for all. They should do so with a grounded understanding of where the country and its people currently are in their daily lives. In those daily lives are good and bad things. Productive learning is about understanding how these arise in our daily lives and learning how to make better decisions.

## CONCLUSIONS AND RECOMMENDATIONS

The recommendations that are put forward here are for discussion within the Department of Basic Education and in the broader South African community. The first two recommendations are about approaches to social difference and the last are about policy and practice with respect to the selection of textbooks.

- The first recommendation returns to the question raised by the Minister in her brief to the Ministerial Committee. Are the textbooks inclusive?

The textbooks are inclusive to a degree that is politically correct. There is a general awareness of the need to be inclusive of people of different racial backgrounds, people of different gender histories and of different socio-economic status. But there is a need to open up the notion of inclusion to reflect the diversity in society.

Such a recommendation would focus on moving beyond the heteronormativity of current textbooks and thus more deliberately including

Non-nuclear families

Diverse forms of sexuality.

Inclusivity thus has to improve across all textbooks with respect to family structures, age, disability, the practice of religion and sexuality.

- There is a need to attend to the most obvious form of discrimination in the textbook text and visual representations

Such a recommendation would suggest moving towards textbooks that more visibly deal with

Disability

Mental health



Role representations which do not conform to stereotypical representation of gender, race, class, etc.

Religion

- For the DBE, practically, there is a need to strengthen the screening processes for textbooks.

Strengthen the textbook review process such that issues of social inclusion and equity are foregrounded. This would include

Changing assessment criteria

Broadening the base of reviewers from diverse groups and constituencies

User group/affected group participation

Tightening the specification for publishers in producing textbooks - tendering process

- For Publishers, there is an urgent need to diversify the writer base such that it includes writers from a wider pool reflecting the diversity in society. This will not in and of itself guarantee that the questions of inclusion and bias will be removed but it will bring into the creative process of writing a textbook a much wider range of social and cultural experiences.
- The small range of publishers from which the leading texts in the country are procured is a question that needs some discussion.
- Dealing with the content and pedagogy of textbooks which reflect

The context of Africa and South Africa in a global context – link to the decolonisation debate

Ensuring that textbooks deal more effectively pedagogically speaking with issues of inclusion and equity

To give effect to the above would require a set of enabling conditions. This includes

1. Revisiting the CAPS specification which forms the basis of textbook production
2. Reviewing the catalogues system for textbooks
3. Providing a longer lead time for textbook production when curricula framework changes
4. Greater political direction from national and provincial guidelines in procuring textbooks and
5. Providing stronger teacher support in the use of the texts.



## REFERENCES

- Apple, M. 1990. *Ideology and Curriculum*, 2nd ed (New York: Routledge).
- Apple, M. 1995. *Education and Power*, 2nd ed, (New York: Routledge).
- Apple, M. 1995. *Power, Meaning and Identity: Essays in Critical Educational Studies* (New York: Peter Lang).
- Apple, M. 2000. *Official Knowledge: Democratic Education in a Conservative Age*, 2nd ed, (New York: Routledge).
- Apple, M. and Christian-Smith, L. 1991. *The Politics of the Textbook* (New York & London: Routledge).
- Araujo, M. & Maeso, S. 2012. 'History textbooks, racism and the critique of Eurocentrism: Beyond rectification or compensation', in: *Ethnic and racial Studies* 35, 7, 1266-1286.
- Auerbach, F. 1965. *The power of prejudice in South African education: An enquiry into History textbooks and syllabuses in the Transvaal high schools of South Africa*. (Pretoria: AA Balkema.)
- Barton, A. & Sakwa, L. 2012. 'The representation of gender in English textbooks in Uganda', *Pedagogy, Culture and Society*, 20, 2, 173-190.
- Brugeilles, C. & Cromer, S. 2009. *Promoting gender equality through textbooks. A methodological guide* (Paris: UNESCO).
- Chernis, R. 2010. *The past in service of the present: a study of South African school history syllabuses and textbooks 1839-1990* (Doctoral dissertation).
- Chisholm, L. 2008. Migration, citizenship and South African history textbooks. *South African Historical Journal*, 60(3), pp.353-374.
- Chisholm, L. (2018) Representations of Class, Race and Gender in Textbooks in E Fuchs and A Brock (eds) *Handbook of Textbook Studies*. (New York: Palgrave MacMillan).
- Crawford, K. 2013. 'Constructing Aboriginal Australians, 1930-1960: Projecting False Memories', *Journal of Educational Media, Memory and Society*, 5, 1, 90-107
- Dean, E. 1983. *History in Black and White: An Analysis of South African School History Textbooks*. (UNIPUB, 205 East 42nd St., New York, NY).
- Du Preez, J.M, Du Preez, H. & Home, T. 1983. *Africana Afrikaner: master symbols in South African school textbooks*. (Pretoria: Librarius).
- Engelbrecht, A. 2008. The impact of role reversal in representational practices in history textbooks after Apartheid. *South African Journal of Education*, 28(4), pp.519-541.
- Engelbrecht, A. 2006. Textbooks in South Africa from apartheid to post-apartheid: Ideological change revealed by racial stereotyping. *Promoting Social Cohesion through Education: Case Studies and Tools for Using Textbooks and Curricula*. (Washington, DC: The World Bank), pp.71-80.
- Fardon, J. & Schoeman, S. 2010. A feminist post-structuralist analysis of an exemplar South African school history text. *South African Journal of Education*, 30(2), pp.307-323.



Foroutan, Y. 2012. 'Gender representation in school textbooks in Iran: The place of languages', *Current Sociology*, 60, 6, S. 771–787.

Mazel, A. & Stewart, P. 1987. Meddling with the mind: the treatment of San hunter-gatherers and the origins of South Africa's black population in recent South African school history textbooks. *The South African Archaeological Bulletin*, pp.166-170B.

McDonald, B. 2013. 'The reproduction of biological race through physical education textbooks and curriculum', *European Physical Education Review*, 19, 2, 183-198.

McKinney, C. *Textbooks for Diverse Learners: A Critical Analysis of Learning Materials used in South African Schools*. (Pretoria: HSRC Press, 2005).

Montgomery, K. 2005. 'Imagining the Anti-Racist State: Representations of Racism in Canadian History Textbooks', *Discourse: Studies in the Cultural Politics of Education*, 26, 4, 427-442.

Montgomery, K. 2005. 'Banal Race Thinking: Ties of Blood, Canadian History Textbooks and Ethnic Nationalism', *Paedagogica Historica. International Journal of History Education*, 41, 3, 313-326.

Morgan, K. 2010. Scholarly and Values-driven Objectives in Two South African School History Textbooks: An Analysis of Topics of Race and Racism/Wissenschaftliche und wertbestimmte Lernziele in zwei Südafrikanischen Schulbüchern: eine Analyse der Themen Rasse und Rassismus. *Historical Social Research/Historische Sozialforschung*, pp.299-322.

Morning, A. 2008. 'Reconstructing Race in Science and Society: Biology Textbooks 1952-2002', *American Journal of Sociology*, 114 Supplement, 106-137.

Mutekwe, E. & Modiba, M. 2012. 'An evaluation of the gender sensitive nature of selected textbooks in the Zimbabwean secondary school curriculum', *Anthropologist* 14, 4, 365-373

Niehaus, I. (2018) 'How diverse are our textbooks? Research findings in international perspective' in A. Brock and E. Fuchs (eds) *Handbook of Textbook Studies*, (New York: Palgrave).

Nishino, R. 2011. *Changing histories: Japanese and South African textbooks in comparison (1945–1995)* (Vol. 129), (Vandenhoeck & Ruprecht).

Osler, A.1994. 'Still Hidden from History? The representation of women in recently published history textbooks', *Oxford Review of Education*, 20, 2, 219–235.

Schoeman, S. 2009. The representation of women in a sample of post-1994 South African school History textbooks. *South African Journal of Education*, 29(4), pp.541-556.

Siebörger, R. 1994. Reconceptualising South African school history textbooks. *South African Historical Journal*, 30(1), pp.98-108.

Siebörger, R. & Reid, J. 1995. Textbooks and the school history curriculum. *South African Historical Journal*, 33(1), pp.169-177.

Sleeter, C & Grant, C. 1991. 'Race, Class, Gender and Disability in Textbooks', in M. Apple and L. Christian-Smith (eds) *The Politics of the textbook*, (New York: Routledge).



Sleeter, C. & Grant, C. 2011. Race, Class, Gender, and Disability in Current Textbooks in Provenzo Jr. E., Shaver, A. and Bello, M. (ed.) *The Textbook as Discourse. Sociocultural Dimensions of American Schoolbooks*. (New York: Routledge).

Soudien, C. 2013. "'Race' and its Contemporary Confusions: Towards a Re-Statement', *Theoria*, 136, 60, 3: 15-37.

UNESCO, 2016. Textbooks Pave the Way to Sustainable Development, Policy Paper no 28, December 2016.

Wassermann, J., Bertram, C. & Niehaus, I. 2015. Editorial: Special Edition on History Textbooks in Africa, *Yesterday & Today*, 14, I-VI.

Republic of South Africa, 1996. The Constitution of the Republic of South Africa, 1996. (Pretoria: Government Printer).

Republic of South Africa, 1998. The Employment Equity Act, No 55, 1998. (Pretoria: Government Printer.)

Southall, R. 2016. *The New Black Middle Class in South Africa*, (Cape Town: Jacana/Konrad Adenauer Stiftung).



# APPENDIX 1

## Quantitative Template

### TEXTBOOK ANALYSIS TEMPLATE

#### 1. Identification and general organisation of textbook

##### 1.1 Book details

Identification Number (ISBN?)	
Title	
Subject or learning area	
Publisher	
Country of publisher	
Licensing (copyright or creative commons)	
Price of book	
Collection	
Education level	
Year first published	
Year of edition studied	
Country of publication	
Cover illustrations by	
Textbook illustration by	
Language	
Number of pages	

##### 1.2 Author/s details

Author(s)	Names	
	Qualification/s	
	Gender	
	Race	
Editor/s	Names	
	Qualification/s	
	Gender	
	Race	
Consultants (where listed)	Gender, Race	



## 2. The pedagogical approach of the textbook

### 2.1 The structure of the textbook

Number of sections	
Is there the same number of lessons in each section? If yes, number of lessons per section If no, exact number of lessons in each section	Yes / No Indicate not applicable if textbook is not structured in this way
Are there appendices that are not included in the sections?	Yes / No
If yes, what is the nature of the appendices?	

### 2.2 The table of contents of the textbook

Topic	Number of pages	Comment

### 2.3 Aims as set out by the author/s

List the aims in the box below as set out in the textbook.



## 2.4 Indicate the outcomes as set out in the textbook

List the outcomes in the box below as set out in the textbook.

## 2.5 CAPS alignment

To be completed in conjunction with CAPS document for the subject

Name of heading	Name of subheading	Do topics correspond with CAPS document? (Y/N)



## 2.6 Assessment

By assessment it is meant exercises/tasks/tests suggested in the textbooks which learners are expected to complete, on their own, or supported by their teachers to aid their learning.

Complete the following table for each assessment opportunity, in the textbook.

Assessment N	Page number	Description

## 2.7 Teaching approach suggested

In the book below describe the pedagogical approach of the textbook. Consider this in relation to questions such as

- Do chapters have a variety of exercises for students? What types of exercises?
- How do these exercises demonstrate the textbook's pedagogical framework? By pedagogic framework we refer to approaches such as constructivist, learners centred as well as suggestions about how teachers may teach the particular context e.g. through group work, project work, bringing in resources for discussion, presenting presentations, etc.
- What forms and types of learner engagement/interaction with the teacher is suggested/indicated in the textbook?
- What forms and types of learner engagement/interaction with parents/guardians is suggested/indicated in the textbook?

Much of this information will in all probability be included in a Teacher's Guide/Handbook/Resource Book.



## 2.8 Readability

Consider below the readability in relation to the writing style. Consider if the writing is descriptive and thought provoking, and fosters visualization, sparking the reader's imagination on many levels. Consider if the vocabulary consists of words that are both familiar and challenging, and words the reader may not know are clearly defined. Consider if the main ideas are explicit, not imbedded in the text. The following two questions are meant to assist in the process but other approaches are also equally valid

### 2.8.1 Selected 2 passage analysis

Choose the 2-page passage according to the following criteria.

- It should be the main text for one sub-topic in a chapter
- It should be readable in one lesson (usually this is one double page spread)
- It should be roughly typical of the textbook as a whole in terms of the presence/absence of academic and subject-specific words

Complete the table below using the guidance notes below.

Insert page number of selected 2 page passage: \_\_\_\_\_

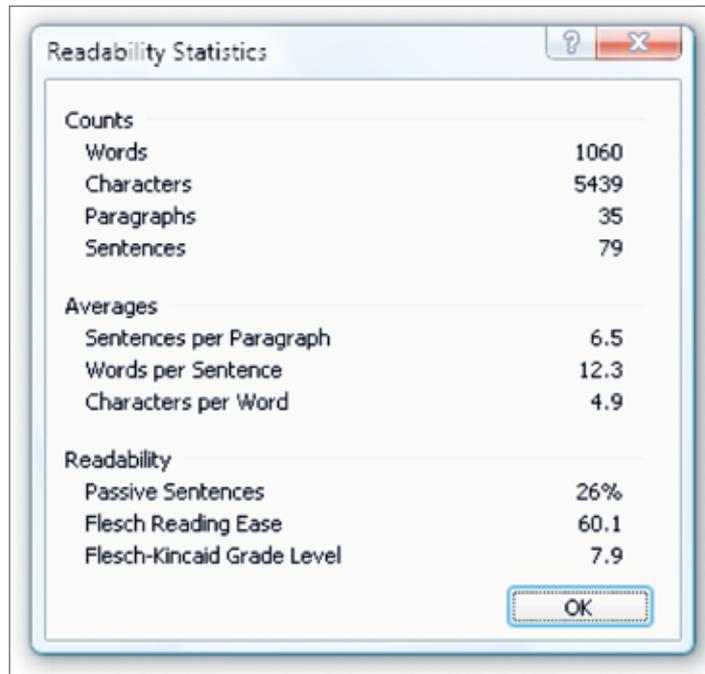
a.	How long is the selected passage in words?	
b.	What is the average sentence length?	
c.	What is the readability level of the text?	
d.	What percentage of the words are 'academic' words?	

#### ***Guidance for completing this table.***

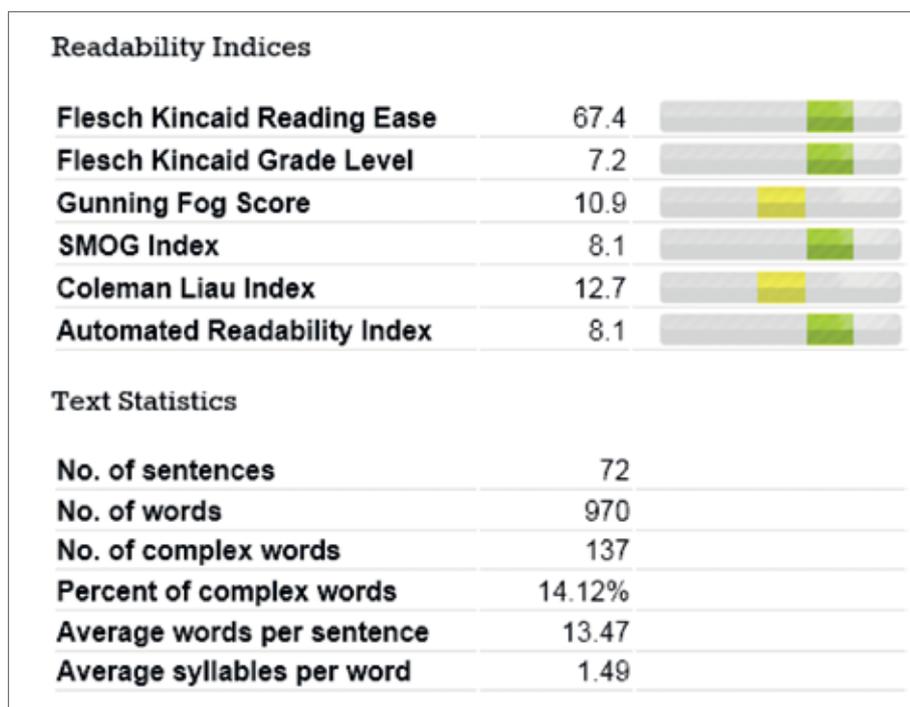
Scan the text using OCR so that it is electronically readable. Eliminate any visuals. Check the text for any scanning errors.

Then use the Spelling and grammar check in Microsoft Word. Go to the review button; go to spelling and grammar (check in Options that 'Readability Statistics' is checked). At the end of the spelling and grammar check, statistics are displayed, including number of words. You will get a readout something like this.





If you don't use MS Word, use <http://www.read-able.com/>. Use the tab 'Test by direct input'. Input the text. Choose the Flesch Kincaid grade level figure. You will get a readout something like this:



The readability level (Question c) is the Flesch Kincaid grade level which gives the (US) grade level at which the text is supposed to be readable. Alternatively, choose the Flesch Kincaid figure in <http://www.read-able.com/>.

*(Note that Flesch Kincaid – along with other measures shown in the read-able statistics – is not a very accurate way of measuring readability. Also that it only measures whether a text is readable by a native speaker – i.e. the text will be much harder for the average South African learner and the grade level measure it supplies would be normally higher for this learner.)*



### 2.8.2 Selected 20-page passage analysis

Choose the 20-page passage according to the following criteria. It should be roughly typical of the textbook as a whole in terms of:

- the use of signals of organisation, e.g. headings, numbering, paragraphing, highlighting key terms
- the number and type of visuals accompanying the text
- the presence or absence of any accompanying activities

Insert page number of selected 20 page passage: \_\_\_\_\_

a.	Are the meanings of some of the key subject-specific words conveyed:	Ratio of occurrences to pages, e.g. 15/20 (15 occurrences in 20 pages)
	by visuals	
	by giving the meaning in L1	
	by the surrounding text	
b.	Does the text have features which show division into sub-topics?	Are these features frequently used in the text? Yes/No
	▪ headings	
	▪ numbering	
	▪ paragraphs	
	▪ bullets	
c.	Does the text use connecting words and phrases?	Total number of connectors:
d.	How many visuals are there per page?	Ratio of visuals to pages, e.g. 15/20 (15 visuals in 20 pages):



### 3. Representation

#### 3.1 Character representation (categories as supplied by task team members' definitions)

- Text – includes words in text, textboxes, assessment task, exercises
- Visual includes pictures, figures, tables, diagrammes in text, textboxes, assessment task, exercises
- Frequency for text refers to text representations of the categories below. Pay particular attention to the usage of text representation as Nouns and/or Adjectives and/or Pronouns.
- Visual refers to visual representation of categories below
- Count every single person depicted in the text, and every time they appear. In a group, count the number of each, as possible.
- Not specified/unable to determine is for visual where it is not possible to determine the count for the dimensions below

##### 3.1.1 Total frequency counts

Complete the following table

Number of words	
Number of pictures	
Number of graphs	
Number of tables	
Number of figures	
Number of assessment task (exercises, etc.)	

##### 3.1.2 Race

		Black African	Coloured	Indian	white	Migrant (please specify)	Not specified/ unable to determine
Frequency	Visual						
	Text						

\* Indicate context in frequency

##### 3.1.3 Age

		Baby (younger than 1)	Children (1-12)	Teenager (13-18)	Youth (19-28)	Adult (29-40)	Old people (Older than 40)	Not specified/ unable to determine
Frequency	Visual							
	Text							

\* Indicate context in frequency



### 3.1.4 Gender

		<sup>1</sup> Male	<sup>2</sup> Female	<sup>3</sup> LGBTIQ	Not specified/unable to determine
Frequency	Visual				
	Text				

\* Indicate context in frequency

### 3.1.5 Class

Divided into two tables

#### 3.1.5.1 Part A

		<sup>1</sup> Senior state manager	<sup>2</sup> Corporate owner	<sup>3</sup> Residual upper class	<sup>4</sup> Middle-level state manager	<sup>5</sup> Middle and lower corporate manager	<sup>6</sup> Independent professional	<sup>7</sup> Lower-level state manager	<sup>8</sup> Semi-professionals	<sup>9</sup> White-collar employees	<sup>10</sup> White collar supervisors
Frequency	Visual										
	Text										

\* Indicate context in frequency

#### 3.1.5.2 Part B

		<sup>11</sup> Small-scale business owner	<sup>12</sup> Formally employed skilled worker	<sup>13</sup> Formally employed semi-skilled worker	<sup>14</sup> Subsistence farmer	<sup>15</sup> Farm worker	<sup>16</sup> Domestic worker	<sup>17</sup> Informally employed	<sup>18</sup> Unemployed	<sup>19</sup> N Not specified/ unable to determine
Visual										
Text										

\* Indicate context in frequency

### 3.1.6 Religion

		<sup>1</sup> African traditional religion	<sup>2</sup> Christianity	<sup>3</sup> Islam	<sup>4</sup> Hinduism	<sup>5</sup> Judaism	<sup>6</sup> Buddhism	<sup>7</sup> Atheism	<sup>8</sup> Other	<sup>9</sup> Not identifiable/ Not specified/ unable to determine
Frequency	Visual									
	Text									

Indicate context in frequency



### 3.1.7 Family Status

		<sup>1</sup> Nuclear family	<sup>2</sup> Parent(s) and sibling(s)	<sup>3</sup> Grandparent(s) and grandchildren	<sup>4</sup> Extended family	<sup>5</sup> Child- headed households	<sup>6</sup> Non- normative households	<sup>7</sup> Not specified/ unable to determine
Frequency	Visual							
	Text							

\* Indicate context in frequency

### 3.1.8 Disability

		<sup>1</sup> Able-bodied	<sup>2</sup> Physically disabled	<sup>3</sup> Mentally disabled	<sup>4</sup> Not specified/unable to determine
Frequency	Visual				
	Text				

\* Indicate context in frequency

## 3.2 Cross tab character representation

- Text – includes words in text, textboxes, assessment task, exercises
- Visual includes pictures, figures, tables, diagrams in text, textboxes, assessment task, exercises
- Frequency for text refers to text representations of the categories bellows
- Visual refers to visual representation of categories below
- Count every single person depicted in the text, and every time they appear. In a group, count the number of each, as possible.
- Not specified/unable to determine is for visual where it is not possible to determine the count for the dimensions below

Role	Race by 5 categories	Gender by 4 categories	Class by categories	Religion by 4 categories	Family status by 3 categories	Disability by 3 categories



## 4. Topic analysis

Suggested analytic questions/issues as supplied by Task Team Members

<b>AGE AND CLASS</b>	<ul style="list-style-type: none"><li>▪ Over-representation of some ages</li><li>▪ Omission and exclusion of older or younger people from representation</li><li>▪ Stereotyped representations of for example older people</li><li>▪ Implicit value-judgements of the roles of some age categories over others</li></ul>
<b>FAMILY STATUS</b>	<ul style="list-style-type: none"><li>▪ Is the dominant nuclear family form over-represented over other forms?</li><li>▪ Do other family forms appear in the text and how often?</li><li>▪ Are other family forms represented in positive or negative ways? What are these ways?</li></ul>
<b>LANGUAGE</b>	<ul style="list-style-type: none"><li>▪ Educational materials like textbooks should serve to instil values and attitudes of the society in young people. On the same note, writers of textbooks, using language, can isolate, omit/ exclude, underrepresent/ over represent/ misrepresent and present stereotypes as they communicate information to their readers; hence the presence of discriminatory language.</li></ul>

### 4.1 Topic 1: Insert names of topic here

#### 4.1.1 Rationale for choice of topic.

#### 4.1.2 Provide a brief description of the topic.



**4.1.3 How are age, race, age, gender , class, religion, family status and disability of human subjects represented in this topic? Correlate this with the findings above.**

**4.1.4 Are there any other characteristics of the human subjects represented in the topic? Correlate with the findings above.**

**4.1.5 Describe below how this topic is aligned (or not) with CAPs**



## 4.2 Topic 2: Insert names of topic here

### 4.2.1 Rationale for choice of topic.

### 4.2.2 Provide a brief description of the topic.

### 4.2.3 How are age, race, age, gender, class, religion, family status and disability of human subjects represented in this topic? Correlate this with the findings above.



**4.2.4 Are there any other characteristics of the human subjects represented in the topic? Correlate with the findings above.**

**4.2.5 Describe below how this topic is aligned (or not) with CAPs**



### 4.3 Knowledge analysis

Whose knowledge is represented in the textbook? Please complete details for at least 4 sections or two chapters of the book.

Section/ Chapter	Main topic	Time period covered (e.g. 20th century)	Regions covered (e.g. Western Europe, Africa, Asia)	Indigenous knowledge? (Yes/No)	Contributions of women included? (Yes/No)	Contributions of black women included? (Yes/No)	Comments
1							
2							
3							
4							
5							
6							



# APPENDIX 2

## Qualitative textbook analysis template

### 1. BOOK DETAILS

Identification Number (ISBN?)	
Title	
Subject or learning area	
Publisher	
Country of publisher	
Licensing (copyright or creative commons)	
Price of book	
Education level	
Year first published	
Year of edition studied	
Country of publication	
Cover illustrations by	
Textbook illustration by	
Language	
Number of pages	
Author(s)	

### 2. TOPIC ANALYSIS

For this section, select between 20% and 30% of the textbook. This means, for example;

- If the textbook contains 32 topics spread across four terms, two topics from each term can be selected, OR
- If there are 16 topics in the textbook, 4 topics can be selected.

In addition, select topics that lend themselves to issues of discrimination.

In the table below:

**2.1 Explain the rationale for the choice of each topic.**

**2.2 Provide a brief description of each topic.**

**2.3 Provide a brief description of the methodology /teaching approach of each topic**



Topic	TOPIC 1 : Insert topic	TOPIC 2 : Insert topic	TOPIC 3 : Insert topic
2.1.1 Rationale for choice of topic			
2.1.2 Brief description of topic			
2.1.3 Methodology / teaching approach (e.g. group work, presentations, and types of learner activities)			

**2.4 In the table below, discuss the manner in which human subjects are represented in the selected topics. Factors for discussion are listed for each of the aspects of representation.**

Representation	Factors for discussion	TOPIC 1 : Insert topic	TOPIC 2 : Insert topic	TOPIC 3 : Insert topic
<b>Age</b>	Over-representation of particular ages			
	Omission and exclusion of older or younger people from representation			
	Stereotyped representations of, for example older people			
	Implicit value-judgements of the roles of some age categories over others			
	Any other factor(s)			
<b>Class</b>	Over-representation of one class at the expense of another, e.g. under-representation of the unemployed, workers and working class struggles			



Representation	Factors for discussion	TOPIC 1 : Insert topic	TOPIC 2 : Insert topic	TOPIC 3 : Insert topic
	Privileged representation of elite, professional, working class or unemployed occupational and income and groups and the nature of the activities in which they may be involved.			
	Omission and exclusion of particular classes			
	Mis-representation/ stereotyped representations of some classes, income and occupational groups. Eg. All working class groups do manual labour			
	Any other factor(s)			
<b>Family status</b>	Is the dominant nuclear family form over-represented over other forms? Provide examples.			
	Do other family non-nuclear forms appear in the text and how often? Provide examples			
	Are other family forms represented in positive or negative ways? Provide examples.			
	What are these ways? How is race and the family represented?			
	Any other factor(s)			



Representation	Factors for discussion	TOPIC 1 : Insert topic	TOPIC 2 : Insert topic	TOPIC 3 : Insert topic
<b>Language</b>	Does the language used isolate, omit/ exclude, underrepresent/ over represent/ misrepresent and present stereotypes as they communicate information to their readers; hence is there a presence of discriminatory language. Provide examples			
	Any other factor(s)			
<b>Religion</b>	Reductionism – the simplification and reduction of religion to single dominant narratives, ideas or sets of practices.			
	Recognition – acknowledgment and discussion of non-dominant beliefs and religions including Atheism, Paganism, Witchcraft, African Religions			
	Essentialism – the portrayal of religion as singular and without difference, where a particular view of the religion is privileged as singular, unchanging and uncontested truth			
	Decontextualization and ahistoricism– where religion is not discussed historically or linked to particular contexts			



Representation	Factors for discussion	TOPIC 1 : Insert topic	TOPIC 2 : Insert topic	TOPIC 3 : Insert topic
	Ideology- where for example the math's textbook was used by US Aid in the mujahedeen war against the Soviets, or later by the Taliban against the USA, or the Sunni version of Islam in History, or Pakistani Studies in Pakistan			
	Value conflicts – where ideas in religious education conflicts with value within existing national curricula- conflict with gender equality, sexual orientation, the origins of the universe, etc.			
	Any other factor(s)			
<b>Gender and sexuality</b>	How gender roles are represented in the topic, particularly the types of roles assigned to women compared to those assigned to men.			
	The extent to which women are represented in 'masculine' activities and men in 'feminine' ones, as well as the extent to which women are presented in powerful positions			
	The extent to which gender non-conforming characters feature in topic, whether the text deviates from a bias towards cisgender identities to include other forms of gender identification, as well as how such characters are presented/depicted.			



Representation	Factors for discussion	TOPIC 1 : Insert topic	TOPIC 2 : Insert topic	TOPIC 3 : Insert topic
	Are other forms of sexual identification represented in the topic, and the manner in which such identifications are represented when included?			
	The language used to refer to same-sex identities and the topics such identities are represented in.			
	The number of times that same-sex sexuality is mentioned in the topic.			
	Any other factor(s)			
<b>Race</b>	Who and/or what is being made visible in the topic and what meaning is attached to that both directly and indirectly?			
	Who is being placed in positions of unearned (racial) privilege in text and pictorial; representation?			
	Who owns the place of importance, and who on the other hand is represented as underling and having to adjust to fit in the already defined space(s)?			
	Who is represented as 'foreign' and has the burden of assuming a new identity in order to fit in?			
	Are there traces of racism/ prejudice in text and/or pictures? Provide examples.			



Representation	Factors for discussion	TOPIC 1 : Insert topic	TOPIC 2 : Insert topic	TOPIC 3 : Insert topic
	Explain how is power distributed among different role players?			
	What evidence is there of fear and/or ignorance of the 'other'?			
	Explain how are issues of equality, equity and social justice addressed in text and picture?			
	Any other factor(s)			
<b>Disability</b>	Is the wrongdoing of parents or a community represented as the antecedent of disability? Provide examples.			
	Is disability used to symbolize other character traits, i.e., blindness as lack of understanding, deafness as a refusal to engage with another's point of view, etc? Provide examples.			
	Are disabled persons cast as having financial problems, or disability as a financial problem? Provide examples.			
	Are there "supercrip" representations where the disabled person compensates for her or his disability through their extraordinary effort and talent? Provide examples.			



Representation	Factors for discussion	TOPIC 1 : Insert topic	TOPIC 2 : Insert topic	TOPIC 3 : Insert topic
	Is disability (i.e. blindness, autism) fetishized? Provide examples.			
	Are disabled persons reduced to their experience of disability? Provide examples.			
	Any other factor(s)			



### 3. IN THE TABLE BELOW PROVIDE AN OVERALL ASSESSMENT OF THE TOPIC IN RELATION TO DISCRIMINATION.

Topic	TOPIC 1 : Insert topic	TOPIC 2 : Insert topic	TOPIC 3 : Insert topic
Overall assessment of the <b>topics</b> (choose one). It is 1. Strongly inclusive or 2. Moderately inclusive or 3. Weakly inclusive Please elaborate on the reasons for your assessment.			

### 4. KNOWLEDGE ANALYSIS

For this section, discuss whose knowledge is represented in the textbook; that is for example approaches to knowledge, schools of thoughts and indigenous knowledge systems.

### 5. OVERALL ASSESSMENT OF THE TEXTBOOK.

Main conclusions of the <b>textbook</b> (choose one). It is 4. Strongly inclusive or 1. Moderately inclusive or 2. Weakly inclusive Please elaborate on the reasons for your assessment.	
--	--



# APPENDIX 3

## LIST OF TEXTBOOKS

SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
AFRIKAANS	Afrikaans Sonder Grense EAT Gr 3	34%	Maskew Miller Longman	3: Wat Hulle Wil Word? 6: Pas Jousef Op 7: Eet Gesond 12: Hoe Kom Jy Daar? 15: San Storie Oefentyd	Lätti, Mari <sup>2</sup> Gouws, Sonia Smith, Anda Rousseau, Nici
	Afrikaans Sonder Grense EAT Gr 6	31%	Maskew Miller Longman	1: Hoe Voel Hulle 5: Boellies 6: Speel Saam 12: Konings 14: Vriende en Familie 16: Kultuur 17: Sprokie uit Afrika	Lätti, Mari Gouws, Sonia Le Roux, Carine
	Piekfyn EAT Gr 6	24%	Best Books	1: Die Lewe 5: Skakel uit af 6: Storm in n Koppie 12: Dans 14: Vampiere 17: Tegnologie 18: Vreemde dinge en plekke	Viljoen, Henk Gloy, Annatjie van Tonder, Magdel Bothma, Mariette Smit, Nelmari Conradie, Nic
	Afrikaans Sonder Grense EAT Gr 9	28.1%	Maskew Miller Longman	2: Sportspieël 5: Jou eie mense 8: Gesonde verhoudings 10 Wie erf wat? 12 Vriende 17: Waaghalse en dapper dade	Lätti, M. Gouws, S. Gouws, R. Grobler, I. Grobbelaar, K. Le Roux, C. Peacock, M. Struwig, M.



SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
	Piekfyn EAT Gr 9	34%	Best Books	5: Daar vir mekaar 9: Visuele Wereld 14: Leef Gesond 16: Samelewing 17: My taal	Vosloo, Riens Viljoen, Henk Gloy, Annatjie Prinsloo, Belinda
	Afrikaans Sonder Grense EAT Gr 12	32.9%	Maskew Miller Longman	2: Ons Erfenis, Ons Tradisie 6: Kies Reg 10: Geldsake 12: Vreemde Feste 14: Kom Laat Ons Sing	Gouws, R. Gouws, S. Lätti, M. Grobler, I. Grobbelaar, K. Smit, M. Peacock, M. Pretorius, S.
	Kollig op Afrikaans EAT Gr 12	33.3%	Pearson	1: Mediavermuf 3: Ek vertel my storie 7: My toekoms 12: Vertel 'n oorredende storie 14: Ons lees om te weet ons is nie alleen nie	Burns, Marie Burns, Malcolm
<b>ENGLISH</b>	Platinum English FAL Gr 3	38%	Maskew Miller Longman and Pearson	3: Me and My Family 4: At Home 5: My Country 6: Travelling Around 9: Healthy Activities 10: Keeping Safe 13: Interesting Animals 16: Celebrating New Year	Francis, V. Minkley, C.
	VIVA English FAL Gr 3	30%	Vivlia	Term 1: Chapter 1 - Me and My Family Term 1: Chapter 4 - Friends Term 2: Chapter 4 - My Health Term 3: Chapter 4 - Music and Dancing Term 4: Chapter 3 - On Journey	Gajadhur, R.D. Kunene, A.F. Mthembu, T.P. Pillay, M. Smith, G.R. Tsilik, P. van Heerden, J.M. Wilson, H.N.



SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
	Platinum English FAL Gr 6	31%	Maskew Miller Longman and Pearson	Term 1: Chapter 2 - Heroes Term 1: Chapter 5 - Fantastic Food Term 2: Chapter 6: Playing Tricks Term 3: Chapter 10 - Special Places Term 3: Chapter 13 - Science and Technology Term 4: Chapter 15 - Celebrations Term 4: Chapter 16 - Making Music	Brennan, P. de Vos, J. Edwards, M Ralenala, M. Swanepoel, G.
	Headstart English FAL Gr 6	25.4%	Oxford	Chapter 4: Family life Chapter 8: Creatures in our lives Chapter 12: Friends and friendships Chapter 15: New Beginnings Chapter 16: South African children	Botha, L. Bloch, J. Heese, S. Daniels, D. Hutton, B. Townsend, B.
	Platinum English FAL Gr 9	30.7%	Pearson	1: My Future 7: Generations 13: Identity 14: Courageous People 16: New Media 17: Africa	Awerbuck, D. Beynon, A. Brennan, P. Gulbrandsen, M. Moore, J. Ralenala, M. Reed, Y. Stielau, J. Wilkinson, L.



SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
	Oxford Successful English FAL Gr 9	26.3%	Oxford University Press	Term 1: Chapter 1 – You Choose Term 2: Chapter 6 – Voices from Africa Term 2: Chapter 7 – Do You Believe It? Term 3: Chapter 13 - Differences Term 4: Chapter 17 – Unheard Voices	Peires, M-L. Singh, N. with Buthelezi, T.
	Platinum English FAL Gr 12	29.2%	Pearson	1: Working in the Community 6: Build my CV 10: Celebrate Diversity 14: My Culture	Awerbuck, Diane Dyer, Dorothy Lloyd, Glynis Nonkwelo, Nandipha Norton, Judith Pillay, Nalini Ralenala, Molefe
	Study & Master English FAL Gr 12	26%	Cambridge University Press	2: The Value of Education 6: Getting Ready for the Future 10: Your Attitude Counts 13: Take a Stand	Lague, Peter



SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
<b>MATHEMATICS</b>	Oxford Successful Maths Gr 3	14%	Oxford University Press	Number work Order and compare numbers to 99 Place value to 99 2D shapes Building up and breaking down numbers Counting Ordinal numbers Addition and subtraction Fractions Place value Addition Subtraction 2D shapes Perimeter Order and compare Addition and subtraction Formal measuring - capacity Fractions Multiplication	Afrika, F. Chantler, E. Holmes, C. Stephanou, L.



SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
	Platinum Mathematics Grade 3	18%	Pearson	Term 1: Week 1 – Numbers (Quick Counting) Term 1: Week 7 – Numbers (Add and Subtract) Term 2: Week 1 – Numbers (Symbols and Names) Term 2: Week 7 – Numbers (Subtract with base 10) Term 3: Week 5 – Shape and Space (Space Around Us) Term 3: Week 7 – Playing cards Term 4: Week 5 – Shape and Space (Working with shapes) Term 4: Numbers - Division	Baines, A. Marchant, J Smith, A.



SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
	Platinum Mathematics Grade 6	32%	Pearson	Topic 1 – Count, order, compare and represent whole numbers  Topic 6 – Properties of 2D shapes  Topic 8 – Numeric patterns  Topic 10 – Multiplication  Topic 11 – Properties of 3D objects  Topic 15 – Decimals  Topic 19 – Addition and subtraction  Topic 24 – Temperature  Topic 25 – Data handling  Topic 30 – Common fractions  Topic 32 – This history of measurement  Topic 34 – Division	Bowie, L. Gleeson-Baird, C. Jones, R.  Morgan, H. Morrison, K. Smallbones, M.



SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
	Viva Mathe-matics Grade 6	28%	Vivlia	Term 1 Unit 1 – Whole numbers Term 1 Unit 6-7 – Properties of 2-D shapes Term 1 Unit 10 – Numeric patterns Term 2 Unit 2 – Multiplication Term 2 Unit 3 - Properties of 3D objects Term 2 Unit 8 – Decimals Term 3 Unit 3 – Addition and subtraction Term 3 Unit 6 – Transformations and Temperature Term 3 Unit 8 – Data handling Term 4 Unit 3 – Common fractions Term 4 Unit 6 – Perimeter, Area, Volume and History of measurement Term 4 Unit 7 – Division	Austin, Pam Hechter, Julie Jones, Zilpah Marchant, Jeannette
	Maths Today Gr 9	27.4%	Maskew Miller Longman	1: Whole Numbers 6: Patterns 12: 2D Shapes 13: Straight Lines 16: Algebraic Expressions 17: Algebraic Equations 21: 3D Shapes	Groenewald, M. Otto, H. Roos, H. van der Westhuizen, G.



SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
	Platinum Mathematics Gr 9	33.5%	Pearson	1: Whole Numbers 6: Numeric and Geometric Patterns 12: Constructions 13: 2D Shapes 16: Algebraic Expressions 17: Algebraic Equations 21: 3D Shapes	Campbell, J. Heany, F. Maritz, P. Rossouw, B. Willers, S.
	Platinum Mathematics Gr 12	31.1%	Pearson	1: Patterns, Sequence, Series 4: Finance, Growth, Decay 6: Trigonometry 10: Euclidean Geometry	Bradley, M. Campbell, J. McPetrie, S.
	Clever Maths Gr 12	30.5%	Macmillan	1: Patterns, Sequence, Series 4: Finance, Growth, Decay 6: Trigonometry 11: Euclidean Geometry	Aird, J. Du Toit, L. Harrison, I. Van Duyn, C Van Duyn, D.
	Platinum Mathematical Literacy, Grade 12	34%	Pearson	Chapter 1: Conversions and time Chapter 2: Documents, systems, statements and budgets Chapter 6: Length, mass, volume and temperature Chapter 8: Taxation and exchange rates	Frith, V. Jakins, N. Winfield, L. Yeo, D.
	Study & Master Grade 12 Mathematics literacy	34%	Cambridge	Term 1 Units 1 & 2: Measurement Term 1 Units 3-6: Finance Term 3 Units 1 & 2: Finance	Press, Karen Morrison, Karen



SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
<b>LIFE ORIENTATION</b>	Top Class Life Skills Grade 3 Learner's Book	35%	Shutter and Shooter	Topic 1: About Me Topic 5: Rights and Responsibilities Topic 6: Healthy Eating Topic 12: How People Lived Long Ago Topic 17: Religious and Special Days	Boucher, Sue Brown, Jane Mostert, Jenny Hortop, Stella Kelly, Sally McLernan, Hilary Moodley, Ragani Mcaba, Sibongiseni
	Day by Day Life Skills Grade 3	27%	Maskew Miller Longman	5: Rights and Responsibilities 6: Healthy Eating 12: How People Lived 17: Religious and Special Days	Dada, F. Duffet, J. Francis, V. Gough, B. Holgate, S. Naidoo, S.
	Platinum Life Skills Grade 6 Learner's Book	35%	Pearson	Term 1 Study Area: Personal and Social Well-being Term 2 Study Area: Creative Arts Term 3 Study Area: Personal and Social Well-being Term 4 Study Area: Creative Arts	Amato, H. Calitz, J. Campbell, S. Heese, S. Shaw, L.
	Day-by-Day Life Skills Grade 6 Learner's Book	32%	Maskew Miller Longman	Term 1 Topic 1: Personal and Social Well-being Term 2 Topic 8: Performing Arts Term 3 Topic 9: Personal and Social Well-being Term 4 Topic 12: Visual Arts	Brennan, P. Dada, F. Gough, B. Holgate, S. Lorimer, P. Minkley, C.



SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
	Life Orientation Today Gr 9	24.4%	Maskew Miller Longman	Term 1: 1 – Goal Setting Skills Term 2: 1 – Rights and Responsibilities Term 2: 2 – Physical Education Term 2: 5 – Rights and Responsibilities: Values Term 3: 4 – Health, Social and Environmental Responsibility Term 4: 5 – Rights and Responsibilities: Religion Term 4: 7 – Rights and Responsibilities: Sports Term 4: 9 - Development of the Self and Society	Euvrard, G. Findlay, H. Normand, C.
	Oxford Successful Life Orientation Gr 9	24%	Oxford University Press	Term 1: 1 – Development of the Self and Society Term 2: 1 – Rights and Responsibilities: Citizens Term 2: 3 – Rights and Responsibilities: Values Term 3: 3 – Health, Social and Environmental Responsibility Term 4: 3 – Rights and Responsibilities: Religion Term 4: 5 – Rights and Responsibilities: Sports	Clitheroe, F. Dilley, L. Naidoo, R. Perez, N. Pickering, R.



SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
	Focus Life Orientation Gr 12	30.3%	Maskew Miller Longman	1: Development of the Self and Society 7: Democratic and Human Rights 9: Social and Environment Responsibility 17: Careers and Career Choices 18: Physical Education	Rooth, E. Vethe, B. Steenkamp, S. Mahuluhulu, S. Ramzan, A. Sechoka, A. Eysell, E.
	Spot on Life Orientation Gr 12	39.3%	Pearson Marang	Module 1: Development of the self in society Module 4: Democracy and human rights Module 7: Social and environmental responsibility	Bromfield, Z. Carsten, M. Pretorius, A. Vercueil, P. Walls, C.
<b>SOCIAL SCIENCES / HISTORY</b>	Platinum Social Sciences Grade 6	36%	Pearson	Topic 1- An African kingdom long ago in southern Africa: Mapungubwe Topic 2- Explorers from Europe find southern Africa Topic 3 – Democracy and citizenship	Ranby, P. Johannesson, B. Versfeld, R. Slamang, M.
	Clever Social Sciences Grade 6	41%	McMillan Education	Chapter 2 – An African kingdom long ago in southern Africa: Mapungubwe Chapter 4 – Explorers from Europe find southern Africa Chapter 6 – Democracy and citizenship in South Africa	Ranby, Peter Moeng, Pamela
	Oxford Successful Social Sciences Gr 9	26.8%	Oxford University Press	6: Turning Points in SA History since 1948 8: Turning Points in SA History: 1960, 1976 and 1990	Bottaro, J. Cohen, S. Dilley, L. Duffet, D. Visser, P.



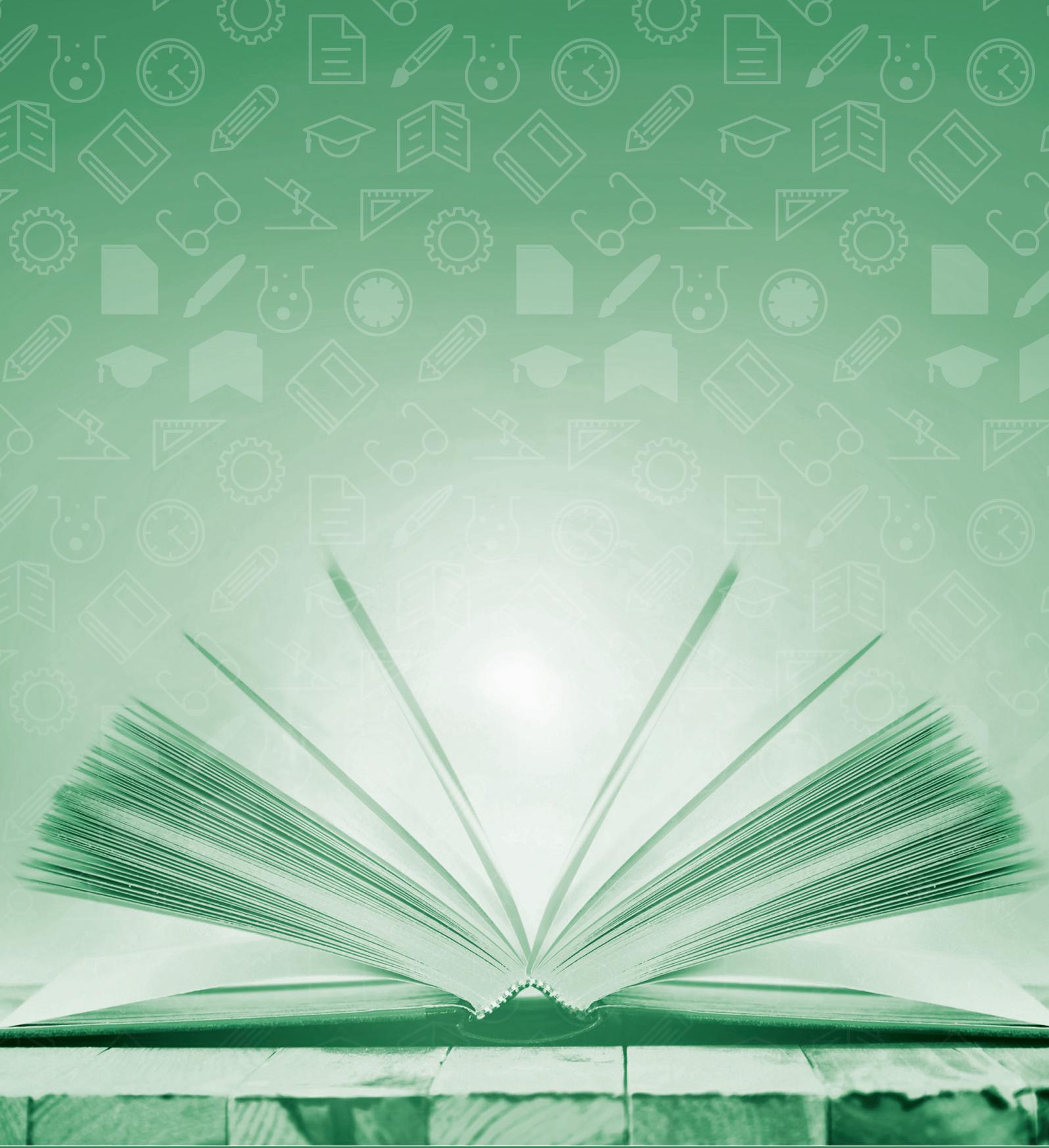
SUBJECT	TEXTBOOK	% COVERED	PUBLISHER	TOPICS COVERED	AUTHORS
	Platinum Social Sciences Gr 9	30.8%	Pearson	3: Surface forces that shape Earth 4: Resource use and sustainability	Ranby, P. Johannesson, B.
	New Generation History Grade 12 Learner's Book	35.1%	New Generation	Topic 4: Civil Resistance in South Africa 1970s – 1980s Topic 5: The coming of Democracy in South Africa and Coming to terms with the Past	Stephenson, Carol-Anne Mbansini, Thembi Frank, Fiona Pillay, Roshnie Hlongwane, Jabu
	Focus History Grade 12	27.3%	Maskew Miller Longman	Topic 4: Civil Resistance in South Africa, 1970s to 1980s Topic 5: The Road to Democracy in South Africa and Coming to terms with the Past	Fernandez, M. Wills, L. McMahon, P. Pienaar, S. Seleti, Y. Jacobs, M.











ISBN: 978-1-4315-3251-3

Published by the Department of Basic Education

222 Struben Street

Private Bag X895, Pretoria, 0001

Tel: 012 357 3000

Fax: 012 328 2595

[www.education.gov.za](http://www.education.gov.za) 

[www.facebook.com/BasicEd](https://www.facebook.com/BasicEd) 

[www.twitter.com/dbe\\_sa](https://www.twitter.com/dbe_sa) 