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Nota di contenuto	1. Introduction: Does Human Rights Education Exist? -- 2. It is Time: Critical Human Rights Education in an Age of Counter-Hegemonic Distrust -- 3. The Political and Pedagogical Renewal of Human Rights Education -- 4. Towards an Agonistic Account of Human Rights Education -- 5. Capital Rights: Human Rights Education and Neoliberal Pedagogies -- 6. Political Depression, Cruel Optimism and Pedagogies of Reparation -- 7. Plasticity, Critical Hope and the Regeneration of Human Rights Education -- 8. Affect and Counter-Conduct: Cultivating Action for Social Change -- 9. Crisis and Critique: Critical Theories and the Renewal of Citizenship-, Democracy-, and Human Rights Education -- 10. Decolonial Strategies and Pedagogical/Curricular Possibilities -- 11. Conclusion: An Unfinished Project.
Sommario/riassunto	This book engages with human rights and human rights education (HRE) in ways that offer opportunities for criticality and renewal. It takes up various ideas, from critical and decolonial theories to philosophers

and intellectuals, to theorize the renewal of HRE as Critical Human Rights Education. The point of departure is that the acceptable “truths” of human rights are seldom critically examined, and productive interpretations for understanding and acting in a world that is soaked in the violations these rights try to address, cannot emerge. The book cultivates a critical view of human rights in education and beyond, and revisits receivable categories of human rights to advance social-justice-oriented educational praxes. It focuses on the ways that issues of human rights, philosophy, and education come together, and how a critical project of their entanglements creates openings for rethinking human rights education (HRE) both theoretically and in praxis. Given the persistence of issues of human rights worldwide, this book will be useful to researchers and educators across disciplines and in numerous parts of the world.
