

The gender perspective, a space of analysis for education

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The journal 'Education and Social Development' is focused on publishing articles resulting from research, review and reflection issues in fields of knowledge that respond to contemporary sociological perspectives. In this context, they are presented conceptual aspects about gender, important to be taken into consideration by education and social development. The role of gender in the field of education is crucial. Its analysis and understanding provide to the different actors developments and epistemic advances that allow the comprehension and construction of spaces of equality, inclusion, fairness, innovation and respect in schools (Rebollo-Catalán, Piedra & Vega, 2009).

The concept of gender can be understood from the "different sociocultural contents that are given to those characteristics between men and women" ... "behaviors, attitudes and male and female feelings, and hierarchizing them, so a greater value is given to those who identify with the same" (Moreno Sanchez & Pichardo Galán, 2006).

From a historical perspective, it is recognized that in the sixties of last century, it emerged the necessity of women of theorizing about gender inequalities, only after that the sociocultural conditions provided a space and significant condition in academia, and after some women had access to higher education and equality conditions, which, at the same time, made the pre-conditions necessary to open a path to a new academic consciousness called feminism (Lerner, 1986; Castro & Bronfman, 1993). Contrary to this, some authors assume that it had not given birth before because of the "self-imposed limitations of Marxist epistemology, functionalist / relativistic and empiricists," preventing the "discovery of these matters" (Harding, 1983; Castro & Bronfman, 1993). That's how the feminist theory is born, based on the origin of oppression and repression in women (Bart & Bundinger, 1984; Castro & Bronfman, 1993) being this the beginning of gender studies in the context of a decade marked by upheaval and social and ideological revolution in the West.

12

The feminist theory requires us to go to the male and female concepts, which as expressed by Freud, they are the most confusing that can be found in science (Connell, 2003, p. 15). The conceptual gender development demands to involve the biological dimensions related to sex. The concept of gender has evolved from a biological perspective to a sociological;

it considers that feminist theory contributed to the differentiation of sex and gender in the study of the phenomenon of male domination. The word sex refers to male and female organic condition, the male or female biological fact (Mendieta-Izquierdo, 2015).

The concept has been subject to different approaches; It is considered as a category that should be analyzed according to the historical and cultural moment, which is charged with political meaning, something that affects the concept of gender and makes the assumption as a systematic social construction of masculine and feminine, which is slightly determined or not biologically determined at all (sex) present in all societies, and that permeates any of the dimensions in the social and private lives (Harding, 1989). That is how, the gender goes through the multiplicity of subjective relations as social class, race/ethnicity and education system determinants of social practice, which overcomes the fate of biology, precisely because biology does not determine the social (Connell, 2003). The concept allows analyzing the forces within the family and society crucially determining the male and female forms in an explicit historical period (Castro & Bronfman, 1993).

From another perspective, gender is understood as a cultural interpretation that translates into an identity –generic identity– that people acquired through socialization and determined how they interact with nature and the social world around them (Lerner is understood, 1986; Lamas, 1986; Castro & Bronfman, 1993; Butler, 1998).

Aims to observable differences in behavior, both men and women; not rooted in a biological setting or differentiated nature, but in a social process of cultural construction (Núñez Noriega, 1999, p. 54; Muniz, 2003, pp. 323-327), which should be analyzed social and historically and build distinctive attributes that humanize individuals in the culture frame and social practices, within which who do not build gender as socially and culturally has been established, are generally rejected (Butler, 1998 p. 301).

Gender is not a fact, the various acts of gender which give the idea of gender, are the ones who are acting; the staging around what it means to be male or female (Butler, 1998, p. 300) and socially can be accepted or rejected.

This is how the concept of gender has been changing over time, recognized differently by different theoretical positions; even if gender is considered as a basic organizing principle in all societies, do not study as a homogeneous category analysis (Hammarstrom, 1999), it should take into account the cultural and historical context. Thus, as expressed Alejo Garcia (1999) on the book by Thomas Laqueur, “the concepts of gender and sex have structured the perception and organization of all social life, elements that make alive the debate.” It is holding a debate today.

The articulation of gender and education in schools constitute an area of great interest for further study; the land is fertile enough, and the road ahead is long; their progress will contribute to improving the social dynamics in the school environment, and, therefore, the so-called social development.

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