

Book Review

Development Education in Policy and Practice, edited by S. McCloskey, London, Palgrave Macmillan (2014), 310 pages, ISBN: 9781137324658.

Stephen McCloskey is the editor of *Development Education in Policy and Practice*, compiling articles by some of the foremost practitioners in the field of development education (DE). The multiple perspectives from 18 academics present the reader with a combination of experiences, backgrounds, and knowledge of DE practice in formal and informal education.

The first section presents DE policy and practice over the past 50 years within the British and Irish contexts. It provides, from a theoretical and pedagogical viewpoint of DE, discussions around 'soft versus critical global citizenship' (Andreotti), types of citizenship (Bryan), a debate about a more constructive approach to DE in schools (Bourn), and a psychological perspective on critical thinking (Tormey).

The second section of the book, titled 'Development Education Sectors', focuses attention on DE practice in three different contexts: youth (Adams), initial teacher education (Waldron), and higher education (Khoo). The third section, 'Development Education and Sustainable Development', looks into the aims shared between DE and sustainable development within the global agenda (Selby and Kagawa), and at how DE can contribute to the response to climate change (Strachan).

In the fourth section the reader is given a different, more global, perspective of DE. Four chapters present DE in the context of the global south, examining some practices and alternative theories to be highlighted as lessons for DE from Latin America (Kirby and Munck) and India (Kapoor) and presenting the global south's resistance to neoliberal globalization (Guerrero).

The last part of the book, 'Development Education's Shifting Policy Landscape', is a return to the northern context for DE, analysing how DE has consolidated its position within European education and policy (McCann) and considering its needs within the post-2015 development framework (Waituru). McCloskey concludes the book by proposing four possible responses by DE to the financial crisis.

In his introduction, McCloskey explains that the main aim of *Development Education in Policy and Practice* is to 'provide the reader with a text that captures the breadth of development education in terms of its relationship with related sectors, support of

learning at all levels of education, and capacity to challenge the dominant neoliberal paradigm that frames current development and education practice' (p. 12). Perhaps the book is focused more on the critical and activist perspective rather than the 'soft' or educational approach. The strong influence of Freire's theory tinges the entire book. Freire said, 'Education does not change the world, it changes people who are going to change the world.' This could be understood in two ways in a DE context: one claims that DE should focus on the personal learning process, where action and engagement is an indirect outcome; the other sees education as a process with the aim to change the world. In some instances the book appears to share the second perspective and suggests that education is to be understood as a political tool.

In summary, within DE debates there are two positions on education's political role, and this book presents views from the perspectives of activists and critics, giving special attention to transformative action. For this change, it argues that the global north 'needs to learn from the resistance to neoliberalism that has taken root in the global south which is increasingly exploring alternative paradigms of development imbued with the values of interdependence, social justice and equality that are central to development education practice' (p. 298). In this sense, the importance given to the southern context is interesting, highlighting aspects from which the north could learn, and not vice versa. Caution must be raised in such learning for the risk of falling into assumptions that do not take into account the specific context of each country.

Development Education in Policy and Practice has good intentions and should be applauded for its compilation of useful overviews that help the reader to understand or rethink DE perspectives.

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