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### ADMINISTRATIVE INFORMATION

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**Review Stage at time of this submission** - Preliminary searches.

**Conflicts of interest** - None declared.

**INPLASY registration number:** INPLASY2023110072

**Amendments** - This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 18 November 2023 and was last updated on 18 November 2023.

### INTRODUCTION

**Review question / Objective** Examine the current state of inclusion of a gender perspective in teacher training

1. What is the current state of teacher training in terms of a gender perspective?
2. Why is it important to include a gender perspective in teacher training?
3. How is the teaching of gender perspective in teacher training suggested to be implemented?

**Rationale** In recent decades, there have been social movements related to the feminist movement that seek to equalize the social position of women in relation to men. These movements have effectively raised their demands in the public opinion, including the call for a non-sexist and inclusive education. Due to the significant impact

of these social demonstrations, international organizations have recognized the problem and formulated treaties, decrees, and recommendations aimed at reducing and eliminating the gender gap. Governments are taking action in this regard by modifying laws and implementing measures that require the education system to include a GP. For example, Spain's Education Law (LOMLOE, 2020) adopts a gender equality approach through coeducation and promotes effective learning of equality between women and men at all stages.

**Condition being studied** To address the current situation regarding the inclusion of a GP in teacher training, to provide justifications supporting this necessity, and to explore recommendations and guidance for its implementation.

## METHODS

**Search strategy** The consulted databases will be: Web of Science (WOS) and SCOPUS.

The search terms will be use are "gender perspective," "gender approach," "gender mainstreaming," "coeducation," and "teacher training," combined using Boolean operators "and" and "or."

**Participant or population** Preschool, primary and secondary teachers, higher education teachers and pre-service teachers. It will not be restricted by gender, age, experience, or ethnicity.

**Intervention** Interventions focused on gender perspective.

**Comparator** There will be no comparison.

**Study designs to be included** Articles published in journals, with qualitative, quantitative or mixed-methods designs.

**Eligibility criteria** 1. Articles that address the topic of gender in relation to teacher training. 2 Articles published in journals, with qualitative, quantitative or mixed-methods designs. 3. Studies that address at least one research question . 4. Publications from the year 2017 to 2023. 5. Spanish or English. IC6. Full text availability.

**Information sources** An exhaustive and systematic computerized search of the electronic databases Scopus and Web of Science.

**Main outcome(s)** The main expected outcome is to describe the current state of the gender perspective in teacher training in relation to the initially posed questions. The aim is to obtain results that enable a diagnosis of the current situation, justify the importance of incorporating the gender perspective into teacher training, and provide recommendations on how to implement it. Additionally, there is an expectation to advance research in the area and to serve as a precedent for future investigations.

**Quality assessment / Risk of bias analysis** The risk of bias of the studies will be reviewed by reading their key components such as authorship, participants, disciplines involved, methodology, the way in which the surveys are applied and the context in which the intervention is administered.

**Strategy of data synthesis** This review will adhere to the PRISMA 2020 statement as a general strategy, explicitly stating keywords, the search

strategy, Boolean operators used, and inclusion and exclusion criteria, aiming to fulfill all elements outlined in this protocol.

**Subgroup analysis** Nothing planned.

**Sensitivity analysis** All aspects related to research ethics will be respected when analyzing the data and writing the systematic review.

**Language restriction** The articles included will be in Spanish and English.

**Country(ies) involved** Spain and Chile.

**Keywords** Gender, gender equality, teacher training, educational programmes, curriculum.

### Contributions of each author

Author 1 - Stefany Cordero Aliaga - Conceptualization, data curation, analysis, investigation, validation, writing original draft, and writing-review & editing.

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