

Origins: A Sustainable Concept in Education

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Although we live in an era of multiple identities and belongings, origins still seem to matter. For most people origins are obvious and transparent. *We all come from somewhere*. Yet talking about one's origins can be highly sensitive and problematic depending on our roles, emotions, interlocutors and contexts. This volume problematizes the relativity, instability and politics of the concept in the field of education. The authors examine how origins are played upon in many and varied educational contexts and propose alternative ways of dealing with – see reinventing – origins.

This volume is original in several senses. It is one of the first books to deal directly and honestly with the thorny concept of origins in education. Balancing arguments for and against the advantages and drawbacks of origins, the volume will appeal to confirmed and novice researchers, practitioners and decision-makers who struggle with these elements. The volume is not a 'recipe book' to be followed as such. It offers fresh and sincere perspectives to current discussions on multiculturalism, intersectionality and social justice in education around the world by tackling a somewhat taboo subject.

Paperback US\$32.00/€28.00

ISBN 978-94-6209-852-7

Hardback US\$99.00/€90.00

ISBN 978-94-6209-853-4

SERIES: TRANSGRESSIONS: CULTURAL STUDIES AND EDUCATION, VOLUME 105

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