

Education for Social Change: Perspectives on Global Learning, by Douglas Bourn

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Education has played a vital part historically in attempts at achieving an equitable and sustainable world. In *Education for Social Change: Perspectives on Global Learning*, Douglas Bourn adopts the social cartography method to comprehend the impact of global forces and provides a rigorous curriculum and instruction to prepare students for social change. By organising and summarising, analysing, and interpreting evidence from various regions, groups, and agents in natural settings, researchers develop trustworthy and comprehensive results. The form of education Bourn advocates is called a “pedagogy for global social justice”. The book intends to introduce the reader to the ways in which education for social change can be comprehended, interpreted, and implemented. Bourn’s mapping serves as an inspiration for the creation of various maps of social change through education.

The book is structured into three parts. Part 1 (Chapters 1–5) examines influential themes and terms in the field of education for social change, which highlights the significance of education for social change and how it contributes to societal change. The second part (Chapters 6–8) directly examines the educational and social notions that have affected the discourses on social change. In the third part (Chapters 9–12), the implications of social change for particular educational groups are explored.

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Bourn discusses two issues in Part 1 to underline their significance: (1) education as a fundamental human right, and (2) the promotion of universal values. Education is not just a fundamental human right, but also a “multiplier right” (p. 15), ensuring increased understanding of and participation in other human rights. Education is a powerful transformative force for promoting human rights, reducing poverty, and deepening sustainability for a brighter future based on equal rights and social justice. To confront extremism and intolerance, universal values may bring people from all around the world together.

The role and relationship of education to society must be considered in any discussion of education for social change. Education is a mirror of society, and it can only be improved if society is reformed. Education contributes to the improvement of democratic society. The labour movement in the United Kingdom played a major role in linking education for democracy to a vision of a new society. John Dewey in the United States called for a new form of cosmopolitan democracy in education to break down social inequalities. “The aim of the learning was an understanding of democratic institutions and skills needed” (p. 38). Education advances or secures a more prosperous society, cultivating a democratic culture within the community and passing on democratic knowledge, values, and skills to students.

Within a decolonial context, the central theme in education is eliminating injustice, reducing the yoke of colonialism, and empowering individuals to engage in meaningful social change. Great anti-colonial figures such as Mahatma Gandhi, Julius Nyerere, and the eminent Brazilian educator, Paulo Freire, conceptualise education for liberation from an anti-capitalist standpoint, impacting a variety of educational and political social activists. In Latin America, North America, and Europe, the primary message is “education for liberation” (p. 47) (Friedman et al. 2016; Nyerere 1975), combating oppression, and pursuing freedom (Cipolle 2010). In socialist education, such as popular education and co-operative approaches and schools, the objective of a new society is to be egalitarian and cooperative. Directly influenced by Marxism, education is part of the class struggle for a new society. Leopold (2011) holds the view of education as “forming an important and integral part of radically transforming the social and political world” (p. 60).

Globalisation has influenced the way in which higher education institutions and students use global forces to broaden horizons, provide opportunities for intercultural understanding, and promote a sense of being global citizens. Equipping students with “global skills” for global forces is the role of education (p. 95). International partnerships can contribute to creating a global mindset and promoting an awareness of the world’s disparities.

Part 2 analyses the educational and social notions that have affected the discourses on social change. Bourn introduces the term “pedagogy for global social justice”. Curriculum and instruction should be centred on a global perspective, a recognition of

social inequality, a belief in equity, and efforts to redress social inequality. Prioritising processes of reflective thinking and dialogue can lead to personal transformation (p. 104). Social justice education centred on democracy and the freedom to exercise humanity inspires students to question everything and to recognise individuals, including their origins and respective cultures and communities. “Teachers are more than the transmitters and purveyors of knowledge. Teachers are regarded as agents of social change” (p. 140). Teachers should empower and give voice to all students to transform pervasive systemic oppression in society through social justice education.

Part 3 examines the effects of social change on specific educational groupings. The youth actively take part in global social change initiatives. Although young people cannot control the speed or direction of societal changes, they can influence its impact on their lives (p. 162). Academics in universities can and have played a role in promoting social change through research and instruction, utilising research capacities, knowledge, networks, and courses to assist external groups and communities in the application of social change (p. 204). Civil society organisations provide the greatest opportunity for all bodies in society to respond to challenges with innovative traditions, alternative service delivery methods, and advocacy for the marginalised. International organisations promote education for social change by examining the nature of their work and influence on sustainable development and global citizenship. Global initiatives started by international organisations have become the predominant framework for advancing education for social change (p. 256).

The book offers a range of valuable perspectives. The goal of a pedagogy for global social justice is to reduce injustices by increasing learners’ knowledge and understanding of issues and by giving them the skills and opportunities to address these issues. As educators implementing the pedagogy for global social justice, we must shift from education about social justice to education through social justice. With regard to education about social justice, we frequently see lecturers teach about issues in the classroom such as the fight against slavery, apartheid, and racial discrimination. If teachers incorporate values-based techniques into the classroom and wider society by emphasising the ideals of fairness and inclusivity, students will gain a deeper and richer understanding of social justice. Ultimately, education must emphasise social justice through education. Learners take actions for change by fighting racism and reducing inequality between “races” and regions, as well as by coming up with positive ways to change attitudes and behaviours.

Teachers are considered agents of change rather than objects of change because they are one of the most important and potent forces for equity and a cornerstone to long-term global development. Teachers have a tremendous opportunity to promote global awareness, since children internalise what they do and say. Because they are motivators, guides, heroes, surrogate parents, mentors, and leaders who work to make the world a better place, teachers can influence students on social issues. Consequently, it is proposed that teachers’ continual professional development is essential to their

development as agents of social change. Personal and social transformation are integrally linked to teacher development. Professional development encompasses teachers' perspectives on their duties, their understandings of social justice, and strategies for engaging in actions that promote social justice. Global educators who develop, plan, and execute social justice topics in the classroom must participate actively in a variety of social or political issues. To assist students to better comprehend social concerns, teachers should seek out alternative materials, encourage critical thinking, and expose students to a variety of voices and opinions. Therefore, it is essential that instructors have a range of multicultural and diverse experiences, that they are equipped with the resources necessary to execute social justice curricula, and that they provide support networks. Teachers should be committed to employing their classrooms as catalysts of social transformation.

In conclusion, this book endeavours to apply the theoretical framework and pedagogy of global social justice in different educational contexts. The author develops a better typology of social change and emphasises the necessity of continued efforts to comprehend its influence on education. It provides examples of how to implement the pedagogy for global social justice in various educational research programmes and has both theoretical and practical significance. This impressive piece of research makes a highly significant contribution to education research by building connections with other research fields. Bourn's mapping of theories and practices in education for social change is an example of social cartography, a technique taken from geography and applied in social sciences and education. It is an invaluable research resource for educators, undergraduate and postgraduate students, especially those in education policy research.

This book can serve as a road map for students and researchers undertaking qualitative research in education, social science, and policy research. It helps undergraduate and postgraduate students learn how to conceptualise a focus of research from an interdisciplinary perspective, frame and implement the theory in various fields, and interpret and present findings. Furthermore, it is useful for educators and researchers who are teaching education policy courses. We recommend this innovative, fact-based, and inspiring book to educationalists, students, researchers, social thinkers, and political leaders, who will benefit from reading it.

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