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Sommario/riassunto	This volume bridges the gap between contemporary theoretical debates and educational policies and practices. It applies postcolonial theory as a framework of analysis that attempts to engage with and go beyond essentialism, ethno- and euro-centrism through a critical examination of contemporary case studies and conceptual issues. From a transdisciplinary and post-colonial perspective, this book offers critiques of notions of development, progress, humanism, culture, representation, identity, and education. It also examines the implications of these critiques in terms of pedagogical approach.