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### 33B - VALENTINE QUINCY

More than a tenth of the land mass of the UK comprises 'urban fringe': the countryside around towns that has been called 'planning's last frontier'. One of the key challenges facing spatial planners is the land-use management of this area, regarded by many as fit only for locating sewage works, essential service functions and other un-neighbourly uses. However, to others it is a dynamic area where a range of urban and rural uses collide. Planning on the Edge fills an important gap in the literature, examining in detail the challenges that planning faces in this no-man's land. It presents both problems and solutions, and builds a vision for the urban fringe that is concerned with maximising its potential and with bridging the physical and cultural rift between town and country. Its findings are presented in three sections: the urban fringe and the principles underpinning its management sectoral challenges faced at the urban fringe (including commerce, energy, recreation, farming, and housing) managing the urban fringe more effectively in the future. Students, professionals and researchers alike will benefit from the book's structured approach, while the global and transferable nature of the principles and ideas underpinning the study will appeal to an international audience.

The theory of objectification offers a perspective to conceptualize learning as a collective cultural-historical process and to transform classrooms into sites of communal life where students make the experience of an ethics of solidarity, plurality, and inclusivity.

This handbook provides a systematic overview of the legal concept and the meaning of human dignity for each European state and the European Union. For each of these 43 countries and the EU, it scrutinizes three main aspects: the constitution, legislation, and application of law (court rulings). The book addresses and presents answers to important questions relating to the concept of human dignity. These questions include the following: What is the meaning of human dignity? What is the legal status of the respective human dignity norms? Are human dignity norms of a programmatic nature, or do they establish an individual right which can be invoked before court? Is human dignity inviolable? The volume answers these questions from the perspectives of all European countries. As a reaction to the barbaric events during World War II, human dignity (dignitas) found its way into international law. Article 1 of the Universal Declaration of Human Rights (UDHR) states that "[a]ll human beings are born free and equal in dignity and rights." The starting point for developing the concept on a national level was the codification of human dignity in article 1, paragraph 1 of the German Grundgesetz. Consequently, the concept of human dignity spread throughout Europe and, in the context of human rights, became a fundamental legal concept.

Euclid presents the essential of mathematics in a manner which has set a high standard for more than 2000 years. This book, an explanation of the nature of mathematics from its most important early source, is for all lovers of mathematics with a solid background in high school geometry, whether they be students or university professors.

Didactics of Mathematics as a Scientific Discipline describes the state of the art in a new branch of science. Starting from a general perspective on the didactics of mathematics, the 30 original contributions to the book, drawn from 10 different countries, go on to identify certain subdisciplines and suggest an overall structure or 'topology' of the field. The book is divided into eight sections: (1) Preparing Mathematics for Students; (2) Teacher Education and Research on Teaching; (3) Interaction in the Classroom; (4) Technology and Mathematics Education; (5) Psychology of Mathematical Thinking; (6) Differential Didactics; (7) History and Epistemology of Mathematics and Mathematics Education; (8) Cultural Framing of Teaching and Learning Mathematics. Didactics of Mathematics as a Scientific Discipline is required reading for all researchers into the didactics of mathematics, and contains surveys and a variety of stimulating reflections which make it extremely useful for mathematics educators and teacher trainers interested in the theory of their practice. Future and practising teachers of mathematics will find much to interest them in relation to their daily work, especially as it relates to the teaching of different age groups and ability ranges. The book is also

recommended to researchers in neighbouring disciplines, such as mathematics itself, general education, educational psychology and cognitive science.

This open access book focuses on the development of methods, interoperable and integrated ICT tools, and survey techniques for optimal management of the building process. The construction sector is facing an increasing demand for major innovations in terms of digital dematerialization and technologies such as the Internet of Things, big data, advanced manufacturing, robotics, 3D printing, blockchain technologies and artificial intelligence. The demand for simplification and transparency in information management and for the rationalization and optimization of very fragmented and splintered processes is a key driver for digitization. The book describes the contribution of the ABC Department of the Polytechnic University of Milan (Politecnico di Milano) to R&D activities regarding methods and ICT tools for the interoperable management of the different phases of the building process, including design, construction, and management. Informative case studies complement the theoretical discussion. The book will be of interest to all stakeholders in the building process - owners, designers, constructors, and faculty managers - as well as the research sector. This ground-breaking book investigates how the learning and teaching of mathematics can be improved through integrating the history of mathematics into all aspects of mathematics education: lessons, homework, texts, lectures, projects, assessment, and curricula. It draws upon evidence from the experience of teachers as well as national curricula, textbooks, teacher education practices, and research perspectives across the world. It includes a 300-item annotated bibliography of recent work in the field in eight languages.

Experiential Landscape offers new ways of looking at the relationship between people and the outdoor open spaces they use in their everyday lives. The book takes a holistic view of the relationship between humans and their environment, integrating experiential and spatial dimensions of the outdoors, and exploring the theory and application of environmental design disciplines, most notably landscape architecture and urban design. The book explores specific settings in which an experiential approach has been applied, setting out a vocabulary and methods of application, and offers new readings of experiential characteristics in site analysis and design. Offering readers a range of accessible mapping tools and details of what participative approaches mean in practice, this is a new, innovative and practical methodology. The book provides an invaluable resource for students, academics and practitioners and anyone seeking reflective but practical guidance on how to approach outdoor place-making or the analysis and design of everyday outdoor places.

"One of the best critiques of current mathematics education I have ever seen."—Keith Devlin, math columnist on NPR's Morning Edition A brilliant research mathematician who has devoted his career to teaching kids reveals math to be creative and beautiful and rejects standard anxiety-producing teaching methods. Witty and accessible, Paul Lockhart's controversial approach will provoke spirited debate among educators and parents alike and it will alter the way we think about math forever. Paul Lockhart, has taught mathematics at Brown University and UC Santa Cruz. Since 2000, he has dedicated himself to K-12 level students at St. Ann's School in Brooklyn, New York.

Udvalgte artikler fra bøger og tidsskrifter fra perioden 1947-1996

Imaginative play and story telling occupy key roles in children's psychological development and socialization. Bringing together leading contributors, this volume explores what play and story mean to young children, and how these vital aspects of development can best be supported in child care and educational settings. Vital connections are drawn between children's activities, their interpersonal relationships, and their emerging cognitive and affective capacities. Topics covered include promoting social play in the classroom, storytelling and literacy development, and the influences of early caregiving experiences on attachment and learning. Theoretical and methodological issues in these areas of research are also addressed, as well as social policy implications. The book is inspired by the work of Greta G. Fein, the pioneering teacher, researcher, and child care policymaker, who has contributed an integrative concluding chapter.

The definitive biography of a physician, feminist, social reformer, educator, and one of the most influential, and controversial women of the 20th century. Maria Montessori effected a worldwide revolution in the classroom. She developed a new method of educating the young and inspired a movement that carried it into every corner of the world. This is the story of the woman behind the public figure—her accomplishments, her ideas, and her passions. Montessori broke the mold imposed on women in the nineteenth century and forged a new one, first for herself and eventually for those who came after her. Against formidable odds she became the first woman to graduate from the medical school of the University of Rome and then devoted herself to the condition of children considered uneducable at the time. She developed a teaching method that enabled them to do as well as normal children, a method which then led her to found a new kind of school—the Casa dei Bambini, or House of Children—which gained her worldwide fame and still pervades classrooms wherever young children learn. This biography is not only the story of a groundbreaking feminist but a vital chapter in the history of education. "Highly recommended for educators, parents, and moderate feminists who seek inspiration from one of the most accomplished women of this or any other age."—Publishers Weekly

This book argues that the dialectic of Marx's Capital has a systematic, rather than historical, character. It sheds new light on Marx's great work, while going beyond it in many respects.

The purpose of this book is to share collective experience on human spaceflight operations. For the many authors, this is nothing less than a work of passion. They are sharing their life's work with the goal of passing on their experience to the next generation of space engineers, designers, operators, and crew.

This book offers a fascinating exploration of the relationship between information and communication technologies (ICTs) and spatial planning, expanding the concept of "urban smartness" from the usual scale of buildings or urban projects to the regional dimension. In particular, it presents the outcomes of research undertaken at Politecnico di Milano, in collaboration with Telecom Italia, that had three principal goals: to investigate the use of ICTs for the representation, promotion, management, and dissemination of an integrated system of services; to explore the spatial impacts of digital services at different scales (regional, urban, local); and to understand how a system of mobile services can encourage new spatial uses and new collective behavior in the quest for better spatial quality of places. Useful critical analysis of international case studies is also included with the aim of verifying the opportunities afforded by new digital services not only to improve the urban efficiency but also to foster the evolution of urban communities through enhancement of the public realm. The book will be a source of valuable insights for both scholars and local administrators and operators involved in smart city projects.

Computers are playing a fundamental role in enhancing exploratory learning techniques in education. This volume in the NATO Special Programme on Advanced Educational Technology covers the state of the art in the design and use of computer systems for exploratory learning. Contributed chapters treat principles, theory, practice, and examples of some of the best contemporary computer-based learning environments: Logo, Boxer, Microworlds, Cabri-Géomètre, Star Logo, Table Top, Geomland, spreadsheets, Function Machines, and others. Emphasis is on mathematics and science education. Synthetic chapters provide an overview of the current scene in computers and exploratory learning, and analyses from the perspectives of epistemology, learning, and socio-cultural studies.

Annotation Second homes are an integral component of tourism in rural and peripheral areas. This volume represents the first major international review of second homes for over 25 years. The volume represents essential reading for those interested in rural regional development processes.

Ovid's magnificent panorama of the Greek and Roman myths-presented by a noted poet, scholar, and critic. Prized through the ages for its splendor and its savage, sophisticated wit, The Metamorphoses is a masterpiece of Western culture-the first attempt to link all the Greek myths, before and

after Homer, in a cohesive whole, to the Roman myths of Ovid's day. Horace Gregory, in this modern translation, turns his own poetic gifts toward a deft reconstruction of Ovid's ancient themes, using contemporary idiom to bring to today's reader all the ageless drama and psychological truths vividly intact.

Martin Gardner's Mathematical Games columns in Scientific American inspired and entertained several generations of mathematicians and scientists. Gardner in his crystal-clear prose illuminated corners of mathematics, especially recreational mathematics, that most people had no idea existed. His playful spirit and inquisitive nature invite the reader into an exploration of beautiful mathematical ideas along with him. These columns were both a revelation and a gift when he wrote them; no one—before Gardner—had written about mathematics like this. They continue to be a marvel. This volume, originally published in 1959, contains the first sixteen columns published in the magazine from 1956-1958. They were reviewed and briefly updated by Gardner for this 1988 edition.

A broadly accessible introduction to robotics that spans the most basic concepts and the most novel applications; for students, teachers, and hobbyists. The Robotics Primer offers a broadly accessible introduction to robotics for students at pre-university and university levels, robot hobbyists, and anyone interested in this burgeoning field. The text takes the reader from the most basic concepts (including perception and movement) to the most novel and sophisticated applications and topics (humanoids, shape-shifting robots, space robotics), with an emphasis on what it takes to create autonomous intelligent robot behavior. The core concepts of robotics are carried through from fundamental definitions to more complex explanations, all presented in an engaging, conversational style that will appeal to readers of different backgrounds. The Robotics Primer covers such topics as the definition of robotics, the history of robotics (“Where do Robots Come From?”), robot components, locomotion, manipulation, sensors, control, control architectures, representation, behavior (“Making Your Robot Behave”), navigation, group robotics, learning, and the future of robotics (and its ethical implications). To encourage further engagement, experimentation, and course and lesson design, The Robotics Primer is accompanied by a free robot programming exercise workbook that implements many of the ideas on the book on iRobot platforms. The Robotics Primer is unique as a principled, pedagogical treatment of the topic that is accessible to a broad audience; the only prerequisites are curiosity and attention. It can be used effectively in an educational setting or more informally for self-instruction. The Robotics Primer is a springboard for readers of all backgrounds—including students taking robotics as an elective outside the major, graduate students preparing to specialize in robotics, and K-12 teachers who bring robotics into their classrooms.

The publication collects the contributions presented during the International Symposium of the Italian UNESCO Chairs (CONIUS) entitled Human Rights and Sustainable Development Goals 2030, which took place on 16 November 2018 at the University of Florence. The contributions of national and international experts address the Global Aims for Sustainable Development of the UNESCO including Sustainable Development Goals (SDGs) n. 3 Improvement of the 'Global Health', n. 4 'Quality Education', n. 11 'Cities and Inclusive Human Settlements' and n. 16 'Peace and Justice', using transdisciplinary and transnational perspectives and implemented through theoretical studies and good practices.

Unusually clear, accessible introduction covers counting, properties of numbers, prime numbers, Aliquot parts, Diophantine problems, congruences, much more. Bibliography.

The first part of this book is of an epistemological nature and develops an original theory of scientific objectivity, understood in a weak sense (as intersubjective agreement among the specialists) and a strong sense (as having precise concrete referents). In both cases it relies upon the adoption of operational criteria designed within the particular perspective under which any single science considers reality. The “object” so attained has a proper ontological status, dependent on the specific character of the criteria of reference (regional ontologies). This justifies a form of scientific realism. Such perspectives are also the result of a complex cultural-historical situation. The awareness of such a “historical determinacy” of science justifies including in the philosophy of science the problems of ethics of science, relations of science with metaphysics and social dimensions of science that overstep the traditional restriction of the philosophy of science to an epistemology of science. It is to this “context” that the second part of the book is devoted.

Riuscireste voi, con tutta la fantasia del mondo, a mettere insieme in un unico ragionamento buoi e infinità del continuo, tangram e palloni da calcio? Occorre una bella faccia tosta anche solo a proporlo, non trovate? Certo, se siete abituati a mangiare le favolose torte di nonna Sofia e vi chia-

mate Andrea, tutto diventa più facile; i buoi fanno parte di leggendarie storie matematiche dell'antica Trinacria, chiamando in causa addirittura Diofanto; il confronto uno-a-uno fra insiemi continui viene, più che concepito, idealizzato da un tedesco di nome Georg; il tangram, al di là della sua apparenza leggera e giocosa, in realtà nasconde misteri matematici tuttora aperti. E il pallone da calcio? Ma dai, questo lo sa anche nonna Sofia, non ha mica bisogno di un Andrea che glielo spieghi ... Tutti sanno che il pallone da calcio è un icosaedro convesso troncato che ha come facce 20 esagoni e 12 pentagoni regolari; è per questo che Maradona faceva quei goal geniali, per via delle sue indiscusse competenze matematiche: colpiva sempre l'angolo interno di un pentagono; mentre per fare il cucchiaino alla Totti bisogna colpire il centro di un esagono. Lo sanno anche i bambini. Ma se nonna Sofia ha bisogno di essere sorpresa e sedotta dal nipotino Andrea, allora si possono chiamare in causa le coniche, i paradossi, la trisezione dell'angolo generico (con riga e compasso?) e le passeggiate sui ponti di certe famose K-città adagate su P-fiumi. In questo modo c'è materiale succulento da offrire ai fanatici delle letture dei dialoghi: le posizioni non sono più stereotipate e Tito e Luciana, oh pardon, Andrea e Sofia, possono essere tra loro scambiati. Come, come, lettore, non ci stai capendo niente? Oh, bella, dillo a me, che li conosco di persona e che so che sono in tre anche quando dicono d'essere in due; perché non c'è storia, frase, animazione, disegno, aneddoto, citazione, frase, data, formula, teorema, congettura, che Tito non abbia discusso dettagliatissimamente con Anna. Quando si sveglia la mattina, lui mica beve il caffè leggendo il quotidiano, come tutti i pensionati del mondo; no, lui racconta ad Anna tutte le elucubrazioni notturne su mecano, gioco, filatelia e gli altri ambiti nei quali ha deciso di inserire le sue storie, che spesso sono storie di storie. (Lei dorme, lui sogna). Solo passato quel vaglio, giunge alla proposta, ne parla anche con Luciana e parte con accuratissima bibliografia e insidiose note micidiali. Ah, le note; si sarebbe potuto fare due volumi, testo e note, sì 457 note a fondo libro, ho detto quattrocentocinquantesette, ciascuna più gustosa e ricca delle altre; ma qualcuno l'ha mai fatto un libro di sole note? Io una volta scrissi un racconto (pubblicato nel mio superpremiato libro Icosaedro), che era formato di 2 righe di testo e di infinite note a pie' di pagina. Ma io l'ho fatto apposta, Tito no, per lui la nota è nota, serve per entrare in dettaglio, per dire fuori testo quel che il testo non può dire, la chiosa ghiotta, l'appiglio colto, la finezza succulenta, che invoglia il lettore a impegnarsi nell'andare a cercare cercare per sapere sapere. Sono note sfiziose, tutte, ciascuna potrebbe essere un oggetto per un nuovo dialogo fra Sofia ed Andrea. Già lo immagino, un labirinto-dialogo. Dal punto di vista storico c'è di tutto, dagli arpenodapti piramidali agli sferici creatori di giochi matematici, fra i quali spicca il suo beniamino Martin Gardner (che è poi beniamino di tutti noi ... giocherelloni) (e questo avrei potuto metterlo in nota) (e anche questo) (...), da Galileo a Lakatos, da chi si interessa agli aspetti affettivi, a chi vuol dimostrare o contraddire congetture, c'è spazio per tutti. E così, mentre Andrea sorprende questa splendida e cusaniana nonna Sofia (dottamente ignorante) in un dialogo che ha il sapore di un testo socratico-galleiano-lakatosiano a forma di (altro) labirinto, mentre convince noi stessi all'interno di un effetto Droste senza fine, la matematica ti avvince, ti lascia come attonito, intrigante, appunto. Se sai le cose, sei ammalato dal modo in cui esse sono raccontate e Semplicio ci fa la figura del dilettante; se non le sai, cavolo!, ti prende la frenesia di saperle, perché non è possibile arrivare in fondo ad un periodo ignorando gli infiniti riferimenti e le mille note che illustrano e illuminano gli argomenti trattati, uno per uno. Certo, tutto ciò, scritto in un testo di carta, con copertina, pagine, inchiostro ha il suo fascino, ma anche le sue limitazioni; in un testo di carta, come avrebbe fatto Tito a farci stare le sue animazioni, il pop up, i colori? Lui con le animazioni mica scherza, le costruisce con una pazienza certosina e la usa per spiegare, non per illustrare. Prendete quella del teorema di Pitagora e lasciatevi sorprendere. In un libro di carta, sarebbe stato impossibile, in uno elettronico tutto è possibile. Nonna Sofia si lascia avvincere dal tangram, ma mai smette di produrre torte e simili leccornie; Andrea non molla mai, te lo immagini a mangiare per punizione tutte le torte preparate da Sofia con immagini ottenute con i sette pezzi tan, parlando e masticando? E che cosa gli diamo da bere e a questo giovane filomatematico mangiatorte? Mistero! E Tito? E Luciana? E Anna? A chi toccano le torte? Le fa forse Tito e Luciana le mangia? Stento a crederlo, credo invece ad una collaborazione su diversi piani. Alla prorompente immaginazione creativa di Tito, che contrasta con la sua pignoleria allucinante e severa ma garbata, si contrappongono le sensate e lungimiranti vedute di Luciana ed Anna. Non c'è immagine, formula, testo, figura, ipotesi, ... che non venga vagliata in modalità multiforme, discussa nei dettagli, anche le singole note, i singoli riferimenti, come solo gli ipercritici creativi sanno fare. Andrea: Nonna, e allora, ti piace la matematica? Sofia: Sì, adesso devo proprio dire di sì. Ma non è la matematica che pensavo io, questa è una matematica davvero intrigante, non noiosa e piena di stereotipi. Andrea: Certo nonna, è sempre così quando ci mette lo zampino zio Tito. Sofia: Imparare questa

matematica mi piace, mi dà soddisfazione, risponde a tante curiosità. Ma adesso è così la matematica che si fa a scuola? Andrea: Non lo so quel che avviene nelle altre scuole, nella mia classe no. Sofia: Ma è proprio vero che c'è un legame fra matematica e arte, letteratura e poesia? Andrea: Ma certo, nonna, come fai a dubitarne, dopo tutti gli esempi che ti ho dato? Diamo questo dialogo in mano a tutta quella gente che ... "io la matematica non", e stiamo a vedere quante Sofie emergono. Bruno D'Amore, già professore ordinario, PhD in Mathematics Education Docente di "Didattica della Matematica" Dipartimento di Matematica - Università di Bologna

Through a radical new reading of the 'Theological Political Treatise', Dimitris Vardoulakis argues that the major source of Spinoza's materialism is the Epicurean tradition that re-emerges in modernity when manuscripts by Epicurus and Lucretius are rediscovered. This reconsideration of Spinoza's political project, set within a historical context, lays the ground for an alternative genealogy of materialism. Central to this new reading of Spinoza are the theory of practical judgment (understood as the calculation of utility) and its implications for a theory of democracy that is resolutely positioned against authority.

Europe's mass unemployment and the call for extensive labour market de-regulation have, perhaps more than any other contemporary issue, impassioned political debate and academic research. With contributions from economists, political scientists and sociologists, Why Deregulate Labour Markets? takes a hard look at the empirical connections between unemployment and regulation in Europe today, utilizing both in-depth nation analyses and broader-based international comparisons. The book demonstrates that Europe's mass unemployment cannot be directly ascribed to excessive worker protection. Labour market rigidities can, however, be harmful for particular groups. The weight of the evidence suggests that a radical strategy of de-regulation would probably cause more harm than benefits for European economic performance.

"Historian F.W. Kent offers a new look at Lorenzo's relationship to the arts, aesthetics, collecting, and building - especially in the context of his role as the political boss (maestro della bottega) of republican Florence and a leading player in Renaissance Italian diplomacy. Kent's approach reveals Lorenzo's activities as an art patron as far more extensive and creative than previously thought. Known as "the Magnificent," Lorenzo was broadly interested in the arts and supported efforts to beautify Florence and the many Medici lands and palaces. His expertise was well regarded by guildsmen and artists, who often turned to him for advice as well as for patronage.

This book provides students with the rudiments of Linear Algebra, a fundamental subject for students in all areas of science and technology. The book would also be good for statistics students studying linear algebra. It is the translation of a successful textbook currently being used in Italy. The author is a mathematician sensitive to the needs of a general audience. In addition to introducing fundamental ideas in Linear Algebra through a wide variety of interesting examples, the book also discusses topics not usually covered in an elementary text (e.g. the "cost" of operations, generalized inverses, approximate solutions). The challenge is to show why the "everyone" in the title can find Linear Algebra useful and easy to learn. The translation has been prepared by a native English speaking mathematician, Professor Anthony V. Geramita.

Written by the founders of Silicon Valley's the CoderSchool, Basher's Coding With Scratch is a really useful step-by-step guide to basic programming that's packed with quirky, colorful characters—from Variable and If/Then to Loop and Function—who will teach you how to make your very own apps with Scratch 3.0. Young readers will learn all the basics of programming, then put their knowledge to the test in a series of apps, before building their first actual computer game. Plus there are lots of fun challenges to try along the way! Combining Basher's trademark quirky and humorous illustration style with the very latest teachings on coding, Coding With Scratch is the ultimate step-by-step guide to mastering Scratch.

Freud in Zion tells the story of psychoanalysis coming to Jewish Palestine/Israel. In this groundbreaking study psychoanalyst and historian Eran Rolnik explores the encounter between psychoanalysis, Judaism, Modern Hebrew culture and the Zionist revolution in a unique political and cultural context of war, immigration, ethnic tensions, colonial rule and nation building. Based on hundreds of hitherto unpublished documents, including many unpublished letters by Freud, this book integrates intellectual and social history to offer a moving and persuasive account of how psychoanalysis permeated popular and intellectual discourse in the emerging Jewish state.

Con el desmantelamiento del estado social, las desigualdades han hecho explosión a escala planetaria como efecto de la globalización de la economía y del capital financiero y están en el origen de los problemas que amenazan el futuro de la democracia, de la convivencia pacífica y del mismo de-

sarrollo económico: del hambre y la miseria a las migraciones de millones de personas que huyen de las guerras y de la pobreza, del desempleo a la explotación global del trabajo, de la crisis de la representación política a las amenazas contra el medio ambiente y otros bienes comunes, de los espacios abiertos a la criminalidad y al terrorismo hasta el estancamiento de la economía. El proyecto de igualdad constituye la base de una doble refundación de la política: desde arriba y

desde abajo. Desde arriba, como programa reformador, en actuación de las promesas constitucionales, mediante la introducción de límites y vínculos no solo a los poderes públicos sino también a los poderes privados del mercado, siendo garantía tanto de los derechos de libertad como de los derechos sociales. Desde abajo, como motor de la movilización y de la participación política, al ser

la igualdad en los derechos fundamentales un factor de recomposición unitaria y solidaria de los procesos de disgregación social producidos por los poderes salvajes. Bajo ambos aspectos, la igualdad no solo se presenta como el valor político del que derivan todos los demás y como la principal fuente de legitimación de las instituciones públicas. La igualdad es ante todo un principio de razón capaz de informar una política alternativa a las irracionales políticas actuales.