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Nota di contenuto	Acknowledgements -- Contents -- Notes on Contributors -- List of Figures -- List of Photos -- List of Tables -- Chapter 1: Reparative Futures Through Transformative Learning Spaces: An Intersectional Approach for Decolonised and Sustainable Human Development -- Repair and Future Pathways -- What Form of Learning Might Enable Repair, Dignity, and Recognition? -- Decolonisation -- Combined Capabilities -- Introducing the Chapters Which Follow -- References -- Chapter 2: Post-Truth, Difficult Knowledge, and Reparative Futures: Nurturing Affective Solidarity for Transformative Learning Spaces -- Introduction -- Post-Truth as Difficult Knowledge -- Reparative Futures and Reparative Pedagogies -- Nurturing Affective Solidarity as a Form of Reparative Pedagogies -- Conclusion -- References -- Chapter 3: Youth Voices on Social Justice: Doing Repair Work in a South African Higher Education Space -- Introduction -- Conceptual Framing -- Methodology and Methods -- Intersecting Elements for Reparative Praxis: Archive (Curriculum), Pedagogy and Relationships -- A Curriculum Archive -- Stories About Gendered Power -- A Story About Racism -- Stories About the Power of Education --

A Story About Not Fitting In

Sommario/riassunto

This book explores the concept of reparative futures and learning spaces, emphasizing decolonization, sustainable human development, and social justice. Edited by Melanie Walker, Alejandra Boni, and Diana Velasco, it includes contributions from various scholars discussing topics such as epistemic resilience, youth activism in South African higher education, and the role of international development cooperation in fostering just and sustainable futures. The book aims to provide a platform for transformative learning and critical thinking, targeting academics, policymakers, and students interested in innovation, development, and social equity.
