

Perceptions of instructors and students about gender equality: innovation in the English as a foreign language speaking practice.

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Abstract:

The objective of this work is to contribute to the humanization of linguistic practices in the English language class from the perspective of gender equity in the training process of foreign language teachers. The results allow us to determine moderate advances in the gender equity approach from the English classroom. It proposes routes to enhance language practices from a gender equity perspective as an action that contributes to the profile of the teacher in training and sustainable development in educational communities that can be adjusted according to the educational policies of various nations.

Key-words: gender equality, fundamental rights, language practices, English as a foreign language.

INTRODUCTION

Idiomatic practices in the English language instruction require innovations to stimulate the participation of the students since a humanist foundation that responds to the social needs of the context of the Manta canton in Ecuador. Thus, the Inter-agency Network for Education in Emergency (INEE) (2010) ratified that gender-responsive education is essential to achieve quality education and sustainable development of the nations.

To Martinez (2016), the oral expression as a systematic process that includes cognitive aspects ranging from attentive listening to the observation and reflection of a response that is the result of language interaction. It allows to foreign language learners to describe the context surrounding, inform spontaneously feelings and thoughts using oral or writing expression to achieve effective communication. Macías (2017) refers that oral expression is a linguistic skill that develops communicative competence where the speaker must think about what to say and say clearly turning it into a complex activity. Likewise, Granda (2017) argues that oral expression is deeply linked to understanding.

To Alata et al. (2018), English Foreign Language (EFL) learners need to strengthen their speaking skills in the following aspects: sentence articulation, fluency, intonation, capability for persuasión, and clear exposition of ideas. In addition, Reyes (2019) states that learners' can improve their communicational skills in English language using exercises of gramatical, and lexical resources. Consecuently, instructors plan and execute activities that motivate learners to improve their pronunciation as a resultado f the vocabulary acquisition and grammar structures. Bautista (2021) remarks that in the process of natural language acquisition, oral expression is linked to listening comprehension. Thus, the teaching process of a foreing language acquisition is divided into three levels: morphological, phonological, and syntactic.

In the contexto f Ecuador, educational policies were implemented in 2017 to improve the students' acquisition of EFL (Barre-Parrales and Villafuerte, 2021).

Scholars like Díaz (2017); Jiménez and Rodríguez (2017); Olive (2017) affirm that the gender equality between women and men contrasts the cultural characteristics and religious positions that express to the man is the chief at home. It deals with assertions that reflect the dimensions of the public policy of nations (Badilla, 2018).

The gender inequality is a social issue that persists in many nations around the world. It also has as characteristics sexism and the patriarchy supremacy (Tubay, 2020). In addition, social studies show that cultural inequalities persist regarding roles and employment, access to health services and professional training programs, even though the Ecuadorian legal framework favors gender equality since the Ecuadorian Constitution of 2008 (Ramírez, 2016; Cevallos-Zambrano et al., 2022). However, instructors require of routes to humanize the foreign language practice concerning to the critical analysis of the socio-economic issues affecting the societies. Such is the research niche the author centered in this work that is linked to the research project of the Ecuadorian University ULEAM, titled: *Desarrollo profesional del docente de pedagogías de los idiomas nacionales y extranjeros de la region 4 de Ecuador*.

This work begins with the revision of fundamental concepts for the greater understanding that addresses the constructs (1) Linguistic theories and English language practice, (2) Content and language integrated learning in the sociocultural education, and (3) Gender equality in educational context. The research questions that guide the study are:

- 1.- What is the future instructors' disposition to learn about gender equality in EFL classroom?
- 2.- What are the instructors' perceptions about gender equality in the university context?
- 3.- What are the participants' motivations, attitudes, and perceptions toward gender equality?
- 4.- What is the achievement of the instructors' factors required to work the gender equality approach in EFL classrooms?

The aim of this work is to contribute to the humanization of English language practice since the gender equality approach in the context of the University in the Canton Manta, Ecuador.

LITERATURE REVIEW

1. Linguistic theories and English language practice

Strategies for teaching English as a foreign language (EFL) change permanently in the instructional process. Consequently, English language instructors have wide range of approaches and methodologies for teaching a language to non-native learners.

Romero Pinto (2013, p. 141) affirms that "English language teaching must be an independent process in which EFL classes should take a position regarding the development of intercultural communication and competence." Therefore, acquiring a new language involves the acquisition of that culture and mean topics such as gender equality.

Bohnmeyer et al. (2015, p.171) defines Linguistic Practices as a group of "patterns of language used for cultural diffusion." There, it is a contrast related to the use of the language. Montanari et al. (2019) states that educational language practices influence the language competence in school children, which enable children to develop language efficiently when practice in class. It can help learners to be more effective and yields the expected results. In addition, instructors need to change the way they plan their classes while respecting all these linguistic practices and inclusive learning. These points to a need for change in how instructors envision a classroom where more socially-just-oriented pedagogies are more inclusive of cultural and linguistic elements (Ortega, 2019).

Yu (2008) mentioned that "the most common proposition of the role of classroom interaction is its contribution to language development simply by providing target language

practice opportunities” (p.48). Thus, peer interaction promotes more dynamic and meaningful practice concerning gender issues. To Diab et al. (2020, p. 40) "when instructors teach a language, they would automatically aboard the culture." Consequently, the words students hear showed a cultural meaning.

2. Content and Language Integrated Learning in the sociocultural education.

The content and language integrated learning (CLIL) is an innovative idea within the didactic techniques in mixed language teaching. The content subjects are taught and learnt in a language different to students mother tongue (Darn, 2006). In addition, the methodology known as content and language integrated learning is an educational approach involving a foreign language as a tool for instruction (Alvarez and Guevara, 2021). It allows to teach content in an unconscious way, giving more exposure to the student for producing what they learned.

The CLIL becomes a form of education which students are active participants in their learning development” (Diab et al., 2018, p.42). Thus, the sociocultural idea of CLIL, therefore, is the relationship between the cultural and the society where students live. To Moate (2010, p.39) "from the sociocultural perspective, knowledge is a historically constructed, culturall, and socially contextualized entity instantiated in language”.

Gabillon (2020, p. 25) mentioned that “language regulates the individual cognitive activities and respond to the demands of social interaction”. Thus, "when instructors teach topics of social interest, they create connections from where the CLIL seeks to foster intercultural awareness by creating ample opportunities to learn and think about different cultures, traditions, values, and behaviors." (Diab et al., 2018, p. 7).

Therefore, teaching CLIL implies that subject instructors carefully plan, prepare, and execute lessons to simultaneously develop students subject content knowledge and language skills (Oattes, 2018).

3. Gender equality in educational context

Gender equality in education means that males and females have same opportunities in terms of economic, social, cultural, and political development fields (Sahin, 2014, p. 60). The framework also reinforces other crucial issues in education such as the access, quality, continuity, and relevance (Departament of Education, 2008, p. 5). It is a universal right.

On the other hand, the gender approach considers the different opportunities men and women have, the interrelationships between them and the differences in the roles they socially assign. Sahin (2014) affirms that gender equality in the formal or informal education is topyc with a highly relevance. It is a vital issue such as gaps, divisions, and reduction of conflicts between genders in everyday live.

In education, the gender approach aims is to offer the possibility of delving into language, culture, and society to understand and act on significant and relevant factors that determine these differences. According to Piedra et al. (2016), “the internalization, ownership, and privileging are relevant factors in the study of instructor attitudes toward gender equality” (p. 6). These conceptions prompt the studying of how instructors should embrace and promote gender equality in their usage and approach to teaching.

UNESCO (2017) stated the improvement of the gender-sensitive in educational process need changes in the curricula and textbooks. To Gunderson (2012) suggest that, for both parents and instructors, gender stereotypes influence their expectancies for their offspring and students. Students see their instructors as role models to become into positive or negative influences.

In previous studies, authors quote the work of Kollberg (2016) when states the inclusive education approach in the curriculum of ELF instruction should ensure the students' knowledge about gender-equality theories and practice, specially, strategies for promoting a gender-inclusive language in the classroom. In addition, Mojica & Catañeda-Peña (2016) argue that "English instructors will not be prepared to recognize ways in which gender meanings are transmitted and legitimated, and how gender inequities are (re)produced in their teaching contexts" (p.140). It means that not all the instructors may not have the capacity to effectively address these topics. The studies of the Western University (2023) concluded that it is possible that instructors report knowledge lack of explicit strategies for keeping gender-inclusive language, and the respect towards diverse identities. Finally, Pedrajas & Jalandoni (2023) found that most of instructors engage their students in gender-stigmatizing behaviors in the classroom and subscribe to gender stereotypes using examples to analyze in class.

2. METHODOLOGY

This case of study research used a socio-critical paradigm and a mixed approach of the educational research. It studies the instructors training' perceptions about gender equality in a public university in Ecuador. The participants are 16 instructors training, they report ages between 20 and 27 years. The 40% are male and 60% are female. During the execution of the study, they attended to 7th and 8th semesters. They accepted the invitation to participate voluntarily in this study without any payment or public acknowledge. They signed the informed consent form. The identity of the participants is kept anonymous. The data emerging in the research is kept in custody of the researcher team and can be used only for academic purposes following the ethic regulations of APA.

The instruments

The instruments used for the collection of data are:

Survey. – The instrument purpose is to determine the participants' (a) disposition to learn about the theories and practice of gender equality in the educational context and (b) perceptions about gender equality environment in their university context. The survey format was designed by the research team having 12 questions in the original version that were reduced to 8 for recommendation of the panel of expert conformed by three local professionals having more the seven years of experience in the fields of Education, Sociology, and Psychology. The survey was adapted to a Google Form and distributed to the participants online. The estimation of time required to complete the questionnaire is 7-9 minutes per participant.

Observation form. – The instrument aim is to collect information about the practice instructors use concerning the gender equality approach in the university attend the research participants. Research team consider the affirmation of Halim et al. (2018) "classroom observation helps to expose instructors to new methods of teaching that might not have occurred to them beforehand" (p.163). The research team proposed the instrument and a panel of three experts evaluated the instrument. They had more than 10 years of experience in socio-educational research fields and affiliated to the Ecuadorian University ULEAM. Their main recommendation was to add a column in the format to present possible routes for the improvement the situation of each category. The observations were twenty and they were executed during the stage of educational intervention. The final version included the following categories and subcategories:

(a) Communication style between instructors and students having the subcategories: (1) Facial expressions and body language changes in the students, (2) Instructor provides effective

rules/routines that support students need concerning gender equality, and (3) Practices emerging between instructor and students towards gender equality.

(b) Learning environment: (4) Behavior toward students, (5) Actions toward students with different cultures/ethnicities, (6) Emphasis on competition against himself or other students.

(c) Pedagogical skills: (7) Pedagogy is engaging, (8) Instructor initiates questions, students respond them, and instructor evaluates their answer, and (9) Instructor dialogue with students.

(d) Structure of lesson: (10) Lesson objectives, (11) Introduction/hook activity, and (12) Collaborative learning, (13) Individual seat work, (14) Assessment for learning, and (15) Closure.

(e) Instructional delivery: (16) Addresses individual learning differences, (17) Uses rigorous instructional strategies, (18) Build on prior knowledge.

Lesson study form. – The instrument purpose is to determine the level of four factors related to the instructor disposition to address the topic gender equality in the EFL classroom. The factors studied are: (a) Planning and Preparation, (b) Learning environment for speaking about gender, (c) Instructional process, and (d) Instructor professionalism. Each factor has 2-3 items to evaluate the following subcategories: S=Satisfactory, NI=Need to be Improved, and US=Unsatisfactory. The instrument was examined by the panel of experts. They recommended to execute the instrument with 3 instructors, and 3 sessions per instructor at least.

Likert scale questionnaire. - The purpose of this instrument is to collect data related to participants' motivation, attitudes, and knowledge about gender equality. The research team designed the instrument. The Likert scale questionnaire in its original version consisted in 45 items. However, the experts panel recommended (a) to correct 5 items to warranty the participants understanding, and (b) to reduce the questionnaire to 30 items. The instrument was adapted to a Google Form and executed online. The time estimation required to complete the questionnaire is 12-14 minutes per person.

PROCESS

Step 1.- Selection of the group of participants. Administrative processes with the academic institution collaborating on the project. Signature of informed consent from participants.

Step 2.- Selection and adjustment of data collection instruments. Evaluation by a panel of experts of data collection instruments. Necessary corrections to instruments.

Step 3.- Execution of the oral proficiency pretest, tabulation, and statistical analysis of the results.

Step 4.- Delivery of the online gender equality educational intervention. Simultaneously, the research team execute the lesson study forms in each session.

Step 5.- Oral proficiency post-test, tabulation, and statistical analysis of the results obtained in the post-test.

Step 6.- Running the Likert scale questionnaire. Tabulation and statistical analysis of data.

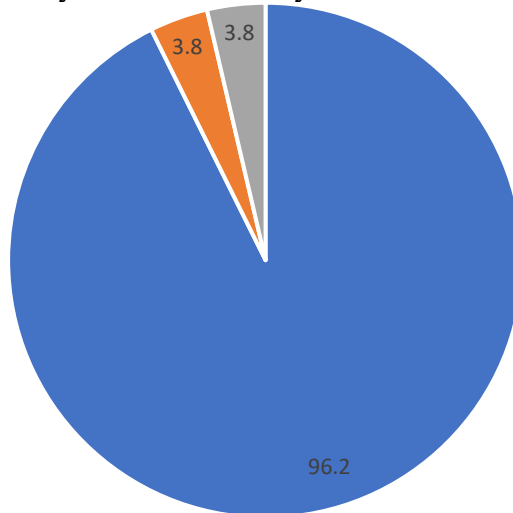
Step 7.- Writing the results report.

RESULTS

The presentation of the results follows the order of the research questions that appear in the introduction section.

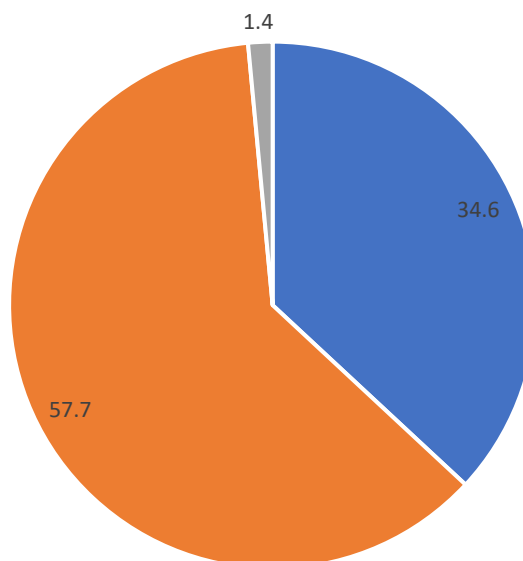
In answer to the research question 1.- What is the future instructors' disposition to learn about gender equality in EFL classroom? The graphic 1 shows the results of the survey about instructors training disposition to learn about gender equality in the university context.

In answer to the question 2.- What are the instructors' perceptions about gender equality in the university context? The graphic 1 shows the participants disposition to learn about the theories and practice of gender equality in their university context.



Graphic 1. Instructors training disposition to learn about gender equality theories and practice.

The graphic 2 shows that 96,2% of the participants have a high disposition to learn about gender equality. It is a very relevant topic to discuss in classes. The 3,8% of the participants consider it is a topic without relevance, and the 3,8 consider the topic gender equality could be relevant. In the graphic 2 the results show that 57,7% of the participants no perceive a gender equality environment in the university context. However, the 34,6% of the participants reported that they perceive equality in the gender treatment received from their professors and colleagues. Finally, 1,4% of the participants stated that they perceive they were probably treated following the gender equality approach in their universities.



Graphic 2. Participants' perceptions about gender equality environment.



In answer to the question 3: What are the participants' motivations, attitudes, and perceptions toward gender equality? The authors present the results obtained in the Lickert scale questionnaire. See table 1.

Table 1. Participants' motivations, attitudes, and knowledge about gender equality

Items	1	2	3	4	5
<i>1. Motivation for living in gender equality.</i>					
1.1. I like the fact that gender equality promotes the social development of a country.	1,9%	1,9%	19,2%	23,1%	53,8%
1.2. I promote equality in the classroom.	1,9%	1,9%	13,5%	36,5%	46,2%
1.3. I reject all forms of violence in the classroom.	7,7%	1,9%	11,5%	15,4%	63,5%
1.4. I hate that equal opportunities are guaranteed for all people.	65,4%	5,8%	7,7%	5,8%	15,4%
1.5. I love the ability to listen to, recognize, respect, and appreciate others.	1,9%	1,9%	17,3%	19,2%	59,6%
1.6. I report on creating a sustainable world of peace, solidarity, and harmony.	3,8%	5,8%	11,5%	21,2%	57,7%
1.7. I like that we are united, even if we have differences in opinions.	5,8%	0,0%	25,0%	17,3%	51,9%
1.8. I like that we can express disagreements freely.	3,8%	9,6%	15,4%	32,7%	38,5%
1.9. I do not admire the value of equality people have.	46,2%	9,6%	17,3%	13,5%	13,5%
1.10. I respect the nature as a living being.	1,9%	1,9%	9,6%	19,2%	67,3%
<i>2. Attitudes toward gender equality.</i>					
2.1. I feel that I have a good relationship with my classmates.	3,8%	5,8%	25,0%	28,8%	36,5%
2.2. I believe that going for a walk with my friends gives me peace.	3,8%	5,8%	19,2%	19,2%	51,9%
2.3. I prefer to go out to eat with my family.	9,6%	9,6%	50,0%	13,5%	17,3%
2.4. I prefer to be alone in my free time.	9,6%	1,9%	30,8%	15,4%	42,3%
2.5. I avoid the discussions in my class with my classmates.	5,8%	7,7%	21,2%	23,1%	42,3%
2.6. I feel I adapt myself very well into diverse work groups.	7,7%	3,8%	19,2%	36,5%	32,7%
2.7. I find attitudes in my classmates that I do not like, and I say them.	5,8%	6,7%	37,5%	30,8%	19,2%
2.8. I avoid problems with instructors.	5,8%	3,8%	15,4%	28,8%	46,2%



2.9. I believe that I am sociable and friendly with everyone.	7,7%	5,8%	34,6%	23,1%	28,8%
2.10. I avoid speaking ill of other to avoid getting into trouble.	3,8%	7,7%	36,5%	26,9%	25,0%
<i>3. Knowledge about gender equality.</i>					
3.1. I know that good living is necessary for sustainable development.	1,9%	1,9%	9,6%	23,0%	61,5%
3.2. I understand that to live in peace, I should avoid violence.	1,9%	5,8%	9,6%	26,9%	55,8%
3.3. I am aware that social values and ties are essential for peace and good living.	1,9%	0,0%	11,5%	28,8%	57,7%
3.4. I do not consider that peace is the opportunity to live in harmony with myself, the environment, and others.	42,3%	11,5%	13,5%	7,7%	25,0%
3.5. I know that the good life is the satisfaction of basic human needs.	1,9%	0,0%	23,1%	23,1%	51,9%
3.6. I understand that I should be understandable with my colleagues and respect their way of life.	3,8%	0,0%	9,6%	23,1%	63,5%
3.7. I think it is not necessary to foster a culture of peace in my classroom.	53,8%	17,3%	11,5%	5,8%	11,5%
3.8. I do not consider education as part of good living.	57,7%	7,7%	9,6%	5,8%	0,0%
3.9. I know that it is better to settle things with violence, not by talking.	64,5%	7,7%	10,5%	9,6%	7,7%
3.10. I am aware that I should be a better partner to be a better person	9,6%	1,9%	28,8%	17,3%	42,3%

Source: Lickert questioner.

Note: 1= Total disagree, 2= Disagree, 3= Nor disagree nor agree, 4= Agree, 5= Total agree.

For the category 1: Motivation for living in gender equality, the participants' answers show a high motivation for living in gender equality. The category 2: Attitudes toward gender equality, the participants' answers show two trends in 5=Total Agree and 3= Nor agree, nor disagree. Finally, for the category 3: Knowledge about gender equality, the participants' answers show a high knowledge concerning to gender equality.

In answer to the question 4: What are the achievements of the instructors' factors required to work the gender equality approach in EFL classes? The authors present the results obtained in the Lesson study process according to the instructors' achievements on the levels: (1) Satisfactory, (2) Need to be improved, and (3) Unsatisfactory. The factors studied were (a) Lesson planning and classes preparation, (b) Learning environment for speaking about gender equality, (c) Instructional process, and (d) Instructor professionalism. See table 2.



Table 2. Factors required to work the gender equality approach in EFL Classrooms

Factors	Achievement		
	S	NI	US
<i>a. Lesson planning and class preparation</i>			
Instructor implements lessons to provide instructions for students in English.			x
The instructor improvises the topics of discussion in the classroom.	x		
The instructor promotes on the participants the dialogue about gender equality.			x
<i>b. Learning environment for speaking about gender</i>			
The instructor executes a warming at the beginning of each session to engage students' attention.			x
The instructor encourages students to present inquiries, ideas, and opinions concerning gender equality in diverse contexts.	x		
The instructor shows a lesson in a way that motivate students to employ a good critical thinking skills about gender.		x	
<i>c. Instructional process</i>			
Instructors execute a variety of techniques to fulfill the objectives of the lesson.		x	
Maximizes the use of time of the class to discuss about contemporary issues.		x	
Remarks the relevance of each lesson and assignment relates to gender equality.	x		
Provides feedback on homework completed by students.	x		
<i>d. Instructor professionalism</i>			
Demonstrative effective oral and written communication skills.		x	
Identifies student's strengths and weaknesses about gender equality knowledge			x
Keeping professional behavior and distance to students.	x		

Source: Lesson study process (2021-2022).

Note: S=Satisfactory, NI=Need to be improved, US= Unsatisfactory.

The results show low level of achievement in the factor (a) Lesson planning and class preparation, the instructor promote learner use the English language the most as possible time in each session. To change the unsatisfactory level of achievement reported, authors propose instructors promote the use of the target language inside and outside the classroom permanently. Students can improve their vocabulary knowledge, pronunciation, or grammar usage when they are exposed to English language in longer periods of time. In the same factor, lesson planning since the gender equality approach, research team recommend, instructors consider activities to aboard the main topic creating permanent and secure spaces to combine the practices of the foreign language skills with the topic equality of gender.

In the factor Learning environment for speaking about gender equality and Instructional process, the results show instructors execute a warm class at the beginning of each session to engage the participants' attention. Nevertheless, the report shows unsatisfactory result. Thus, authors advice instructors to promote participants' critical thinking to analyze situations related to gender equality observed in the local context.

For the factor of Instructor professionalism, whether the instructors identify the students' strengths and weaknesses about gender equality knowledge, the results show unsatisfactory level. The research team recommendation is instructor keep the permanent students'

communication skills feedback. To implement code of confidentiality about participants opinions concerning gender equality. Implement more formative evaluations activities, and to promote the horizontal communication to increase in the students the confidence to present their opinions in total freedom.

4. DISCUSSION

Based on the literature review and the results obtained in this research, authors found harmony with the position of Sahin (2014) when he stated that gender equality in formal or informal education is highly relevant to reduce the divisions and conflicts between sexes in current society. In addition, authors ratify the position of Pedrajas and Jalandoni (2023) when they state that most instructors present behaviors that unconsciously stigmatize gender roles. Thus, in the results of the present research, students mention that instructors do not talk about gender issues in their English language classes. Such situation disagrees with the position of Kollberg (2016) when affirms that the current education should ensure the students' knowledge about gender-equality theories and practice for the promotion of gender-inclusive language usage. Therefore, authors agree with the position of INEE (2010) referring that gender-responsive education is essential to achieve quality education in every nation around the world. Based on the results obtained in this research, the team ratified the highly relevance of the approach gender equality in the professional profile of the language teachers.

According to the results of the survey, the participants show that educational institutions should talk more about the importance of gender equality in every classes. It ratifies the results that show the 57.7% of the students perceive were treated since the gender equality by their instructors in the classroom. Finally, 3.8% of the participants think, it is appropriate not to work the topic -gender equality- among other social issues.

Regarding the results obtained in the observations made in classroom, On the category number 1 Communication Style emerging between instructors and students, subcategory 2. The instructor provides effective rules/routines that support the students' need. It was observed that the instructor provides support to students, but it was in Spanish language. The recommendation is instructors use the target language as much as possible to combine efficiently the linguistic practice with the social issues reflections.

During the observation, the results were poor in most of the categories. Thus, Lesson planning and Class preparation, the instructors implement lessons that provide instruction to students in English. It had an unsatisfactory result, based on this, it is proposed that the instructor use much more English language so that the students not only reinforce meaning, but also strengthen pronunciation or grammar, and word recognition.

The results allow researchers to present an unexpected result where students refer to the use of inclusive language. Richardson et al. state that each interaction is unique and specific as pupils may identify in different ways (2021). In addition, the University of Western (2023) state that using inclusive language allows to avoid practices that exclude students based on traditional gender roles and local social stereotypes.

At the Ecuadorian context, laws and legal norms recognize the rights of women. In addition, universities created networks, research and debates groups that allow instructors and students to work the gender equality. Women are present in the academic and institutional work of higher education institutions in Ecuador. The participation of women in decision-making positions is still relatively low. There are 18% women rectors, in the number of 12 universities run by women. To increase this percentage, it is necessary to change the deeply rooted culture

that exists in Ecuador, where participation is allowed for an issue imposed by law and not by social conviction. It is relevant to consider the implementation of educational programs to train both students and instructors about gender equality approach. The sensitivity of instructors and students should be promoted intensively with a higher priority. The goal is to guaranty all students have the same opportunities in every daily university activity.

In addition, it is substantial that topics on gender issues are integrated into the curriculum, likewise, if instructors seek to improve the dynamism of speaking classes in the classroom, offering open communication and creating spaces for enriching reflections in a safe environment. Then, researchers affirm that students creating safety and autonomy within the classroom, but also addressing and monitoring any behavior that feels discriminatory to create safe spaces not only for students but also for instructors.

It would be necessary to consider further research to understand participants perceptions about gender equality in the classroom and to recognize strategies for improving the professional profile. However, instructors in Ecuador need to strength their own confidence to aboard social issues that can be conflictive.

CONCLUSION

Based on the literary review and the results obtained in the empirical part, the authors declare the 100% achievement of the objectives set for this action research process. Thus, the literature review shows that the implementation of gender policies in Ecuador reached valuable quantitative advances. However, instructors require of didactic strategies to expand the gender equity approach in the teachers' professional profiles. Among the weak aspects of this study is the need for diagnoses with greater corpus and depth, which allow for permanent monitoring and establishing results that serve for decision-making within universities and for building public policy to improve conditions. in which they operate. Finally, it is insisted that the promulgation of a Law is not a guarantee of its compliance; however, in the case of Ecuador, the establishment of policies has allowed considerable progress, but gender inequality gaps persist, limiting the professional development of people in Ecuadorian higher education institutions. Thus, the line of research is proposed: evolution of perceptions of gender equity in students and teachers in the field of education. Every effort that is aimed at improving peaceful coexistence in communities and the well-being of the population deserves to be put into practice.

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