

Summary

A confrontational test: the gender dimension of intercultural education

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The concept of gender equality in education has long been primarily related to feminist theory, which often problematizes the gender issue from an exclusivist viewpoint, sometimes even giving priority to gender oppression compared to other forms of oppression, thus establishing an unfounded hierarchical relationship between them. However, contemporary trends in feminist, as well as intercultural and critical pedagogy, perceive gender as one of the dimensions of difference that exist in the teaching process. Starting with the theory of intersectionality as an analytical framework, this paper focuses on the analysis of the gender dimension of the formal curriculum, looking at subjects, textbooks and educational achievements. Still, a hidden curriculum, or the problematizing of the interaction between teachers and pupils, is far more potent for gender analysis; also the analysis of heteronormativity and homophobia in education and different forms of sexual violence that often remain outside of the official perception of the educational process.

Keywords: gender equality, intercultural education, feminist pedagogy, formal curriculum, hidden curriculum.