

BOOK REVIEW**HUYNH, E. (ED) (2019)
THE FUTURE OF EDUCATION:
AN ESSAY COLLECTION, IPPR.**

<http://www.ippr.org/research/publications/future-of-education>

The book *The future of education: An essay collection*, edited by Edison Huynh, is structured in ten chapters, and the leading authorities in the field of education have made their contribution to it by presenting their views of the future of education in times of technological, cultural and socio-political changes. The collection of essays brings a range of ideas on what education policy makers could do to meet the challenges of tomorrow.

In the *Preface*, Andreas Schleicher points to the importance of the application of acquired knowledge and critical thinking to educational policies. Moreover, the necessity of policy makers and teachers focusing on trends that affect modern society, and consequently shape the future of education is created. The coherence of policy, theoretical and practical knowledge contributes to reshaping the education system that can meet the challenges of the times.

In the *Summary*, the editor, Edison Huynh, emphasizes that automation will have affected approximately half of today's work activities by 2055, which will result in the "shutdown" of certain occupations that our education system is preparing young people for. Significantly, education will play a crucial role in preserving one's own identity and social cohesion. In addition, a brief overview of each chapter provides four key considerations in response to contemporary challenges: empowering schools and students; awareness of possible adverse educational outcomes and behaviours; harmonization of theoretical and practical knowledge and realization of the full potential of education to push society and economy forward.

In the first chapter of "Civics education in an age of mobility", a Canadian

author Will Kymlicka points out that new models of civic education that insist on the fact that society belongs to all its members, the minority as well as those who are not a minority, are required. Therefore, all members of a society have the right to shape the future of society without having to deny or hide their identity. Consequently, in the age of mobility, the key role of civic education is fostering students to think about the diversity of people who belong to society and who legitimately express that affiliation, and to respect the basic human rights, regardless of one's membership status, in a critically and ethically responsible way.

The second chapter, entitled "Character education and the problems of morality," was written by Emma Worley. The author deals with the character and moral issues of children and young people and puts focus on self-monitoring, and assessing their own behaviour. In this way, young people build self-confidence and, through their own judgment, find out which ethical framework they want to follow. Consequently, young people are prepared for the future.

The author Martin Robinson in the third chapter entitled "Technology and creativity: Are you the maker or the tool?" provides an interesting reflexion of the use of technology and human authentic creativity. Of course, technology is necessary and useful as long as we have control over our work and the ability to make decisions, the author points out. Also, children need to be taught how to write, create, paint, compose, and develop a critical attitude toward technology in order to become creators, not a tool.

In the fourth chapter, "The Rise of Big Data", author Nigel Shadbolt analyses the risk of data growth. As technology rapidly changes the job market, lifelong learning is becoming more and more necessary. The key risk is invading user's privacy. Therefore, education should empower individuals by giving them access and control over their own data to prevent data misuse. In this sense, the full potential of "big data" can be achieved.

Fiona Walker, the author of the fifth chapter entitled "Cognitive neuroscience and its implications for education" presents the importance of neuroscience as a potentially valuable partner in education. This requires quality professional staff guided by long-term strategic alignment of universities and schools. It is a moral and economic imperative, in order to create an extremely relevant educational model for the future, the author points out.

The title of the sixth chapter is "The only way is: the need for bold leadership in troubling times", written by Liz Robinson. The author asks the question: How to reshape school curricula to provide the education needed in the next 100 years? Generous, insightful, proactive leaders and their teams can change the system by working within the existing frameworks, but also by finding ways to innovate and challenge at every stage of the teaching process.

In the seventh chapter "Success in the 21st century: The education of head, heart and hand", the author Peter Hyman focuses on the balance of education of the head, heart and hands, i.e. academic education that could meet the challenges of the present and the future, and then character education that lays ethical foundations, the one that will enable an individual to cope with new situations both inside and outside the classroom. Accordingly, different teaching skills are required to keep today's youth ready for the uncertainties of tomorrow.

In the eighth chapter, entitled "Teachers for the Future: Rebuilding Professionalism through Collectivism," written by Chris Keates, he outlines the genesis of NASUWT, the Teachers' Union of the United Kingdom of Great Britain and Northern Ireland. Besides being the Teachers' Union, NASUWT is also a professional network working on the improvement of the teaching profession status, providing invaluable protection and support to teachers, including professional advice and legal support as well as free professional development, and helping to meet today's challenges

from overwork to threats to teacher autonomy, emphasizes the author.

In the ninth chapter "Education for a healthy democracy", the author Jeremy Gilbert states that education in a democratic society imposes the need to train students to master and creatively solve complex problems and make appropriate decisions. On the one hand, the progressive tradition is dedicated to the idea of education as an inherent collaborative process between teachers and students in order to achieve desirable results, while on the other hand, neoliberalism advocates shifting the costs of education to the individual, i.e. trying to privatize the public sector making citizens buy it at market prices instead of it being provided by the state since these are sectors of the common good. Therefore, it is necessary, the author states, to fight against neoliberal influences for the future of young people and a healthy democracy.

In the tenth chapter entitled "The Asian century and the role of education in post-Brexit Britain", the author Winnie King describes what kind of vision Britain wants to create after Brexit. Significantly, the UK has made significant investments to expand its knowledge of China as China's success in education is unsurpassed. However, significant cultural, ideological and normative differences require a different approach - the transferability of educational practices needs to be assessed in the context of Britain's goals, and the ultimate contribution to education is to develop and maintain a strong and independent nation state, the author emphasizes.

This collection of essays can serve as an example of how to write a good essay, at all levels. The authors clearly and succinctly presented their views of the future of education in times of rapid technological progress. The ideas were presented so that policy makers could respond to future challenges. In addition, teachers are entering the digital revolution and adopting new technologies to help students reach their full potential, but whether they can adapt quickly enough to prepare students for the



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changing future of work remains a question
for further reflection.

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