

Review of: "Understanding on Social Utopia: West to East"

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Potential competing interests: No potential competing interests to declare.

In reply to the previously posted Ramos review, I agree that this article offers an interesting analysis of the attainment of social utopia from different west to east perspectives, considering capitalism vs. socialism. I agree with Ramos that an area of expansion could be a focus on education. Here in South Africa, where western colonial rule prevailed for over a century, education is attempting to redress past injustices by nurturing and channeling humanity towards the so-called greater good, considering past patterns of the imposed capitalist system. In order to understand initiatives for redressing past imbalances and injustices, various models of education have been introduced in the Western Cape, including Focus Schools, which sought to create centres of excellence in previously unfairly disadvantaged areas within the new Three Stream Model of vocational, academic, and occupational education. A Critical, Cultural, Political Economy in Education theoretical lens explored the struggles to adapt to a more just society (Johnson, 2023a). This took place amidst a neoliberal provincial way of thinking, viewing all learners as part of human capital serving the South African capitalist economy. Indeed, it is useful to consider the way cultural, political, and economic factors influence education (Robertson & Dale, 2015). Further insights into the societal trauma imposed by apartheid and colonialism can be found in the attempts to overcome historical injustices in an industrial care and education centre in Cape Town (Johnson, in review).

References:

Johnson, R.(2023a). *Arts and Culture Focus Schools in the Western Cape: Insights into a music education programme in low-income secondary schools*. Masters of Education thesis, Faculty of Humanities, University of Cape Town.

Johnson, S. (in review). *Triumph over Trauma and Tribulation. Lessons from a care and education centre in South Africa*

Robertson, S.L. & Dale, R. 2015. Towards a “critical cultural political economy” account of the globalising of education. *Globalisation, Societies and Education*, 13(1), 149–170.