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Nota di contenuto	Introduction -- The rationale for writing this book -- The hegemonic role of western epistemology -- Introduction -- The epistemic and economic marginalization of the south -- The superiority claims of western hegemonic epistemology -- The ecological consequences of western hegemonic epistemology -- A critique of western hegemonic epistemology from within -- Indigenous knowledge systems, sustainability, and education in the south -- Introduction -- Indigenous people and indigenous knowledges -- Indigenous ecological knowledges -- The co-existence of western and indigenous knowledge systems. CHAT and expansive learning -- Another knowledge system in the south : Islamic knowledge production -- Education in the global south. What kind of knowledges? What kind of education? -- Indigenous knowledges and education : the case of South Africa -- Introduction -- African renaissance -- The Xhosa worldviews and knowledge production -- Land, sustainability, and sustainable development -- Education policy in South Africa after 1994 -- Indigenous knowledges, education, and sustainable development -- Conclusion -- Education in Sudan and South Sudan : tension and

struggles between epistemologies -- Introduction -- The Islamist hegemonic political discourse -- The Islamist educational discourse -- The political discourse in the south -- Education in the south as "secondary" resistance -- The new nation : South Sudan and sustainable development -- The educational discourse of Cuba : an epistemological alternative for other countries in the south? -- Introduction -- Indigenous knowledges and sustainability -- The educational discourse: social and cultural capital -- The genesis of the Cuban education system -- An alternative discourse : independence, indigenization, and inclusiveness -- Indigenous knowledges and sustainability -- What others say about the education system in Cuba -- Conclusion -- The cognitive violence against minority groups : the case of the Mapuche in Chile -- Introduction -- The situation of the Mapuche -- Education in Chile : Marco curricular -- EIB (Educacion Intercultural Bilingue) -- The Mapuche struggle for territorial and cognitive rights -- Conclusion -- Protest and beyond : a case for optimism?.

Sommario/riassunto

The book's focus is the hegemonic role of so-called modernist, Western epistemology that spread in the wake of colonialism and the capitalist economic system, and its exclusion and othering of other epistemologies. Through a series of case studies the book discusses how the domination of Western epistemology has had a major impact on the epistemological foundation of the education systems across the globe.
