

Title: Review of Pedagogy of Hope for Global Social Justice: Sustainable Futures for People and the Planet. Edited by Douglas Bourn and Massimiliano Tarozzi. ISBN: 978-1-3503-2626-2. FREE book available here: <https://discovery.ucl.ac.uk/id/eprint/10181133/1/b-9781350326293.pdf>

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Author: Hans Svennevig, Subject Leader Citizenship PGCE, Editor Teaching Citizenship Journal, Vice Chair Trustees, ACT. Photo on file.

Pull Out Quote: As a teacher educator I am passionate about seeing the world through a hopeful lens, while I'm realistic that we need actionable ways to do this – the book helped to encourage these feelings and gives tangible examples to explore.

IF space: POQuote 2: There were considerations around applying transformative social, emotional and digital learning in GCE, a clear need in days of hyper information.

Article Begins:

Are you tired of hyper-information, being overloaded with the 24 hour negative news cycle and need some meaningful intellectual stimulation, while learning about themes connected to Citizenship education and developing your knowledge and practice? Then this book is for you. This book is written by an impressive collection of academic authors from global citizenship, over a range of chapters and perspectives using a wide range of case studies to put hope into meaningful and applied action. One of the best parts, is that as an open access book you can learn from it for free!

The book helps readers to enhance their understanding of Freire and engagement with the original 'Pedagogy of Hope' and further apply it to themes around climate, sustainability, social justice, global education and equality. While this is a collection of academic articles, it is straightforward to read – and each chapter can be read separately from the whole. As a teacher educator I am passionate about seeing the world through a hopeful lens, while I'm realistic that we need actionable ways to do this – the book helped to encourage these feelings and gives tangible examples to explore.

The renowned sustainability and citizenship Professors Douglas Bourn and Massimiliano Tarozzi as editors of this collection have organised the book to share a range of creative, inspiring and imaginative chapters that fit together. The book is split into three parts to examine global social justice; conceptualising hope; global perspectives and; applying. The introduction is by Tarozzi setting out the book and the purpose to explore a range of global considerations of critical hope to develop social justice. The conclusion is by Bourn to remind us as educators of our imperative to engage with the themes discussed to improve things, and even though this is not an easy task, it is essential as we have the opportunity to move education 'from despair to sense of hope' (pp 243).

There was no one chapter that had me, as the range is extensive and fascinating. A chapter on global citizenship education (GCE) and utopia and what we can learn from this in our present circumstances. A chapter on GCE, in, and after the pandemic, and how can we transform society from the things learned, like responding to increases in right wing polarisation with engagement in peace and equality education. A chapter on Utopia, Ecopedagogy and Citizenships speaking to the hope of Freire of teaching for a better planet and that we are all interconnected. Global Values in School Curricula has a list of values and considers how to actualise them. There are case studies from all parts of the world, including analysis on how we engage with GCE currently. There was a fascinating exploration of Chinese philosophies giving insight to 'oneness and interconnectedness' (pp 138). It was interesting learning about Brazil becoming planetary, and the struggle for citizenship

rights. There were considerations around applying transformative social, emotional and digital learning in GCE, a clear need in days of hyper information.

All of these case studies from global contexts can help us develop our local and national and global teaching of citizenship. As one chapter notes we need to improve education to be creative and respond to the challenges of the world including the despair narrative we see everywhere. For as another chapter notes this is needed for everyone including those that are tasked with improving things like gender equality as they too can have shocking problematic views (pp 217). One chapter helps us to develop ourselves by engaging with The Global Education for Teachers course developed at UCL <https://www.futurelearn.com/courses/global-education-for-teachers> showcasing the success of the course and how it has developed teachers experiences of working with the sustainable development goals, diverse views, critical thinking, and active engagement with ideas around hope.

What a wonderful opportunity the editors had in curating these chapter together. This book absolutely serves to remind us of our essential role as Citizenship educators, and a tonic for the times.