

Development Education in Policy and Practice, edited by Stephen McCloskey, Basingstoke, Palgrave Macmillan, 2014, 310 pp., £65 (hbk), ISBN 978-1-137-32465-8

Development education as a concept exists alongside terms such as global learning, global citizenship education, or global education, all of which have gained increased prominence over the past two decades. Despite certain differences, the terms are closely related and can be subsumed as responses to the challenges of globalization within education. Development education in this sense can be broadly described as a pedagogical reaction to global development concerns and as a way of addressing these increasing challenges in education. Within this broad definition, there is a range of interpretations for the concept. While all these are orientated along the principles of justice and sustainability, they differ in terms of how they understand the role of this normative basis within education. While some consider development education a means of transforming society others are more learner-oriented in their approach and focus on the process of learning.

In the introduction of the book, editor Stephen McCloskey introduces development education as education towards action and social change, framing it as a concept with political goals aiming at transforming society. The book is set in the context of the 2008 financial crisis and makes very clear statements against neoliberalism, which it cites as a cause of global injustice. Central to the understanding of development education in this book is the encouragement of action for change among learners. Development education is thus seen as a combination of education and activism. In claiming the need for action Stephen McCloskey and other contributing authors frequently refer to the pedagogical theory of Paulo Freire, which had without doubt a lasting influence on the sector.

The book is divided into five parts, each consisting of two to four articles. Some of the contributions have been published before, mainly in the open-access journal *Policy and Practice: A development education review*.

In the first part, four different authors critically reflect on the current practice of development education. The central issue here is the extent to which current practice helps learners develop critical thinking skills. The first article is Vanessa de Oliveira Andreotti's 'Soft versus critical global citizenship education', which was first published in 2006. The article emphasizes the importance of critical thinking in development education and distinguishes critical from soft approaches that focus merely on moral responses. This distinction is central in the book as it is drawn upon in various other articles. Those coming from different fields of education might find the last two chapters of this section particularly interesting. Douglas Bourn (chapter 4) provides a typology of development education in which he summarizes differing understandings of the concept. He furthermore points to the need for seeing development education as an approach to learning and for identifying the broader pedagogical goals it addresses. Roland Tormey (chapter 5) reflects on the term *critical thinking* and draws upon a psychological perspective which is, despite being frequently referred to, largely missing from the discourse on development education. These two contributions illustrate the connections between development education and general educational discourses, a crucial analysis since the field tends to stay within political and social perspectives.

The second part of the book presents three different areas of development education practice: youth work, teacher education, and higher education. Paul Adams's article on global youth work (chapter 6) is particularly interesting, as it not only provides an example of development education practice with young people, but also expands the discourse beyond the realms of formal education by reflecting on informal learning processes. Su-ming Khoo (chapter 8) emphasizes the potential mutual benefits of a closer relationship between higher education and development education.

Part three consists of two articles focusing on the relationship of development education and sustainable development. Both reflect the transformative understanding of development education dominant in the book. David Selby and Fumiyo Kagawa (chapter 9) in particular criticize some expressions of development education and sustainable development for aligning themselves with neoliberalism and for an approach that is not adequately critical.

The authors in the fourth part illustrate transformative movements and developments in the global South, namely in Latin America and India. The role of education within these is discussed, as well as the question as to how they could influence development education practice in the global North.

The last part of the book reflects on development education policy in the face of current global and, in particular, European trends, and discusses the future of development education practice. Gerard McCann's article (chapter 15) provides an informative summary of the history of development education within the European Union. This part raises important problems the sector is facing, such as limited funding opportunities and the dominance of economically orientated concepts of education.

The book as a whole brings together contributors from different backgrounds, among them experienced practitioners as well as academics from within the field, and therefore provides a valuable insight into some of the discourses within the sector. It includes current debates on international crises and underlines the challenges these pose to human development, education, and in particular development education. Against this backdrop, the book reviews the history of development education practice and encourages reflection about its future. It would, however, have benefited from a broader depiction of the different interpretations of development education. The fact that there are other, less instrumental interpretations of development education is in large parts neglected. A wider understanding of the concept as a radical form of learning aimed at social transformation appears in only a few of the contributions. The inclusion of a range of other perspectives, especially those focusing on the process of learning and the acquisition of competencies in the light of global development, would not only have enabled broader coverage of the term 'development education' but would have provided more connection points to other educational discourses. With its current orientation the book stays mainly within the political realms of development education. The strong focus on action for social change over large parts of the book in a way entails a disregard for the value of thinking and reflection (as possible action outcomes) and as a consequence impedes the connection to wider educational discourses.

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