

CONTRIBUTIONS OF GENDER FOR INCLUSIVE EDUCATION IN SCHOOL GEOGRAPHY

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In recent years, the teaching of school geography lived a renewal both in terms of curricular requirements and in the knowledge and practices that go round educational institutions. However, beyond these changes, from academic research in teaching we are obtaining evidence about the difficulties or limits on its scope, regarding the adoption of new disciplinary perspectives, like gendered geography. Analyzing the features of a gender perspective in the teaching of school geography involves considering the fact that Argentina will expand and reformulate the regulatory framework of the educational system and move forward on legislation that relates to children and adolescents who are now considered subjects of law by establishing compulsory secondary level (Law 26.206) and the sanction of the Law of Integral Sexual Education (Law 26.150).

In this article, we advance some reflections arising from an ongoing investigation in which we start from the premise that a gender perspective thematic offers conceptual and methodological contributions and can enhance democratization processes linked to compulsory secondary and the Law on Sexual Education, and may give new meaning and enrich the approach to classroom content. Therefore, in these pages we intend to provide descriptive and explanatory elements for the construction of criteria selection and organization of content and geography teaching resources that address gender issues and contribute to the development of the broader educational purpose of high school.

The background on gender in geography is rooted in the development of feminist geography that begins in the 1970s. Feminist geography is rooted in the efforts of women's movements in Europe during the 1960s. Geography of gender stands as a challenging branch of Geography, as discussed not only conceptual, but also methodological issues. This current is composed of four schools: classical, marxist, and

postmodern poststructural. Each of them cared to discuss various subjects of study and methodologies, and based their research on various topics.

From the point of view of academic production, it is clear that the emergence of gender in the discipline has promoted a stimulating intellectual and conceptual challenge, which encouraged a review of structural concepts of geography. Especially referred to quit conceiving society and the territory as uniform, neutral, asexual and homogeneous. The contributions can be verified from the point of epistemological and methodological, as new gender approaches force us to rethink fundamental concepts and categories for the discipline: space, territory and place; scales to incorporate new approaches, such as home or the body and provide the ability to cross with other disciplines, such as architecture, urban planning and psychology.

Regarding the potential of geography teaching to incorporate gender approaches, it is clear that these new looks favor an innovation in both content and practice of school geography. In curriculum design, it is possible to track gender issues that have been recently added. The case of the curriculum of the Province of Buenos Aires -which is discussed in this paper-, and the contents promoted by the Sexual Education Law, support this idea because it shows that their frameworks offers wide permeability to gender approach in its various dimensions. Therefore, it is sensible to say that gender issues, school agenda appears as an opportunity for interdisciplinarity and complementarity between social disciplines and institutional work towards inclusion.

Considering that school geography has a key role in forming citizens aware of their role in the production of space, their rights, their spatial practices and relationships between men and women, the gender approach allows to discuss that dichotomies as male and female roles are constructed by social relations. According to this, it is necessary to work within the formation of teachers and train on sexual issues in geography, to deploy teachers with specific proposals involving alternative ways of considering the relationship between society and space and challenge stereotypes, prejudice and marginalization processes imposed by hegemonic discourses.