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Nota di bibliografia	Includes bibliographical references and index at the end of each chapters.
Nota di contenuto	Chapter 1 Introduction -- Chapter 2 Reclaiming Schools as Public Sites for Democratic Imagination -- Chapter 3 The Ayllu-school (Bolivia 1931-1940) -- Chapter 4 Tsé Ch'ízhí Diné Bi'ólta - Rough Rock, The People's School: Reflections on a Half-Century of Navajo Community-Controlled Education (U.S. 1966) -- Chapter 5 English Literature at Brondesbury and Kilburn High School (UK 1980-1984) -- Chapter 6 "Starting Life Again": School and Community at Arthurdale (U.S. 1934-1936) -- Chapter 7 Bachillerato IMPA: Middle school education for adults at a recovered factory (Argentina 2003) -- Chapter 8 Promoting Social and Political Change through Pedagogy: Lorenzo Milani and the Barbiana School (Italy, 1954-1967) -- Chapter 9 Cifteler, the first Village Institute (Turkey 1937-1954) -- Chapter 10 Building Inclusive Education from the Ground Up: The Transformative Experience of HKRSS Secondary School (Hong Kong 2006-2013) -- Chapter 11 Los Talleres: A CONAFE Post-primary Center (Mexico 1996-2003) --

Chapter 12 A Multicultural Curriculum for Educational Equity: Montclair High School (USA 1983-1990) -- Chapter 13 La Nostra Escola Comarcal: An Educational Cooperative in Defense of Democratic, Active and Valencian Pedagogy (Spain: 1973) -- Chapter 14 Public Schools as Publicly Imagined.

Sommario/riassunto

This book discusses current market-based educational discourses and how they have undermined the notion of “the public” in public education by allowing private visions of education to define the public democratic imagination. Against this discouraging background, this text embraces Freire’s understanding of hope as an ontological need and calls for finding new public grounds for our public imagination. It further articulates Freire’s mandate to unveil historically concrete practices to sustain democratic educational visions, no matter how difficult this task may be, by (1) presenting an indepth description of the pedagogies and curriculums of eleven schools across historical and geographical locations that have worked or are still working with disenfranchised communities and that have publicly hoped for a better future for their students, and by (2) reflecting on how the stories of these schools offer us new opportunities to rethink our own pedagogical commitment to public visions of education. To promote this reflection, this book offers the notion of publicly imagined public education as a conceptual tool to help understand the historical and discursive specificity of schools’ hopes and to (re)claim public schools as legitimate sites of public imagination.
