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Nota di contenuto	Preliminary Material / Heather Brunskell-Evans and Michele Moore -- Nobel Prizes for Iraqi Researchers? / Michele Moore and Heather Brunskell-Evans -- Progress Through Overcoming Obstacles in Tuberculosis Research: A Synergy between Developing the Academy and Healthcare / Mohanad Ahmed , Hassan , Suhad Ahmed , Ali Al-Zaag and Michael R Barer -- Banking Collapses: Transforming the Learning Environment in Iraq through Forum Theatre / Amir Al-Azraki , Nadia Sekran , Michael Pomerantz and Bruce Wooding -- We don't do Numbers! Reimagining Gender and Selves / Nadjie Al-Ali , Huda Al-Dujaili , Inass Al-Enezy and Irada Al-Jeboury -- A Journey of Learning: The Curriculum in Iraqi Schools and Higher Education / Yahya Al-Kubaisi -- Experiences of Insufficiency / Abdul Kareem Al-Obaidi , Ali Ghazi Kamees and Tim Corcoran -- Mobile phone Technologies and Diabetes: a Project for Self-management and Education / Alaa Musa Khuttar , Karim Al-Jeboury and Kevin McDonald -- Aspirations for New Position, Identity and Agency: Reimagining Research for Reclaiming the Academy in Iraq / Heather Brunskell-Evans , Kevin McDonald , Michele Moore and Roger Slee.

Sommario/riassunto

This book is without doubt one of the most important publications that I have read for a very long time. These stories by Iraqi scholars raise many important insights, issues and questions. Their accounts provide some chilling insights into the terrible forms of oppression and discrimination that are part of the barriers to the realisation of an inclusive and creative development. It is extremely difficult to appreciate the pain and suffering that has been an integral part of their lives. Their accounts are readable and refreshingly honest. I do believe that there is a moral responsibility for all members of departments in universities to read and discuss this book as a matter of urgency. This needs to be done in terms of what we can learn about Iraq and in turn, to critically examine our own current conditions, relations, policies and practices, so that we can also struggle for a more inclusive system of educational provision and practice in higher education.
