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This book is of great interest for everyone using the capability approach from a sociological or educational perspective. It offers a profound critique of widening participation policies and the wider neoliberal discourse that revolves around economic instrumentalism. This book should be on the reading list of everyone interested in deeper understanding of aspirations. It shows that the meaning of aspiration is not so obvious and that it should be used (in educational, but also public and policy discourse) with more care. As many books before, it raises more questions than it could answer, which is not surprising given the ambition outlined at the beginning. However, it does provide the reader with food for thought, at least in case of the readers who are lucky enough to afford it or to find it in their libraries.

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<http://dx.doi.org/10.1080/14748460.2013.800263>

England's citizenship education experiment: state, school and student perspectives, by Lee Jerome, London, Bloomsbury, 2012, 254 pp., £71.25 (hbk), ISBN 978-1-4411-2224-7

After a decade of the introduction of citizenship education into the secondary schools of England, Lee Jerome produced this book to provide a case study of curriculum reform under the Labour Government. The book, which is based on a thorough policy analysis and creative field research, successfully answers the two main research questions: The first, what kind of citizenship education did New Labour create, and how did it fit with a broader reform and modernizations agenda? And the second, what happened as a consequence of the policy?

The book is divided into two main parts under which there are chapters. The author chose to start with a thorough representation of the vision behind introducing citizenship education linking this vision to the political theory, which guided the work of the Labour Government. Then he moves effortlessly to the second major part of the book where the field research and findings are linked, compared and contrasted with the government's vision. All the main ideas and arguments in the book are neatly organised and clearly sign posted. The reader is taken from one idea to the other with a smooth flow. The author successfully positions the book in the political, theoretical and academic context which highlights his point that any policy can only be properly understood within the political context in which it arose (xix) and makes this book a useful resource for anyone interested in citizenship education, education policy in relation to political theory or even interactive research methods. The reader does not have to be an expert on citizenship education in England.

The author uses a clear framework for the analysis of the policy documents and the research data and to compare and contrast the vision and the reality. This framework is based on a three-discourse model: Rights and responsibilities, community and diversity and

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The author uses a clear framework for the analysis of the policy documents and the research data and to compare and contrast the vision and the reality. This framework is based on a three-discourse model: Rights and responsibilities, community and diversity and

active citizenship. Through the lens of these three discourses, the author introduces the reader to two key core texts which are the Crick Report of 1998 and the Ajegbo Review of 2007. The author does use very context specific policy documents and localised data, however, from reading this book the reader can draw similarities and connections to other contexts. For example, the idea of policy implementation and the fallacy that it could only be a top-down or bottom-up process. The author clearly shows how the process is a combination or a blend of bottom-up and top-down where the policy has a profound effect of individuals, and individuals have similarly profound effects on policy. However, this process is not one which the power of policy makers and policy implementers should be mistaken as being equal (29). This analysis is fascinating especially when looking at other cases globally where the political system is seen as highly autocratic and allows for no flexibility or engagement. Even in those systems, those who implement the policy will have an effect and will mould the implementation of the policy on the ground.

There are a number of main ideas highlighted by the author which are striking and highly relevant in other contexts. One is the idea of the 'ideal citizen'. Where the vision of governments of the ideal citizen is the one who is law abiding and understands his/her responsibilities in a context where rights are tied and conditional to the citizen's fulfillment of responsibilities. The other idea is the awkwardness when handling the issues of diversity. Diversity is considered as a controversial issue and frequently not covered in its all aspects. For example, the author highlights the fact that diversity in government policy in general and in the education policy in specific is seen as dealing with ethnic and religious diversity while ignoring the socio-economic aspects of diversity.

The author also in his analysis focused on the teachers' agency and impact on policy implementation. This of course reflects on the government's plans and policies related to teachers training and the issue of citizenship specialised teachers.

This book is not only informative but also a resource to provide a comprehensive idea on how to conduct interactive ethnographic research with the key stakeholder, students in this case. Including the real voice of the students and the richness in this method added are to the data collection and analysis that are of a great importance.

It is, however, important to highlight a couple of issues that the author had left from his research and analysis. First the gender aspect, the author did focus in his policy documents analysis, data collection and analysis on the issue of diversity, however, the gender aspect was completely overlooked. The gender aspect would have added richness to the analysis and a very important dimension which is essential for any comprehensive ethnographic research. Second, there was no mentioning of the challenges faced as a result of involving students in the research process, either planning, data collection and/or analysis. It was not clear how the co-researches were selected and if there were any ethical issues which the researcher/author had to deal with.

England's Citizenship Education Experiment: State, School and Student Perspectives is indeed a great addition to the literature in the field of education policy and citizenship education not only in England but globally. It also is a great guide of the current and future governments in the UK giving them an insight on how to improve the future of the children's education.

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<http://dx.doi.org/10.1080/14748460.2013.802888>