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Sommario/riassunto	This text provides a critical overview of current thinking about equity issues in the teaching and learning of mathematics. Grounded in feminist theories of curriculum change and a broad range of cultural perspectives, the new approaches described here go beyond ""special programmes"" and ""experimental treatments"" designed to correct perceived problems and deficits. Instead they establish how improved instructional practices and a fuller understanding of the nature of the mathematical enterprise can overcome the systemic obstacles that have thwarted women's participation in this important field.

