

# Revista de Ciencias Sociales

# Factors promoting gender-responsive early childhood education: The Peruvian case

Arroyo-Corahua, Luz Fernanda\*  
Ruiz-Ruiz, Marcos Fernando\*\*

## Abstract

Gender differences become relevant in the educational sphere for the construction of a sustainable society. Therefore, this research aimed to determine the factors that promote the Peruvian gender-responsive early childhood education system (3-5 y/o). Based on an exploratory and descriptive design, a qualitative structural analysis was carried out with the help of a panel of five expert educators, with early childhood education children (3-5 years old) in Peru as the context of the study. Using the Matrix-based Multiplication Applied to a Classification tool, we found the identification of the following key factors of the system: the implementation of policies, teacher training, pedagogical practices, the choice and characteristics of teaching resources, as well as the expectations of families regarding early childhood development with a gender approach. The leadership rests mainly with the Peruvian Ministry of Education, which is responsible for forming an egalitarian society from a comprehensive approach. Any strategic planning effort must address this problem of Peruvian early childhood education from a holistic perspective. This study is a starting point for studying future scenarios for the education system in the medium and long term.

**Keywords:** Early childhood education; structural analysis; gender-responsive; teaching practices; Peru.

---

\* Graduada en Educación y Gestión del Aprendizaje. Docente e Investigadora en la Universidad Peruana de Ciencias Aplicadas, Santiago de Surco, Perú. Especialidad en niñez con experiencia en trabajo de aula vinculado a la gestión infantil. E-mail: [u20171b181@upc.edu.pe](mailto:u20171b181@upc.edu.pe) ORCID: <https://orcid.org/0000-0002-4737-4662>

\*\* Doctor en Ciencias de la Educación. Profesor e Investigador de la Facultad de Educación en la Universidad Peruana de Ciencias Aplicadas, Santiago de Surco, Perú. Investigador registrado por el Consejo Nacional de Ciencia, Tecnología e Innovación (CONCYTEC, Perú). E-mail: [pcedmrui@upc.edu.pe](mailto:pcedmrui@upc.edu.pe) ORCID: <https://orcid.org/0000-0001-5147-8512> (Autor de correspondencia)

# Factores que promueven una educación inicial con enfoque de género: El caso peruano

## Resumen

Las diferencias de género toman relevancia en el ámbito educativo para la construcción de una sociedad sostenible. Por ello, el objetivo de esta investigación fue determinar los factores que promueven el sistema de educación inicial peruana con enfoque de género. A partir de un diseño exploratorio y descriptivo, se efectuó un análisis estructural cualitativo con la ayuda de un panel de cinco educadores expertos, teniendo como contexto de estudio a los niños de educación inicial (3–5 años) del territorio peruano. Empleando la herramienta de Multiplicación Aplicada a una Clasificación basada en Matrices, se tuvo como hallazgo la identificación de los mencionados factores clave para el sistema: implementación de políticas, formación docente, prácticas pedagógicas, elección y características de los recursos didácticos, así como expectativas de las familias respecto al desarrollo de la niñez temprana con enfoque de género. La conducción recae principalmente en el Ministerio de Educación del Perú, responsable de formar una sociedad igualitaria desde un enfoque integral. Cualquier esfuerzo de planificación estratégica debe abordar esta problemática de la educación inicial peruana a partir de una mirada holística. Este estudio constituye un punto de partida para estudiar escenarios futuros del sistema educativo a mediano y largo plazo.

**Palabras clave:** Educación inicial; análisis estructural; enfoque de género; prácticas pedagógicas; Perú.

## Introduction

For the past seven years, the gender approach has been included in the Sustainable Development Goals (SDGs) under the connotation of equality to ending the discrimination that underlines the inequality of women and girls around the world (Sustainable Development Goals Fund [SDGF], 2015). To achieve this goal, the international communities recognize each country the full potential of education as a driver of sustainable human development (Organización de las Naciones Unidas para la Educación, Ciencia y la Cultura [UNESCO], 2015; Rosales, Esquenazi & Galeano, 2017).

The early childhood education system favors the development of the boy and the girl as a subject to give meaning to his or her environment (Ochoa, 2015). This proposes actions to ensure the adhesion of the new generations to society. It is important to mention that, for both Vygotsky and Freire, children internalize strategies, rules, and

values of social interaction more easily, and therefore the representations and forms of behavior that have value both at school and in society are gradually being established (García, 2018). This way, individuals learn to live and bond with others as soon as they adopt the regulations established by the population (Camargo, Reyes & Suárez, 2014).

In this regard, the National Women's Institute (Inmujeres, 2005) states that the development of individual and social capacities in early childhood is crucial due to language, socialization, identity building, and problem-solving being established to participate in different school, family, and social situations. Generally, each individual begins to develop under certain specific functions concerning what is expected of each gender (Távora & Valdez, 2018). Chavarría (2003) upholds that eventually, human beings can construct and reconstruct the reality in which they are immersed.

In the Peruvian educational system, girls and boys continue to perform different

behaviors set by society according to their sex which often causes discrimination and gender inequalities by imposing stereotypes and differentiated behavioral patterns (Colás & Jiménez, 2006). Indeed, the concept of gender is understood as a construction of the social attributes, of what it is to be a man and a woman, based on the biological differences between people (Lamas, 1996). This has an impact, for example, on the gender gap in university graduation in certain specialties (Cruz, Hugo & Ruiz-Ruiz, 2021; Ruiz-Ruiz, Noriega-Aranibar & Pease-Dreibelbis, 2021). Concretely, the Peruvian reality has a long history of evidence that men and women receive differential treatment, which results in inequality (Morachimo & Piscoya, 2004).

In this regard, Portal, Paliza & Marcelo (2020) prepared a report for the Peruvian Ombudsman's Office, reaffirming that practices persist, which are supported by public agencies, based on the biological factor. These practices, which place women and men in different social, political, economic, and ethical scenarios, limit, and hinder women's access to different opportunities for prosperity.

In light of this reality, the gender approach emerges, enabling us to understand and explain the causes that generate and reinforce asymmetries and injustices among individuals. However, gender perception can be changed through new cultural practices since it is a sociocultural learning process (Valenzuela-Valenzuela & Cartes-Velásquez, 2020). For this reason, the educational system is considered essential for progress and social interrelation. It stands out as a means of social change, which helps to recognize the prejudices and segregations established (Bazaes et al., 2012; Alarcón, 2021). Thus, education is intricately linked to social events of humanity since it is sustained in and influences them (Valdiviezo, 2011).

From this perspective, this research aims to determine the factors that endorse the Peruvian gender approach early childhood education system to understand their interrelationship and that, in the medium and long term, timely measures such as

policies, regulations, and action mechanisms in pursuance to progressively contribute to overcoming inequality gaps. This is in order to favor, from an early age, models in which boys and girls develop their potential based on their integral uniqueness.

## 1. Theoretical foundation

### 1.1. Other studies on gender approach in early childhood education

In Latin America, most studies on gender approach in early childhood education show incipient progress. Fainstain & Pérez (2018), state that the literature related to gender and preschool education analyzes issues related to teaching practices, such as linkage with families and the community, teacher training, and the implementation of gender policies in education.

According to Pinto et al. (2021), evidence on the gender approach and its relation to integral human development in early childhood is scarce. Studies show that education is crucial to modify the gender perspective from early childhood to correct existing and possible differences among individuals. This will favor the preparation of a free and autonomous person in society (Jiménez & Galeano, 2020).

In this framework, Pozo et al. (2020), point out that for the transmission of gender equality in early childhood education, priority is given to the environment in which children develop. This is vital to determine how and who influences the formation of boys and girls, given that from this stage, they become active builders of their social world. In addition, they revealed that teachers still lack knowledge on the subject since they do not promote a change in the social models established in the classrooms. These authors uphold that is pertinent to analyze and assess gender perceptions from early childhood, with an emphasis on the use of language and materials that limit girls and boys to feminine and masculine aspects.

For Camacho & Watson (2007), teachers have a significant responsibility through their teaching practices since they have the scope to teach and guide new ways of being, thinking, and acting in the preschool stage. Regarding this, Torres (2009) mentions that, from the age of two, the construction of sexual roles is formed through observation, imitation, and reinforcement. The author stresses that early childhood education is ideal for girls and boys to assimilate patterns of egalitarian behavior.

Pastor, Nashiki & Pérez (2010) also sustain that a basic principle of development and learning in zero-to-six-year-old boys and girls is that early experiences have a cumulative and long-term effect on individual development. Consequently, teaching can change or perpetuate ways of thinking and social action that have a direct impact on the construction of culture in society (Escaméz et al., 2008).

For her part, Finco (2015) highlights that teacher training with a specialization in early childhood education presents challenges in the practical application of gender equality principles. One of them is ensuring the recognition of new masculinity- and femininity-related values, designated in national and international policies. Additionally, Ortega (2019) insists that basic education requires competent teachers capable of recognizing and proactively intervening in the realities of their context to Foster and regulate inclusive learning spaces for all their students. Teachers should promote coexistence, respect, and acceptance.

Thus, Anguita (2011) states that the key lies in training courses that invite debate on the role of boys' and girls' education to question the construction processes in terms of unequal opportunities. It is valuable to promote educational practices that make gender equality possible from early childhood with the hope that the visions of the new generations can be influenced definitively.

Finally, Azúa, Lillo & Saavedra (2019) analyzed some fundamental aspects of the educational design to consolidate non-sexist education in the youngest children. It was

found that play is the principal means for children's development and learning since it makes it possible to recognize their thoughts, knowledge, and skills. Likewise, they bring out a range of behaviors and values that are manifested in the context that surrounds them. Another aspect was the educational materials used, such as stories, poems, rhymes, and songs. This makes it possible to identify the differences between women and men. They concluded that girls and boys should choose games that arouse their curiosity. Similarly, teachers should make proper use of materials that aim to contribute to a vision more in line with gender equality.

It is evident that despite the limited studies regarding the gender approach in early childhood education, the teacher is one of the essential educational agents in acting for early childhood development. Precisely, educators must contribute to modifying the perception of behaviors, attributes, and activities that are involved in the formation of girls and boys, so that each individual can function regardless of their differences in terms of gender.

## **1.2. Gender approach in Peruvian early childhood education**

Over the last twenty years, Peru has made important regulatory achievements for its gender-responsive educational system. In 2002, the State called for a national agreement and decreed policies on the promotion and equality of opportunities without discrimination (Muñoz, Ruiz-Bravo & Rosales, 2006). In 2007, the Law on Equal Opportunities between Women and Men was passed to establish a regulatory framework to guarantee them the exercise of their rights of equality, dignity, well-being, free development, and autonomy, preventing discrimination (Defensoría del Pueblo de Perú, 2019).

Under this mandate, the Ministry of Women and Vulnerable Populations (MIMP) framed the National Gender Equality Plan (2012-2017) to ensure the implementation of gender equality policies. In addition, it was

intended to promote instruments that allow the analysis of the management and results of the policies implemented (MIMP, 2018). This document appeals to the different public institutions to assume the challenges aimed at achieving such equality.

In the educational field, in 2009, the Peruvian Ministry of Education (MINEDU) enacted the gender perspective as a transversal approach. In response to this proposal, MINEDU made efforts to support this regulation. It created a commission to monitor the implementation of the transversal approach and carried out studies on the development of the gender approach in the education (MINEDU, 2013; 2015). These efforts underscored the challenge of implementing this approach in the education sector and the need to raise awareness of gender issues (Rodríguez, 2018).

It is important to recognize the role of teachers in the learning process to promote gender awareness in future generations. Ultimately, competent teachers have a direct impact on their student's learning processes, which is reflected in the educational quality (Bruns & Luque, 2015; Mizala & Schneider, 2020). For this reason, teacher education and training are considered of utmost importance in approaching gender issues (Arango & Corona-Vargas, 2016).

According to Rodríguez (2018), the educator is an imperative agent for implementing the gender equality approach in preschool education. This urgently requires that teacher training, under the gender approach, develop teaching and orientation actions that guarantee the acquisition of relevant skills for an effective socialization process in their students.

Above all, they should be able to manage inequalities and promote the valuation of differences among individuals. Teachers who deepen the development of metacognition and critical thinking will meet the demands of the educational system (MINEDU, 2019). Accordingly, teachers are encouraged to constantly reflect on their teaching practices, so they opt for attitudes that build equitable

relationships (Inmujeres, 2005). They should be based on the respect and recognition of women and men to provide equal opportunities.

Having said that, the gender perspective in early childhood education is linked to the classroom environment and space where boys and girls develop. Díaz (2008) emphasizes that the teacher is not immutable and should create through didactics, which is focused on the teaching and learning process, the necessary conditions to guide the individual to integrated education.

Playing, for example, is considered a teaching strategy since, in this stage, boys and girls act freely and spontaneously. A playful space allows children to express their cultural world and give it meaning, where the process of socialization and self-knowledge becomes visible (Cueva & Serrano, 2020). For this purpose, several classroom resources are used in the playing areas that facilitate the recreation of social relationships.

Boys and girls create an image of themselves and the context that surrounds them, as well as the cultural influence on them (Cama et al., 2019). It should be emphasized that the adult can only intervene in the game as a mediator, helping to modify those scenes that lead to the creation of erroneous gender conceptions (Cueva & Serrano, 2020). Therefore, Leyva (2011) indicates that playing rescues cultural beliefs in favor of cohesion and a sense of belonging from early childhood.

Separately, the family is the first socializing agent in the formation of the individual, who, in turn, is considered a substantial component of society. Each family adopts values and lifestyles according to their beliefs, customs, and traditions, which are transmitted to their children. Therefore, the family significantly influences each family member's personal and social development (Fuentes, 2013).

In this regard, boys and girls in Peru acquire models of how to behave socially according to their sex. Sánchez (2008), upholds that, from the patriarchal model, specific and very differentiated roles are established. The assumption is that women are sensitive

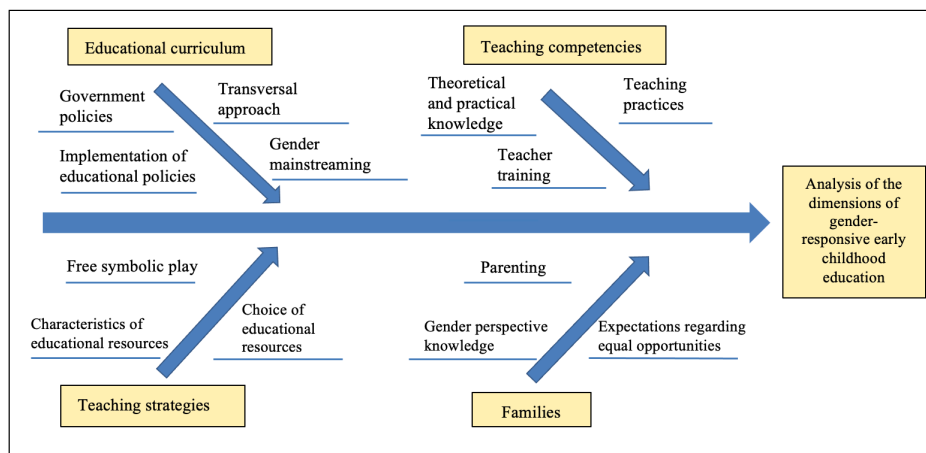
and prone to different dangers in society, so they are assigned an attitude of obedience and dependency. Men, on the contrary, are attributed to competitive and independent behaviors. Nevertheless, Valdivieso (2019) states that families are susceptible to being transformed by the emergence of an intervention in the social structures of the culture in which they develop.

Indeed, it is essential to evaluate the orientation of the new forms of expression in family relationships and their impact on society. It is necessary to look at the roles played by fathers and mothers in the whole socializing process of individuality and, specifically, the forms of existence and reproduction of family parenting patterns. They must be addressed based on new epistemological approaches to dealing with different problems (Fuentes, 2013). Consequently, the family will do gender-focused parenting to integrate boys and girls into a sociocultural model. This is the fundamental factor for building boys'

and girls' identities because they will learn behaviors based on referential models from their direct caregivers' (Salazar, 2019).

Family is considered a primary space for the integral development of the human being. No other institutions can replace these functions, so it becomes crucial for adequate progress in the social framework (Valdivieso, 2019). Ultimately, parents are responsible for laying the foundations of their son's and daughter's personal and moral formation that are complemented by the school (Villar, 2021).

Finally, the gender perspective highlights the differentiated needs of men and women. An early childhood education from a transformative perspective is necessary to address them to achieve a culture of gender equality. Thus, it will favor egalitarian environments where people fully develop to exercise their human, social, and political rights (Ccama et al., 2019). On that basis, Figure 1 summarizes the analysis of the study system previously mentioned and the factors that influence it.



Source: Own elaboration, 2022.

**Figure 1: Analysis of the dimensions of gender-responsive early childhood education**



Within this framework, each one of the indicated factors fulfills a determining function in the early childhood education system with a gender approach. It is necessary to highlight that they contribute to having a global view of how equality had been approached since early childhood in different dimensions. In short, both the educational and family spheres are transcendental to generate a significant change in the construction of a Peruvian society with sustainable development.

## **2. Methodology**

The methodological selection for this research applied the pillars of the French school's strategic foresight planning (Godet et al., 2000). This is based on the collective reflection on a study system to plan its possible futures to determine the best strategies to achieve the most favorable scenario (Munck & McConnell, 2009).

It is worth mentioning, in accordance with Goyeneche & Parodi (2017), the construction of a future-focused on the humanistic dimension, which involves social problems, implies analyzing and creating alternatives and enriching the present with better decisions. To this end, they point out that the essence of this strategy is its ability to identify the factors that influence and delimit the system for a desirable future.

The design was exploratory and descriptive in scope, intending to analyze a system to describe it to assess the factors that make it up for the future. The technique used

was the structural analysis (Godet et al., 2000), which consisted of the following three phases:

### **2.1. Phase 1: Definition and validation of categories and factors**

This phase consisted of enumerating the set of factors that characterize the gender-responsive Peruvian early childhood education system. For this purpose, a documentary review was carried out, and the system was defined in previous sections: gender perspective in early childhood education in Peru. A matrix was also developed with the dimensions and constituent factors of the study system.

The documentary review was carried out, on one side, using databases such as Scopus, Web of Science, Google Scholar, and official documents and websites. Likewise, each dimension was divided into a group of factors. Four dimensions were defined: educational curriculum for gender-responsive early childhood education (ECE), teaching competencies for gender-responsive ECE, teaching strategies for gender-responsive ECE, and family involvement for gender-responsive ECE.

Three experts with extensive knowledge of the education sector and gender in the context of the study validated the dimensions and factors. During the validation, their participation was active through permanent consultations, which allowed us to update the proposed factors and add new ones. For a better understanding of the above factors, Table 1 shows a brief scope of each of them.



**Table 1**  
**Gender-Responsive Early Childhood Education (ECE)**

Dimension: Educational Curriculum for Gender-Responsive ECE	
Factor	Scope
F1: Government policy frameworks.	Peruvian government policies to promote and develop a gender-responsive approach.
F2: Leve of implementation of gender-responsive policies for ECE.	Creation of conditions by the Peruvian State in the education sector throughout the country to implement gender-responsive policies (one indicator could be the evaluation-monitoring instruments).
F3: Transversal approach to gender equality in the educational curriculum framework for early childhood education.	Gender-responsive learning (capacities, skills, and aptitudes) for girls and boys in early education for egalitarian coexistence.
F4: Gender mainstreaming in educational policies.	Explicit and coherent gender mainstreaming in MINEDU policies to end stereotypes and discrimination to promote equal participation of girls and boys.
Dimension: Teaching Competencies for Gender-Responsive ECE	
F5: Theoretical and practical gender perspective knowledge by ECE teachers.	Basic knowledge of the key gender perspective concepts that allows them to deconstruct culturally established inequality to develop gender-responsive educational strategies.
F6: Gender-responsive teacher training level.	Professional training in Education with a specialization in gender (training, gender studies).
F7: Gender responsive teaching practices.	Teacher performance in the classroom and reflection on their classroom practices.
Dimension: Teaching Strategies for Gender-Responsive ECE	
F8: Provide space for free symbolic play that considers a gender perspective.	It is associated with self-discovery, exploration, and experimentation with social relations so that boys and girls get to know themselves and their environment.
F9: Characteristics of educational resources in ECE that include a gender perspective.	Aspects of gender-responsive educational resources and materials for early childhood.
F10: Choice of resources and materials for early childhood by the education sector of the Ministry to promote a gender perspective.	Appropriate use of resource and materials for gender perspective development (stories, songs, videos, among others).
Dimension: Family involvement for Gender-Responsive ECE	
F11: Family constructions and beliefs about gender-based parenting and differentiation.	Implementation of the set of conceptions and practiced of parenting, care, and education of sons and daughters based on the <i>sex-gender</i> term, typical of the Peruvian culture in which they are immersed.
F12: Leve of knowledge of the basic concept of gender perspective in its incorporation into ECE.	The notion of the term <i>gender perspective</i> in early childhood.
F13: Families' expectations regarding the equal opportunities that girls and boys should have in school.	Families' beliefs about their son's and daughter's development based on his or her gender (what he or she can do, grow, and learn).

**Source:** Own elaboration, 2022.

## 2.2. Phase 2: Call for experts

In this phase, another group of five experts from the public and private sectors, respectively, was called to consult on the level

of driving power and dependency of all the factors of the system under study with the help of the Matrix-based Multiplication Applied to a Classification tool (MICMAC). Table 2 presents the general profiles of these experts.

**Table 2**  
**Profile of the experts called**

Code	General Profile
E1	Expert in Social Sciences education and gender issues in early childhood education.
E2	Director of Early Childhood Education of MINEDU.
E3	Coordinator in the area of personal, social, and citizen development at MINEDU. Expert in citizenship training issues.
E4	Teacher with experience in Peruvian early education, specializing in didactics and gender.
E5	Consultant in gender and education for the United Nations Children's Fund (UNICEF) of Peru. Member of the Technical Committee of Red Florecer.

Source: Own elaboration, 2022.

### 2.3. Phase 3: Structural analysis and identification of key factors

In this last phase, the structural analysis was made explicit in a relational matrix that the five participating experts completed in two successive rounds until a consensus was reached. This made it possible to know and identify the key factors of the system under study that mobilize it toward the future. To this end, each expert assessed the levels of influence and dependency of the thirteen factors defined in the first phase. The experts determined the motricity or impact of each factor by rating the level of causality of each factor exerted on the others. For such qualification, the scale presented in Table 3 was used.

**Table 3**  
**Scale of degree of impact or motricity**

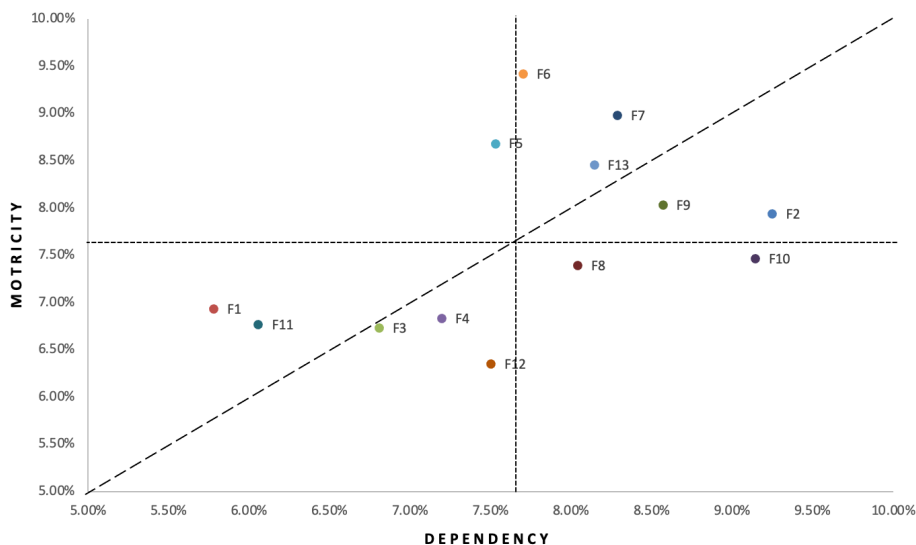
Degree of Impact or Motricity	Score
Strong (very high influence)	4
Potential (Possible influence in the future)	3
Moderate (moderate influence)	2
Weak (weak influence)	1
Nil (no influence)	0

Source: Own elaboration, 2022.

Subsequently, the key factors in the evolution of the system were identified. To this end, first a matrix of direct influences, and then a matrix of indirect influences among the factors were obtained, through the MICMAC software (Godet & Durance, 2007). The final analysis of the system and its factors was carried out with a map from a focus group and the collective reflection by the participating experts. Besides, it aimed to recognize the most dependable and driving factors of the system, interpreting them in an integrated manner (Godet et al., 2000).

### 3. Results and discussion

Data processing in the MICMAC software made it possible to hierarchize the factors to identify their function within the system under study. From this, a motricity/dependency cartesian plane with the projection of the thirteen factors under study was obtained, considering the direct and indirect relations among them. These relations are shown in Figure II.



Source: Own elaboration, 2022.

**Figure II: Motricity and dependency of the factors under study**

Based on the results, a system with a certain degree of instability was observed since it shows points partially clustered around the main diagonal, meaning that most factors simultaneously have the same degree of motricity and dependency. This system model implies that any action on one of the factors impacts all the others and itself (Godet & Durance, 2007). Therefore, according to the structural analysis, the factors were located on the Cartesian plane within the power zones described below:

According to Godet & Durance (2009), the main factors of the system are those located in the upper right zone influence/dependency plane. They are highly driving and dependent since they alter the system's functioning. By nature, they are unstable, they respond to the challenges of the system and must be attended to according to their greater and lesser degree of motricity and dependency. In this power zone, two strongly main factors stand out: the level of implementation of gender-responsive

policies for early childhood education (F2) and the choice of resources and materials to promote a gender perspective (F10); which are the responsibility of MINEDU. These belong to the dimensions of educational curriculum and teaching strategies.

Under Tovar (2015), the existing laws sufficiently support the urgency of gender mainstreaming in education. However, the Peruvian State has yet to fully assume its responsibility to implement educational policies in line with the implications of this mandate. Although the United Nations Development Program (UNDP, 2012) emphasizes that a solid legal framework was developed to advance this approach, there is still a dissociation between existing regulations and the capacity to implement them.

Along the same lines, Montané (2017) upholds the need for MINEDU to be in charge of creating articulated policies under a systemic approach that encompasses school management, which will impact teacher

training and the production of educational materials so that the gender approach is fully present. Specifically, Diz & Fernández (2015), mention that the selection of teaching resources should favor experiential interactions that avoid gender differences.

The moderately key factors are gender-responsive teaching practices (F7) and characteristics of educational resources that include a gender perspective (F9). As Camacho & Watson (2007) point out, early childhood education teachers are responsible for carrying out educational practices that address the cultural and personal diversity in the environment and their students. In addition, they must offer a space conducive to forming active, autonomous, cooperative, tolerant, and sensitive individuals in favor of social cohesion.

This is aligned with a study conducted by Azúa et al. (2019), who indicate that educators are socializing agents who play a fundamental role in implementing cultural changes, even more so in the initial stages of child development. Likewise, Pinto et al. (2021) emphasize that assuming the educational role with a gender perspective in childhood implies reflecting critically on the professional teaching identity. This implies that it is required to analyze teachers' beliefs, experiences, and thoughts regarding the gender perspective.

Moreover, the characteristics of educational resources in ECE that include a gender perspective are related to educational praxis, so their appearance as a key factor is not unexpected. Narváez (2021), states that teachers produce and select both the materials and resources according to the skills, abilities, and potentialities they want to develop in the boy and the girl. In addition, the resources should be designed with contents and images that help the social transformation and the change of perspective towards the world surrounding the student. This will allow them to improve their learning and enhance their cognitive, social, and motor development by using their creativity to create new events observed in their immediate environment.

Furthermore, Montenegro (2018) emphasizes the relevance of educational resources in the building and acquisition of knowledge through the link of the boy and the girl with his or her reality. Thus, these teaching means enable understanding of the social and cultural world and the resolution of unexpected problems through the playful experience.

The expectations of families regarding gender equality (F13) and gender-responsive teacher training level (F6) factors stood out to a lesser extent, both of which had values above the averages without being the most sensitive for the system. The previously mentioned factors are in the power zone that belongs to the dimensions of family participation in the studied system and teaching competencies.

As stated by López & Guiamaro (2016), childhood is a stage characterized by dependence on the family as the immediate environment, building parenting and learning models. Likewise, Fuentes (2017) points out that the family is the first socializing agent in the formation of the individual. Each household adopts different values and lifestyles under its beliefs, customs, and traditions. In this sense, García (2018) states that their established conceptions about each gender influence the role they expect their children to play in society.

Regarding teacher training, González & Villaseñor (2010) emphasize that educators should permanently analyze their ways of acting and the reasons for it. The purpose of such analysis is to question the possible performances that reproduce gender stereotypes and impede the integrated development of students. The teacher is a fundamental player in gender reforms to provide equal development opportunities for boys and girls. In agreement with Benavides (2005), teachers trained in gender can help change stereotypical attitudes in their students and families. Indeed, Anguita (2011) emphasizes that the key and the challenge lie in offering them relevant and comprehensive training on gender perspective.

On the other hand, the input factors called by Godet & Durance (2009) are in the

upper left zone of the influence/dependency plane. They are more driving than dependent; therefore, they can function as propulsors or inhibitors of the system. The factor of theoretical and practical gender perspective knowledge by early childhood education teachers (F5) was in this sector.

At the same time, Godet & Durance (2009) point out that the target factors are in the center-right part of the influence/dependency plane. These are highly dependent and moderately driving; therefore, they are called targets since they can be influenced so that their evolution is the one desired. The target factor of the system studied was to provide space for free symbolic play that considers a gender perspective (F8).

The resultant factors are in the bottom right part of the influence/low dependency plane. They are characterized by low motricity and high dependency. They are usually together with the target factors, which are descriptive indicators of the system's evolution. These factors cannot be addressed directly but through those that depend on the system. This section did not show any factors with these characteristics in the study system.

Finally, the excluded factors are little driving and dependent. These are located in the bottom left part. Godet & Durance (2009), indicate that they have a minor impact on the system, either because they represent the heavy trends or inertia of the system or are disconnected from it. They are not a determining part of its future. The results placed in this section the following factors, gender-based parenting and differentiation (F11), transversal approach to gender equality in the educational curriculum framework for early childhood education (F3), gender mainstreaming in educational policies (F4) and families' level of knowledge of the basic concept of gender perspective (F12).

## **Conclusions**

The evidence found made it possible to define and determine the key factors of the

gender-responsive Peruvian early childhood education system. It was relevant that these factors belonged to the four dimensions of the system studied: Educational curriculum, teaching competencies, teaching strategies, and family involvement. These factors are interconnected since they reinforce each other, and their development may be favored by the actions taken by players, such as MINEDU, early childhood education teachers, and parents. In short, the system must be approached from a holistic point of view, where all dimensions are involved.

These factors certainly generate that the focus of political attention is primarily oriented to the decisions of the Peruvian Ministry of Education and the actions of early childhood teachers, rather than teaching strategies or families, which, indeed, are also fundamental for the evolution of the system. Monitoring should focus on implementing regulations by the Peruvian government. Actions should be taken to update the already existing gender policies according to the needs of each educational level, especially for early childhood. This would generate a domino effect in school management capable of harmonizing the pending agenda of early childhood and gender in Peru, which is in tension.

Finally, the structural analysis for handling the key factors of a system must be understood only as a reflexive approximation to reality, that one may lead them to the light of the expected future scenarios. Some lines of inquiry that open up from this evidence are linked to highlighting the differentiated needs between Peruvian men and women and fostering a culture that aspires to gender equality so that it can favor egalitarian environments from early childhood education, where individuals fully develop, both personally and collectively. The key factors identified in the system studied allow us to lay the foundations for creating a strategic plan which will guide the State and prepare it to address future scenarios for gender-responsive Peruvian early childhood education.

## Bibliographic references

- Alarcón, A. N. (2021). *Enfoque de género en la formación inicial de docentes de educación preescolar* [Tesis de pregrado, Pontificia Universidad Católica del Perú]. <https://tesis.pucp.edu.pe/repositorio/handle/20.500.12404/18536>
- Anguita, R. (2011). El reto de la formación del profesorado para la igualdad. *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 14(1), 43-51.
- Arango, M. C., & Corona-Vargas, E. (2016). *Guía para la igualdad de género en las políticas y prácticas de la formación docente*. Organización de las Naciones Unidas para la Educación, Ciencia y la Cultura (UNESCO). <https://bit.ly/3zM9DKk>
- Azúa, X., Lillo, D., & Saavedra, P. (2019). El desafío de una educación no sexista en la formación inicial: Prácticas docentes de educadoras de párvulo en escuelas públicas chilenas. *Calidad en la Educación*, (50), 40-82. <https://doi.org/10.31619/caledu.n50.721>
- Bazaes, I., Aránguiz, M. E., Pinto, I., & Reyes, K. (2012). *Enfoque de género en las prácticas pedagógicas: Documento de apoyo para el personal de las comunidades educativas*. Junta Nacional de Jardines Infantiles.
- Benavides, M. (2005). *Educación de las niñas: Lecciones del proceso peruano*. GRADE. <https://repositorio.minedu.gob.pe/handle/20.500.12799/66>
- Bruns, B., & Luque, J. (2015). *Great teachers: How to raise student learning in Latin America and the Caribbean*. International Bank for Reconstructions and Development/ The World Bank Group. <https://bit.ly/3NAmzJ7>
- Camacho, L., & Watson, H. (2007). Reflexiones sobre equidad de género y educación inicial. *InterSedes*, 8(14), 33-48. <https://revistas.ucr.ac.cr/index.php/intersedes/article/view/875>
- Camargo, M., Reyes, Y., & Suárez, D. A. (2014). *Sentido de la educación inicial*. Ministerio de Educación Nacional. <http://www.omep.org.uy/wp-content/uploads/2015/09/sentido-de-la-ed-inicial.pdf>
- Ccama, N. V., Contreras, M. V., De La Cruz, B. G., Morales, G. D. C., & Silva, M. E. (2019). *Los estereotipos de género y su tratamiento en la Educación Inicial* [Tesis de pregrado, Instituto Pedagógico Nacional Monterrico]. <https://repositorio.monterrico.edu.pe/handle/20.500.12905/1628>
- Chavarría, M. C. (2003). Una educación inicial comprometida: Hacia la paz y el desarrollo sostenible. *Revista Educación*, 27(2), 45-66. <https://doi.org/10.15517/revedu.v27i2.3876>
- Colás, M. P., & Jiménez, R. (2006). Tipos de conciencia de género del profesorado en los contextos escolares. *Revista de Educación*, 340, 415-444.
- Cruz, A., Hugo, A., & Ruiz-Ruiz, M. F. (2021). Percepciones de papá y mamá sobre maestros varones en la educación inicial peruana. *Revista Electrónica Educare*, 25(3), 1-19. <https://doi.org/10.15359/ree.25-3.33>
- Cueva, R. E., y Serrano, Y. S. (2020). *El juego como estrategia lúdica para la enseñanza de la igualdad de género en el aula de Educación Inicial Sub Nivel 2* [Tesis de pregrado, Universidad Central del Ecuador]. <http://www.dspace.uce.edu.ec/handle/25000/22807>
- Defensoría del Pueblo de Perú (2019). *Ley de Igualdad de Oportunidades entre Mujeres y Hombres 2007-2017*. Defensoría del Pueblo. <https://bit.ly/3fJRNAO>

- Díaz, M. (2008). Reseña: «Diez nuevas competencias para enseñar» de Philippe Perrenoud. *Tiempo de Educar*, 9(17), 153-159.
- Diz, M. J., & Fernández, R. (2015). Criterios para el análisis y elaboración de materiales didácticos coeducativos para la educación infantil. *RELAdEI. Revista Latinoamericana de Educación Infantil*, 4(1), 105-124. <https://revistas.usc.gal/index.php/reladei/article/view/4862>
- Escaméz, J., García, R., Pérez, C., Morales, S. M., & Vásquez, V. (2008). *Educación en la igualdad de género: Cien propuestas de acción*. Fundación de la Comunidad Valenciana frente a la Discriminación y los malos Tratos Tolerancia Cero. <https://bit.ly/3UsInZz>
- Fainstain, L., & Pérez, I. (2018). La incorporación de la perspectiva de género en centros de educación y cuidado a la primera infancia: Una aproximación a su evaluación. *Miríada: Investigación en Ciencias Sociales*, 10(14), 231-264. <https://p3.usal.edu.ar/index.php/miríada/article/view/4631/5879>
- Finco, D. (2015). Gender equality in brazilian early childhood educational institutions. *Revista Latinoamericana de Ciencias Sociales, Niñez y Juventud*, 13(1), 85-96. <https://doi.org/10.11600/1692715x.1313250214>
- Fuentes, Y. I. (2013). Tratamiento comunitario a las pautas de crianza familiar. *Universidad & Ciencia*, 2(3), 65-78. <https://revistas.unica.cu/index.php/uciencia/article/view/399>
- García, C. E. (2018). *Educación con perspectiva de género para la primera infancia* [Tesis de maestría, Universidad Pontificia Bolivariana]. <https://repository.upb.edu.co/handle/20.500.11912/4022>
- Godet, M., & Durance, P. (2007). *Prospectiva estratégica: Problemas y métodos*. Cuadernos de LIPSOR. Laboratoire d'Innovation de Prospective Stratégique et d'Organisation/Prospektiker. Instituto Europeo de Prospektiva y Estrategia. <http://www.lapropective.fr/dyn/francais/memoire/Cajadeherramientas2007.pdf>
- Godet, M., & Durance, P. (2009). *La prospectiva estratégica para las empresas y los territorios*. Cuaderno de Lipsor. Laboratoire d'Innovation de Prospective Stratégique et d'Organisation <https://bit.ly/3he5OHF>
- Godet, M., Monti, R., Meunier, F., & Roubelat, F. (2000). *La caja de herramientas de la prospectiva estratégica*. Cuaderno de LIPS. Laboratoire d'Innovation de Prospective Stratégique et d'Organisation/Prospektiker. Instituto Europeo de Prospektiva y Estrategia. <http://es.lapropective.fr/dyn/espagnol/bo-lips-esp.pdf>
- González, M. D. L. Á., & Villaseñor, M. L. (2010). La perspectiva de género en el sistema educativo de Jalisco: Bases para la acción. *Revista de Educación y Desarrollo*, (14), 23-30.
- Goyeneche, G., & Parodi, T. (2017). *Introducción a la prospectiva: Síntesis metodológica*. Oficina de Planeamiento y Presupuesto. [https://www.opp.gub.uy/sites/default/files/documentos/2018-05/Manual\\_Prospectiva.pdf](https://www.opp.gub.uy/sites/default/files/documentos/2018-05/Manual_Prospectiva.pdf)
- Instituto Nacional de las Mujeres - Inmujeres (2005). *El enfoque de género en la educación preescolar*. Instituto Nacional de las Mujeres. <http://cedoc.inmujeres.gob.mx/documentos/download/100837.pdf>
- Jiménez, M., & Galeano, D. J. (2020). La necesidad de educar en perspectiva de género. *Revista Educación*, 44(1),



- 472-490. <https://doi.org/10.15517/revedu.v44i1.38529>
- Lamas, M. (1996). La perspectiva de género. *La Tarea, Revista de Educación y Cultura*, 47(8), 10.
- Leyva, A. (2011). *El juego como estrategia didáctica en la educación infantil* [Tesis de pregrado, Pontificia Universidad Javeriana]. <http://repository.javeriana.edu.co/handle/10554/6693>
- López, G., & Guiamaro, Y. (2016). El rol de la familia en los procesos de educación y desarrollo humano de los niños y niñas. *Ixaya. Revista Universitaria de Desarrollo Social*, (10), 31-55. <http://revistaixaya.cucsh.udg.mx/index.php/ixa/article/view/6742>
- Ministerio de Educación del Perú - MINEDU (2013). *Lineamientos y avances en la implementación de las políticas de Educación con enfoque de género*. MINEDU.
- Ministerio de Educación del Perú - MINEDU (2015). *Experiencia de transversalización del enfoque de género en el Ministerio de Educación*. MINEDU.
- Ministerio de Educación del Perú - MINEDU (2019). *Diseño Curricular Básico Nacional de la Formación Inicial Docente*. MINEDU. <http://www.minedu.gob.pe/superiorpedagogica/producto/dcbn-2019-educacion-inicial/>
- Ministerio de la Mujer y Poblaciones Vulnerables - MIMP (2018). *Plan Nacional de Igualdad de Género 2012-2017*. MIMP. [https://siteal.iejep.unesco.org/sites/default/files/sit\\_accion\\_files/siteal\\_peru\\_0172.pdf](https://siteal.iejep.unesco.org/sites/default/files/sit_accion_files/siteal_peru_0172.pdf)
- Mizala, A., & Schneider, B. (2020). Promoting quality education in Chile: The politics of reforming teacher careers. *Journal of Education Policy*, 35(4), 529-555.
- Montané, A. M. (2017). El enfoque de género en el Currículo Nacional de la Educación Básica. *Tarea*, (94), 30-36. [https://tarea.org.pe/wp-content/uploads/2017/08/Tarea94\\_30\\_Angelica\\_Montane.pdf](https://tarea.org.pe/wp-content/uploads/2017/08/Tarea94_30_Angelica_Montane.pdf)
- Montenegro, R. (2018). *Guía para la integración del enfoque de género en textos y materiales educativos*. Agencia de los Estados Unidos de América para el Desarrollo Internacional. [http://www.usaidlea.org/images/Gu\\_a\\_integraci\\_n\\_de\\_gnero\\_en\\_materiales.pdf](http://www.usaidlea.org/images/Gu_a_integraci_n_de_gnero_en_materiales.pdf)
- Morachimo, L., & Piscocoya, L. (2004). *Temas transversales y desarrollo sostenible. Claves para su inserción en la institución educativa*. Colegio Isabel Flores de Oliva (CIFO).
- Munck, R., & McConnell, G. (2009). University strategic planning and the foresight/futures approach: An Irish case study. *Planning for Higher Education*, 38, 31-40.
- Muñoz, F., Ruiz-Bravo, P., & Rosales, J. L. (2006). El género y las políticas educativas en el Perú: 1990-2003. En P. Ames (Ed.), *Las brechas invisibles: Desafíos para una equidad de género en la educación* (pp. 71-100). IEP, Instituto de Estudios Peruanos.
- Narváez, M. A. (2021). *Análisis de las estrategias metodológicas que refuerzan los estereotipos de género en niños y niñas del nivel inicial* [Tesis de pregrado, Universidad Politécnica Salesiana sede Quito]. <http://dspace.ups.edu.ec/handle/123456789/20533>
- Ochoa, S. (2015). *Informe nacional sobre docentes para la educación de la primera infancia: Perú*. Ministerio de Educación de Perú.

- <https://repositorio.minedu.gob.pe/handle/20.500.12799/4213>
- Organización de las Naciones Unidas para la Educación, Ciencia y la Cultura - UNESCO (2015). *Guía para la Igualdad de Género en las Políticas y Prácticas de la Formación Docente*. UNESCO. <https://repositorio.minedu.gob.pe/handle/20.500.12799/5063>
- Ortega, M. D. R. (2019). La perspectiva de género: Marco normativo y formación inicial y permanente de docentes en educación preescolar. *Revista Latinoamericana de Educación y Estudios Interculturales*, 3(1), 71-78.
- Pastor, R., Nashiki, R. M., & Pérez, M. Á. (2010). *El desarrollo y aprendizaje infantil, y su observación*. Puentes para Crecer. <https://bit.ly/3he6qgr>
- Pinto, A. A., Jiménez, R. A., Salazar, D. A., & Valenzuela, A. D. (2021). Educación Parvularia en Chile y Enfoque de Género ¿sexismo en Educación Inicial? *Revista del IICE*, (49), 123-138. <http://revistascientificas.filo.uba.ar/index.php/iice/article/view/10452>
- Portal, D. C., Paliza, A. M., & Marcelo, Y. G. (2020). *Importancia de la aplicación del enfoque de género en las medidas tomadas por el Gobierno durante el contexto de la COVID-19*. Defensoría del Pueblo. <https://bit.ly/3heiXjT>
- Pozo, A., García, R., Casa, E., & Logrono, M. (2020). Evaluación de la labor docente en la práctica igualitaria de género en educación inicial. *Universidad Ciencia y Tecnología*, 24(103), 4-11. <https://doi.org/10.47460/uct.v24i103.350>
- Rodríguez, A. L. (2018). *Creencias docentes: El enfoque de género en la educación y la educación sexual en secundaria* [Tesis de pregrado, Pontificia Universidad Católica del Perú]. <https://tesis.pucp.edu.pe/repositorio/handle/20.500.12404/13039>
- Rosales, S., Esquenazi, A., & Galeano, L. (2017). La brecha de educación en Cuba con un enfoque de género. *Economía y Desarrollo*, 158(1), 140-151.
- Ruiz-Ruiz, M. F., Noriega-Aranibar, M. T., & Pease-Dreibelbis, M. A. (2021). Brecha de género en la graduación de ingenieras industriales peruanas. *Revista de Ciencias Sociales (Ve)*, XXVII(4), 341-360. <https://doi.org/10.31876/rcs.v27i4.37277>
- Salazar, A. A. (2019). *Tratamiento conceptual del enfoque de género en el Currículo Nacional de la Educación Básica, en el nivel primario* [Tesis de pregrado, Pontificia Universidad Católica del Perú]. <https://tesis.pucp.edu.pe/repositorio/handle/20.500.12404/18494>
- Sánchez, I. (2008). La familia como primer agente socializador. *Cuadernos de Docencia - Revista Digital de Educación*, 1(10), 1-5.
- Sustainable Development Goals Fund (14 de diciembre de 2015). Objetivo 5: Igualdad de género. *Sustainable Development Goals Fund*. <https://www.sdgfund.org/es/objetivo-5-igualdad-de-g%C3%A9nero>
- Távora, S. J., & Valdez, J. L. (2018). Enfoque de género como eje transversal en educación. *Revista Helios*, 2(1), 179-191. <http://200.62.226.189/Helios/article/viewFile/896/828>
- Torres, M. A. R. (2009). Estrategias educativas para evitar la discriminación de género. *Compartim. Revista de Formació del Professorat*, (4), 1-4.
- Tovar, T. (2015). *Recomendaciones de Política de Igualdad de Género en Educación*. Red Nacional de Educación de la Niña, Florecer. <https://www.gcedclearinghouse.org/sites/default/files/resources/170050spa.pdf>

- United Nations Development Programme - UNDP (2012). *Estrategia de igualdad de género*. UNDP. <https://www.undp.org/es/peru/publications/estrategia-de-igualdad-de-genero>
- Valdivieso, E. J. (2019). Perú: Influencia del enfoque de género en las políticas públicas familiares. *Perspectiva de Familia*, 4, 97-126. <https://doi.org/10.36901/pf.v4i0.311>
- Valdiviezo, E. (2011). Los desafíos de la educación inicial en la actualidad. *Educación*, 20(39), 51-69. <https://doi.org/10.18800/educacion.201102.004>
- Valenzuela-Valenzuela, A., & Cartes-Velásquez, R. (2020). Perspectiva de género en currículums educativos: Obstáculos y avances en educación básica y media. *Revista Brasileira de Educação*, 25, e250063. <https://doi.org/10.1590/S1413-24782020250063>
- Villar, A. I. (2021). *Percepción de los pobladores del distrito de San Martín de Porres (Lima Metropolitana) sobre el enfoque de género en la educación básica peruana – 2020* [Tesis de maestría, Universidad de San Martín de Porres]. <https://repositorio.usmp.edu.pe/handle/20.500.12727/8375>