

García, A. (Ed. 9ª) (2020). *A different education is already possible. An introduction to alternative pedagogies*. Litera. 256 pp. ISBN: 9788494601330

In the current context, education has become a fundamental element of society. The teaching-learning process has undergone a substantial transformation, in line with technological advances and the changing needs of society. This process has produced a constant scenario of discussion about education. The book “Another education is already possible”, written by Almudena García, emerges as a work that promises to shed light on new perspectives and unprecedented approaches in the field of education. This review will address the key elements of the book and evaluate its relevance in the current educational landscape. It will also undertake an in-depth analysis of renowned educational alternatives, exploring both their most evocative contributions as well as their controversial aspects.

In an age when the conventional education system is under constant criticism, the author highlights the proliferation of alternative educational approaches. These range from the well-established Montessori and Waldorf schools to innovative project-based learning methodologies and learning communities. With a rigorous and passionate approach, Almudena Garcia compiles information on more than 800 educational projects in her *Ludus* directory, attesting to the growing diversity of educational options available.

The book not only highlights these educational alternatives, but also answers a number of burning questions that often arise in their context: Is the learning process in these alternative schools effective? Are these trends ephemeral or are they a lasting change? Are they accessible to all or reserved for an elite? Do they enjoy legal recognition? These questions are addressed frankly and objectively, providing a balanced view that encompasses both the positive aspects and the challenges inherent in each approach, examined in detail and their applicability in the classroom context.

This book pays particular attention to established pedagogies such as Montessori and Waldorf, with decades of experience and global validation of their effectiveness. In addition, it explores contemporary approaches such as project-based learning and learning communities, which are emerging as key players in education today.

A distinctive attribute of “Otra educación ya es posible” is the inclusion of an abundant collection of images of real schools and situations in which these various pedagogies are applied. These images provide a tangible understanding of the practical application of these alternatives, further enriching the reader's understanding. It is worth noting that alternative pedagogies, although controversial, have acquired a relevant space in the educational field and have consolidated themselves as a solid and sustainable alternative.

In short, an invaluable and essential work has been conceived for those eager to understand the ever-evolving educational landscape. This book functions as a beacon of knowledge that illuminates the many educational options available and establishes a solid foundation for informed decision-making regarding the education of young people. “Another Education Is Now Possible” promises a comprehensive and clear view of the exciting world of alternative education in which traditional education is being challenged. This book offers a needed compendium of educational options that can shape the future of teaching and learning. It is time to leave behind traditional, systematic education, one that values overexertion and consequently promotes inequality for children facing economic or family hardship.

Finally, the book addresses the political and social situation in which the educational system finds itself, highlighting the laws that have promoted decentralization in education, support for democratic management, non-segregation of students and the defense of a secular school. However, despite persistent demands for a State pact on education, consensus remains elusive, especially on issues such as the role of religion in education and the curricula of the Autonomous Communities. These political and academic challenges further underscore the need to explore and consider viable educational alternatives, confirming the critical relevance of the present text in the current educational context.

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