



INSTRUMENT VALIDATION BY EXPERT REVIEW FOR PUBLIC POLICIES OF GENDER EQUITY IN THE EDUCATIONAL SYSTEM

Validación de instrumentos por juicio de expertos para las políticas publicas en equidad de género en el sistema educativo

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Abstract

The purpose of this article is to socialize the validation process carried out by expert review associated with the research on the design and evaluation of gender equity public policies for the City of Bogota District Educational System. Three instruments were validated, containing a total of twenty-seven items distributed in three phases: exploration, evaluation, and construction. Nine experts participated in the process, evaluating four criteria on a five-point Likert scale for each item: sufficiency, clarity, coherence, and relevance. The reliability measurements were carried out using the Aiken V statistical test. The results led to the adjustment of seven items that obtained values lower than 0.8, particularly in the clarity and sufficiency criteria, aiming to improve the instruments that will be submitted to the first educational community group.

Keywords: Educational system, public policies, gender equity, Aiken V statistical test, expert review

Resumen

El propósito de este artículo consiste en socializar el proceso de validación efectuado por juicio de expertos en el marco de la investigación diseño y evaluación de políticas públicas en equidad de género para el sistema educativo distrital de la ciudad de Bogotá. Se validaron 3 instrumentos, los cuales contienen un total de 27 ítems distribuidos en 3 fases: exploración, evaluación y construcción. En el proceso participaron 9 expertos, quienes evaluaron por ítem 4 criterios: suficiencia, claridad, coherencia y relevancia en una escala tipo Likert de 1 a 5. La medición de la confiabilidad se realizó a través de la prueba estadística V de Aiken. Los resultados permitieron ajustar 7 ítems que obtuvieron valores inferiores a 0,8 particularmente en los criterios de claridad o suficiencia; esto con el fin de mejorar los instrumentos que serán sometidos a un primer grupo de la comunidad educativa.

Palabras Clave: sistema educativo, políticas públicas, equidad de género, V de Aiken, juicio de expertos

Introduction

The educational system is a fundamental stakeholder in the social transformations that the government of any country in the world needs to promote proposals aimed towards the interests and expectations of its territory and inhabitants. In addition, globalization and interconnectivity have been crucial in the development and communication of international-level objectives that help situate a panorama of social issues and their potential solutions through compromises, agreements, and generated pacts.

In this order of ideas, the General Assembly of the United Nations, through the 2030 Agenda, promotes sustainable development. According to the United Nations (2018) “it is a civilizational agenda that puts the people’s dignity and equality in the center. By being ambitious and visionary, it requires participation from all sectors of society and the government for its implementation.(Naciones Unidas, 2018, p. 5). In this way, it draws specific guidelines for this study on two axes: gender equality and quality education.

According to this, it is necessary that the country’s actions are aimed at carrying out plans to seek gender equality, including work towards gender equity. This proposal will help reduce gender violence, which constitutes one of the most serious problems around the world. “There are widespread gender differences in different aspects of well-being and empowerment, such as education, health, employment opportunities, remuneration, political participation, and also some formal laws and informal social institutions”(Stewart et al., 2021, p. 1).

In consequence, it is crucial that the educational system be a means for combatting gender violence, since there is no doubt that factors associated with social issues are reproduced in the classrooms, but it is also from there that strategies can be developed to consolidate objectives and sustainability. Academia and research in this field are also decisive, since they contribute to the actual reflection of those inherent aspects that allow asking oneself about the inclusion of a gender approach from the classroom curriculum. (Duarte Cruz & García Horta, 2017; Vargas-Sandoval, 2021)

The focus on gender in education helps consolidate various thematic notions such as: access to general, rural, and higher education for young girls and women; roles and stereotypes in the teaching and learning process; sexual education; structures and relationships within the academic community; resistance from caregivers and families; educational materials and media; research paths and in-depth study; regulatory framework; teacher training, among others. Besides, it is considered that “Fighting sexist stereotypes has been the battleground (along with equal access to all levels and academic options)” (Sánchez-Bello, 2015, p. 115).

Now, advances in legal matters and support from international organizations have become a relevant aspect to promote educational reforms and generate changes towards gender equality. Reviewing literature reveals that each country has included legislation that makes it possible to accompany social changes. There is no doubt that the pressure and conditioning of international organizations, as well as social and feminist groups, have empowered a discourse in favor of gender equality in all contexts, especially in the field of education.

In this fashion, the transformation process must be accompanied by mainstreaming public policies designed for gender equity within the educational system framework. It is necessary to focus attention on a model that allows the design, implementation, and evaluation from its own governance and not from the government’s unidirectional view. It is where the educational community perspective, and especially the teaching body’s perspective, becomes relevant, since it is no secret that the teacher, through pedagogical practices and hidden curriculum, teaches according to his/her selection and training criteria.

Gender inequalities are manifested through the hidden curriculum: in discourse, teachers and directors sanction school sexism and express how negative and harmful this phenomenon can be, but in practice, co-educational activities are not reflected. This situation is manifested not only in teacher-student relationships, but also appears implicitly and explicitly in school documents; in the teaching materials and resources used; in oral language expression; in power relations between students, in the internal and external school administration policies; in relationships with student’s parents and in the formal curriculum. (Duarte Cruz & García Horta, 2017: 31).

Teacher training must be included in the public policies. Budget and financing are required for postgraduate education programs on gender equality. The reforms to undergraduate degree programs in universities, as well as the permanent training of public officials, both teaching and administrative staff. In addition to help from the communication media, work with families and other missionary institutions help consolidate a network within the proposed objective framework.

The academic work and lines of investigation are other key aspects in the teacher's training and development process. It is said "the studies and actions carried out by academia, gender and feminism studies, contribute to visualizing the inequalities and to propose actions to help mitigate them" (Zapata-Martelo, E., & Ayala-Carrillo, M. D. R. 2014, p:17). The new investigations and knowledge enable diagnosing and formulating a plan of action in the education sector leading to decision making and other studies and proposals for the design of gender equality public policies within the educational system framework.

Nowadays, investigations on this topic seek better ways to design and validate instruments collecting information related to gender, either to analyze a particular situation or to replicate it in another context. Researchers continue looking for new instruments that differ from generalized trends "... the creation of new indicators requested by investigating concrete aspects that claim their relevance, from the indicators developed by international organizations, do not go in sufficient depth..." (Martínez-Usarralde & Panu, 2023, p. 378). What determines complex research for investigating work from the scientific community adds to mainstreaming strategies.

Finally, working towards the design and validation of instruments, it is intended from this proposal to contribute to studies framed in gender equity public policies in the City of Bogota District Educational System as work from the particularities of the territory that go deeper into the thematic lines and allow the educational community to focus on mainstreaming from the design, implementation and evaluation of a gender-focused curriculum.

Methodology

The methodological path for this research is approached from a qualitative focus since it provides, through review of existing literature and systematic review, an alternative and parallel way to the construction phases for the process. Qualitative research allows high-level decisions to be made throughout the whole process and for all its phases and steps (Valles, 2009). Likewise, the findings are integrated with the research interest; in relation to this, it is said that "qualitative research is focused on understanding phenomena, exploring them from the perspective of the participants in a natural setting and in relation with their intended context" (Hernández Sampieri & Fernández Collado, 2014, p. 390).

Now, the design of the instruments has been established in three phases; exploration, evaluation, and construction, and in three emerging categories; educational system, public policies, and gender equity. Thus, the instruments were designed through items that allowed evaluating topics of interest with the educational community, confirming content validity through expert review as the main approach to obtain relevant and adequate information for this study. About this: "content validity is a phase during which we develop and select the items content; the methodology involves the judgment and rationality of this researcher" (Merino-Soto, 2023, p. 2).

This way, content validity was evaluated through expert review, which guarantees reliable instruments derived from the researchers' opinion. For the estimation, Aiken's V statistical process was used, which is "a relevant statistical test for quantifying the content validity of the instrument through the experts' opinion with respect to the quality of the evaluative material" (Aiken, 1980 as cited in. Furthermore, this method is indicated to "allow the evaluation of each item's relevance with respect to its construction; but taking into account in this case, not only the number of categories offered to the experts, but also the quantity of participating experts" (Pedrosa et al., 2014, p. 9).

Objective

To validate three instruments by expert review that will help obtain relevant information for the design and evaluation of public policies in gender equity within the City of Bogota District educational system.

Participants

The validation of the three instruments was performed by nine experts. The group consisted of seven women and two men; of which six experts have a doctorate in different areas such as education, social sciences, and political sciences and three experts have a master's degree in gender and education. In addition, it is evident that in their workplace, the selected experts occupy high-level positions in teaching, coordination, direction, consulting and investigation in the field of public policy and gender equity in educational contexts and have more than ten years of work experience.

Instruments Design and Construction

In accordance with the stated objective, three instruments were designed, which will be applied in sequential manner, to allow research focus adjustments, particularly for the sample of participants shown in Table 1. The first instrument is a questionnaire (C) that contains thirteen items and is divided into two phases: exploration and evaluation. The second instrument is an individual interview (EI) with thirteen items focusing on the evaluation phase. The third instrument is a group interview (EG) supporting the construction phase. The emerging categories are covered in the evaluation phase.

Table 1. Instruments Structure

	Category	Instrument 1	Instrument 2	Instrument 3
Exploration Phase		C1, C2, C3, C4, C5		
Evaluation Phase	Educational Systems	C6, C7, C8	EI1, EI2, EI3, EI4	
	Public Policies	C9, C10	EI5, EI6, EI7, EI8	
	Gender Equity	C11, C12, C13	E9, EI10, EI11, EI12, EI13	
Construction Phase				EG1, EG2. EG3. EG4
Source: Own Elaboration				

Now, the items that were considered in all three instruments were designed from the study categories or, as much as possible, were derived from them. First, the educational system has an intrinsic relation between its whole and its parts and, in turn, between its parts and its whole. It consists of subsystems, and in the specific case of education, its operation works within its complete structure “the creation of an educational system is not something instantaneous. It supposes antecedents or beginnings, including failed attempts, a genesis more or less extended over time... of configuration and consolidation” (Viñao, 2002, p. 16).

Next, the conceptualization of public policies is cited as “a collective action that is issued in the public sphere from a series of political transactions, where the government no longer has as single objective what was planned, but also guarantees the coordination and cooperation of key players” (Torres-Melo, 2013, p. 56). “It constitutes one of the main tools that the population has to share their opinion when building a society... Social needs and wants can transform into properly funded projects, programs, regulations and government interventions” (Galdames Calderón, 2019, p. 353).

Finally, gender equity, as a comprehensive notion, involves the tension between equality and differences, such as the complementarity between social justice and cultural justice” (UNFPA, 2006: 87). The Safe Children global movement describes gender equity as “the process to be fair with girls, boys, women and men. To guarantee impartiality; strategies and means must be available to compensate girls and women for historical and social disadvantages preventing them from... living equally” (GEWG, 2014, p. 147).

Equity is directly related to a legal concept that considers equality as a subset, and against the equality is the inequality “Gender inequalities hide a social order that remains in force, before through taxes, now through consent” (Gluz et al., 2021, p. 43). Consequently, the description of each item is presented in Table 2.

Table 2. Items Description

Items	Description
C1	Do you consider it that the City of Bogota District Educational System developed gender equity public policies that take equally into account men, women and the diverse community?
C2	Do you consider it that the current gender equity public policies within the district's educational system are current and up to date?
C3	Do you consider it that the current gender equity public policies within the district's educational system could be improved?
C4	Are you participating or have you participated in any group or team in the district's Secretary of Education that addresses gender equity public policies? If your answer is positive, please indicate; project name, location/dependency, project role, starting date and expected completion date.
C5	In your study or workplace within the district's Secretary of Education, do you know of any project that addresses gender equity public policies? If your answer is positive,

	please indicate; project name, location/dependency, project role, starting date and expected completion date.
C6	Do you consider it important that the City of Bogota District educational system develop gender equity public policies?
C7	Do you consider it important that the current educational system allows participation by the educative community to formulate, develop and evaluate gender equity public policies?
C8	Do you consider it important that in the current educational system, the district education boards, and teacher unions make contributions for the development of plans, programs or projects on gender equity public policies?
C9	Do you consider it convenient formulating, developing and implementing gender equity public policies from preschool to eleventh grade education?
C10	Do you consider it convenient formulating, developing and implementing gender equity public policies that bring together the entire educational and organizational community for the district's educational system?
C11	Would you feel uncomfortable or threatened if gender equity public policies were issued within the City of Bogota District educational system?
C12	Within your gender identity (man, woman, diverse community), do you feel included in the current gender equity public policies?
C13	Did you ever feel discriminated against your gender identity in the City of Bogota District educational system?
EI1	Identify if, within the City of Bogota District educational system, the members of the educational and organizational community have responsibility for the design and implementation of gender equity public policies? If your answer is positive, which one(s)?
EI2	Do you know of any plan, program or project on gender equity public policies within the educational system? If your answer is positive, which one(s)?
EI3	Identify if, in the participation process established by the educational system, the work of the educational district boards leads to gender equity public policies? Which ones? (this will be asked only of district board representatives)
EI4	Identify if, in the collective bargain processes established between the system authority and the teacher union organizations, gender equity public policies are created? Which ones? (this will be asked only of union representatives)
EI5	On the topic of public policies, according to your experience, who do you consider responsible for their design, implementation and evaluation?
EI6	Have you ever participated in the design, implementation or evaluation of gender equity public policy? If yes, which one?
EI7	Do you know any gender equity public policy? Which one? Can this public policy be improved?

EI8	Do you consider it that the current politics offered by the City of Bogota District educational system are up to date? If positive, could you indicate which ones and why? If negative, what are the root causes?
EI9	What is your understanding of gender equity?
EI10	In your role as man, woman or member of the LGBHT Q+ community, do you feel identified in any gender equity public policy? If yes, which one? If no, why?
EI11	Do you consider it that the current gender equity public policies in the educational system take equally into account man, woman and the diverse community?
EI12	Would you feel uncomfortable or threatened if gender equity public policies would be issued in the educational system? Why?
EI13	What aspects should be considered in the education system to reach gender equity?
EG1	From the existing gender equity public policies in the educational system, which ones do you consider it could be improved?
EG2	If you had the opportunity to develop a gender equity public policy in the educational system, which would it be? How would you go about it? What should be considered? Who would you involve in the design team?
EG3	What could be the support from the educational district boards in the construction of gender equity public policies within the education system? (this will be asked only of district board representatives)
EG4	What could be the support from teacher union organizations in the construction of gender equity public policies within the educational system? (this will be asked only of union representatives)
Source: Own elaboration	

Procedure

A review of experts in public policies and gender equity, in an educational context, was performed through references encountered during the investigation and socialization process for this study, at international conferences. The selected experts were contacted via email correspondence. A detailed presentation letter and Google questionnaire were submitted. The correspondence indicated the objective of each instrument and requested evaluation of each item on a scale of 1 to 5 (with 1 being the lowest and 5 the highest), in accordance with the relevant criteria: sufficiency, clarity, coherence and relevance, as shown in Figure 1.

Figure 1. Expert Review Questionnaire

2. ¿Consideras que las políticas públicas actuales en equidad de género al interior del sistema educativo distrital son permanentes en el tiempo?

	1	2	3	4	5
Suficiencia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Claridad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coherencia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevancia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. ¿Consideras que las políticas públicas actuales en equidad de género al interior del sistema educativo distrital son susceptibles de mejoras?

	1	2	3	4	5
Suficiencia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Claridad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coherencia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevancia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Source: Own Elaboration

Following expert review, the results were processed through Aiken's V statistical coefficient. The calculations were performed from an Excel spreadsheet, which facilitated accurate numerical results and allowed researchers to make in-process decisions, directly reviewing the content validity in an objective manner and adjusting or keeping each item independently. With respect to this approach "it is preferable to use Aiken's V coefficient because it combines the ease of calculation and the evaluation of results with the corresponding statistical accuracy, which guarantees the process objectivity..." (Escurra Mayaute, 1969, p. 109).

Procedure

In accordance with the results obtained during the expert review validation process, no item was discarded since at least three of four evaluated criteria exceeded the stipulated value. Anyway, it was necessary to restructure items C2, EI1 and EI8 to reach a value larger or equal to 0.8 for an Aiken V < 0.05 in the sufficiency criteria and restructure items C7, C8, C9, and C10 for the sufficiency criteria for the same reason. The results can be found in Table 3.

Table 3. Aiken V Results

Item	Content	Median	D.E.P.	Aiken V	Inferior Limit	Superior Limit
C1	Sufficiency	4.33	0.82	0.83	0.68	0.92
	Clarity	4.22	1.13	0.81	0.65	0.90
	Coherence	4.67	0.67	0.92	0.78	0.97
	Relevance	4.67	0.67	0.92	0.78	0.97
C2	Sufficiency	4.56	0.68	0.89	0.75	0.96
	Clarity	4.11	0.87	0.78*	0.62	0.88
	Coherence	4.67	0.67	0.92	0.78	0.97
	Relevance	4.44	0.83	0.86	0.71	0.94
C3	Sufficiency	4.78	0.63	0.94	0.82	0.98
	Clarity	4.78	0.63	0.94	0.82	0.98
	Coherence	4.78	0.63	0.94	0.82	0.98
	Relevance	4.33	0.94	0.83	0.68	0.92
C4	Sufficiency	4.78	0.63	0.94	0.82	0.98
	Clarity	4.67	0.67	0.92	0.78	0.97
	Coherence	4.67	0.67	0.92	0.78	0.97
	Relevance	4.33	1.05	0.83	0.68	0.92
C5	Sufficiency	4.78	0.63	0.94	0.82	0.98
	Clarity	4.78	0.63	0.94	0.82	0.98
	Coherence	4.78	0.63	0.94	0.82	0.98

	Relevance	4.67	0.67	0.92	0.78	0.97
C6	Sufficiency	4.11	1.37	0.78*	0.62	0.88
	Clarity	4.33	1.33	0.83	0.68	0.92
	Coherence	4.33	1.33	0.83	0.68	0.92
	Relevance	4.33	1.33	0.83	0.68	0.92
C7	Sufficiency	4.00	1.33	0.75*	0.59	0.86
	Clarity	4.33	1.33	0.83	0.68	0.92
	Coherence	4.33	1.33	0.83	0.68	0.92
	Relevance	4.22	1.31	0.81	0.65	0.90
C8	Sufficiency	4.00	1.33	0.75*	0.59	0.86
	Clarity	4.33	1.33	0.83	0.68	0.92
	Coherence	4.33	1.33	0.83	0.68	0.92
	Relevance	4.22	1.31	0.81	0.65	0.90
C9	Sufficiency	4.11	1.29	0.78*	0.62	0.88
	Clarity	4.33	1.33	0.83	0.68	0.92
	Coherence	4.33	1.33	0.83	0.68	0.92
	Relevance	4.22	1.31	0.81	0.65	0.90
C10	Sufficiency	4.00	1.33	0.75*	0.59	0.86
	Clarity	4.33	1.33	0.83	0.68	0.92
	Coherence	4.33	1.33	0.83	0.68	0.92
	Relevance	4.22	1.31	0.81	0.65	0.90
C11	Sufficiency	4.56	0.83	0.89	0.75	0.96
	Clarity	4.67	0.67	0.92	0.78	0.97
	Coherence	4.78	0.63	0.94	0.82	0.98
	Relevance	4.56	0.83	0.89	0.75	0.96
C12	Sufficiency	4.67	0.67	0.92	0.78	0.97
	Clarity	4.78	0.63	0.94	0.82	0.98
	Coherence	4.78	0.63	0.94	0.82	0.98
	Relevance	4.78	0.63	0.94	0.82	0.98
C13	Sufficiency	4.56	0.83	0.89	0.75	0.96
	Clarity	4.78	0.63	0.94	0.82	0.98
	Coherence	4.78	0.63	0.94	0.82	0.98
	Relevance	4.78	0.63	0.94	0.82	0.98
E11	Sufficiency	4.67	0.67	0.92	0.78	0.97
	Clarity	4.11	0.87	0.78*	0.62	0.88
	Coherence	4.67	0.67	0.92	0.78	0.97
	Relevance	4.78	0.63	0.94	0.82	0.98
E12	Sufficiency	4.78	0.63	0.94	0.82	0.98
	Clarity	4.78	0.63	0.94	0.82	0.98
	Coherence	4.78	0.63	0.94	0.82	0.98
	Relevance	4.67	0.67	0.92	0.78	0.97
E13	Sufficiency	4.56	0.83	0.89	0.75	0.96
	Clarity	4.22	1.13	0.81	0.65	0.90
	Coherence	4.67	0.67	0.92	0.78	0.97
	Relevance	4.67	0.67	0.92	0.78	0.97
E14	Sufficiency	4.67	0.67	0.92	0.78	0.97
	Clarity	4.56	0.83	0.89	0.75	0.96

	Coherence	4.78	0.63	0.94	0.82	0.98
	Relevance	4.78	0.63	0.94	0.82	0.98
EI5	Sufficiency	4.67	0.67	0.92	0.78	0.97
	Clarity	4.78	0.63	0.94	0.82	0.98
	Coherence	4.78	0.63	0.94	0.82	0.98
	Relevance	4.33	0.94	0.83	0.68	0.92
EI6	Sufficiency	4.67	0.67	0.92	0.78	0.97
	Clarity	4.67	0.67	0.92	0.78	0.97
	Coherence	4.67	0.67	0.92	0.78	0.97
	Relevance	4.67	0.67	0.92	0.78	0.97
EI7	Sufficiency	4.56	0.83	0.89	0.75	0.96
	Clarity	4.44	0.83	0.86	0.71	0.94
	Coherence	4.78	0.63	0.94	0.82	0.98
	Relevance	4.44	0.83	0.86	0.71	0.94
EI8	Sufficiency	4.44	1.07	0.86	0.71	0.94
	Clarity	3.89	0.99	0.72*	0.56	0.84
	Coherence	4.44	1.07	0.86	0.71	0.94
	Relevance	4.78	0.63	0.94	0.82	0.98
EI9	Sufficiency	4.78	0.63	0.94	0.82	0.98
	Clarity	4.78	0.63	0.94	0.82	0.98
	Coherence	4.78	0.63	0.94	0.82	0.98
	Relevance	4.78	0.63	0.94	0.82	0.98
EI10	Sufficiency	4.78	0.63	0.94	0.82	0.98
	Clarity	4.67	0.67	0.92	0.78	0.97
	Coherence	4.78	0.63	0.94	0.82	0.98
	Relevance	4.78	0.63	0.94	0.82	0.98
EI11	Sufficiency	4.78	0.63	0.94	0.82	0.98
	Clarity	4.78	0.63	0.94	0.82	0.98
	Coherence	4.78	0.63	0.94	0.82	0.98
	Relevance	4.78	0.63	0.94	0.82	0.98
EI12	Sufficiency	4.67	0.67	0.92	0.78	0.97
	Clarity	4.56	0.68	0.89	0.75	0.96
	Coherence	4.67	0.67	0.92	0.78	0.97
	Relevance	4.56	0.83	0.89	0.75	0.96
EI13	Sufficiency	4.44	0.83	0.86	0.71	0.94
	Clarity	4.67	0.67	0.92	0.78	0.97
	Coherence	4.67	0.67	0.92	0.78	0.97
	Relevance	4.67	0.67	0.92	0.78	0.97
EG1	Sufficiency	4.56	0.83	0.89	0.75	0.96
	Clarity	4.67	0.67	0.92	0.78	0.97
	Coherence	4.78	0.63	0.94	0.82	0.98
	Relevance	4.67	0.67	0.92	0.78	0.97
EG2	Sufficiency	4.67	0.67	0.92	0.78	0.97
	Clarity	4.67	0.67	0.92	0.78	0.97
	Coherence	4.78	0.63	0.94	0.82	0.98
	Relevance	4.78	0.63	0.94	0.82	0.98
EG3	Sufficiency	4.78	0.63	0.94	0.82	0.98

EG4	Clarity	4.78	0.63	0.94	0.82	0.98
	Coherence	4.78	0.63	0.94	0.82	0.98
	Relevance	4.78	0.63	0.94	0.82	0.98
	Sufficiency	4.78	0.63	0.94	0.82	0.98
EG4	Clarity	4.78	0.63	0.94	0.82	0.98
	Coherence	4.78	0.63	0.94	0.82	0.98
	Relevance	4.78	0.63	0.94	0.82	0.98
	Sufficiency	4.78	0.63	0.94	0.82	0.98

Source: Own Elaboration

On the other hand, as shown in Table 4, experts made qualitative suggestions. More specifically, they challenged some comments and specified grammatical-type suggestions. In addition, since a portion of this work covers gender sensitive topics, the researcher's fundamental objectives consisted in not falling in binary or exclusion mistakes by referring to a determined population. In some fashion, the observations were relevant to avoid people responding in a specific way by starting the question with adjectives.

Table 4. Experts' Qualitative Assessment

Qualitative Observations made by experts
<ul style="list-style-type: none"> It is not recommended to use "diverse community", it is better to use LGBTIQ+ people
<ul style="list-style-type: none"> Analyze the possibility of changing pronoun "tu" for "usted". For example: "If you have suggestions...". The pronoun "usted" is neutral, implies courtesy, formality and distance between the author and reader.
<ul style="list-style-type: none"> By including only men and women, you indicate a binary system.
<ul style="list-style-type: none"> You should perhaps include a focus on OSIEG (sexual orientation and identity as well as gender expression).
<ul style="list-style-type: none"> The construction of items with expressions that are considered important or convenient promote an affirmative response. It is not clear if these questions allow us to decide if the response is open. What is associated with whether you feel comfortable towards or discriminated against must also consider an opening for the person to comment on the why.
<ul style="list-style-type: none"> All questions are pertinent. I would include some questions that had to do with the knowledge of the experts participating in the study on planning and budgeting. which is an interesting data point to generate performance indicators in the gender approach institutionalization process in public policies. It is something that must be known from the participating parties.
<ul style="list-style-type: none"> Do you consider it important that gender equity public policies are developed in the City of Bogota District educational system? Even if there are many people that consider this completely useless or counterproductive to develop politics for gender equity. I am not sure to what extent the way this exercise was designed can lead people that think this way to provide an honest answer. To that extent. I would suggest formulating the question in a more open format (that would not require a simple yes/no) so that whoever responds can express his assessment of the politics in question.
<ul style="list-style-type: none"> Do you consider it important that the current educational system allows participation by the educative community to formulate, develop and evaluate gender equity public policies? I have two concerns about this question: first is that the use of the passive voice (allows) gives me the impression that participation is subject to someone's discrecional concession (which I do not know). It would be better to formulate

the question in terms of the importance of participation and not in terms of if participation is allowed or not. But, saying this, I see difficulty that someone in their right mind considers that the process can be done without participation from the educational community. So, you will only receive affirmative answers for this item, and it is less interesting for the analysis. I would like to suggest asking for the conditions for participation of the educational community, in a way where you can figure out if the participants believe that the educational community is ready/qualified/experienced/conscious to participate, if they underestimate or overestimate the educational community capacity to participate in this process and how much they value the participative character of this construction.

Source: Own Elaboration

Discussion

Designing instruments that deep dive into gender issues in the educational context ended up as a challenge for the researchers. First, one of the central issues is the language, since the intention is to direct participants in an inclusive fashion and to show no discrimination towards the approach of concepts such as gender or gender identity. On that topic, it is said “one of the tools that can convey these representations is what is called “inclusive language”, a hot and controversial topic that has been equally celebrated and reviled” (Arcos & Díaz, 2021, p. 158). In this way, the content validation by experts allows for a revision and adjustment of the items on this matter.

On the other hand, from the legislative speech of countries that make up international organizations like the ONU, advances in the matter of including a gender perspective in the state agenda have emerged. However, in practice, the instruments applied to their populations continue to maintain a binary focus. Consequently, it is not only about providing visibility for the legislation in public policies, but they must also be accompanied by reflective and conceptual processes that deepen the question from the design of the corresponding instruments (Parkes, 2016).

Deepening the integral focus on gender indicates that it is not only about women exclusive matter or a binary focus. To achieve successful transformations, they must also be linked to men. Studies show that it is necessary for the educational field to develop work towards new masculinity, which consolidates that the changes and associated work cannot be led only for women, but on the contrary, they must also include men as agents of change (Hernández. I. G. 2014).

In consequence, this led to the task of thinking about other population groups going beyond the dual concept of masculine and feminine, which is defined as diverse community in this research. Moreover, it signals the experts that they must use assertive language and replace the diverse community terms with LGBTIQ+1 people. Although this is true, as there have been great achievements in the discussions and legislation on this matter in the past decades, in practice there remain several groups that resist changes in inclusion for this population group.

Designing instruments that are inherent to the visibility of everyone without stereotypes and combating homophobia and discrimination are crucial in the research process. In this way, the analysis of educational policies is converted into a central axis, now requiring qualitative measuring instruments that further deepen the study phenomenon and allow inclusion from diversity.

Although current measuring indicators try to reveal gender study as a numerical equality theme through numbers, the qualitative character instruments allow through the participants' voices, especially students, to understand the phenomenon and situate inequalities as a key theme. Qualitative investigation analyzes and interprets the study context and allows them to replicate these investigations in other contexts (Ahedo Gurrutxaga et al. 2022).

¹ Initials use to identify the collective group of lesbians, gays, bisexuals, transgender, intersexual people and people with sexual orientation, identity and diverse gender expressions and sexual characteristics.

Conclusion

The design and implementation of instruments as quantitative or qualitative measuring indicators in gender themes widens the study parameters and investigations that make it possible to analyze and develop a diagnostic on the current situation in terms of equity. The public policies that are developed in various countries constitute an observation and monitoring focus to possible improvements from a mainstreaming process for the State agendas.

For the educational system, it is of utmost importance to give attention to the achievement of objectives such as quality education and gender equality in favor of the elimination of factors that continue and reproduce discriminatory practices in classrooms and in the curriculum. Training for teaching, administrative, and management staff is a key factor and for this purpose, it is necessary to grant the financing and budgeting from the planning of the regional and state governments.

Help to the educational system from external agents adds to the fulfillment of objectives. This is how, like the articulation of other institutions of missionary character like state secretary or entities in fields such as health, wellness, sports, science, and media must work on mainstreaming and helping each other with clear attention to cases of gender violence and their prevention.

Finally, the validation of the three instruments presented by experts led to the revision of the items, which can be applied in high percentage according to the Aiken V statistical calculation with values ≥ 0.8 and $p < 0.05$. In the case of eight items, it will be necessary to restructure certain content aspects. This investigative exercise allowed us to improve the construction process before applying it to the City of Bogota educational community, creating additional rigor to the study.

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