Review of the Book:

McCloskey, Stephen. 2014 (ed.). Development Education in Policy and Practice. Hampshire: Palgrave MacMillan, 366 pp., 84.00 GBP.

'Development Education' as a concept appears in many guises and under many titles, one of the other most commonly used in English being Global Citizenship Education. Direct translations are difficult to find but equivalents in German include 'Globales Lernen', in French 'l'étude de la citoyenneté globale', 'l'Apprentissage globale', 'l'éducation citoyenne mondiale' and in Spanish 'Educación para el Desarrollo y la Ciudadanía Global'. Recognising the difficulties associated with defining a concept as fluid and multi-facetted as DE, McCloskey, in his introduction to this edited volume entitled *Development Education in Policy and Practice* outlines instead the following themes associated with the concept (pp.4-5):

• The need to encourage action as an outcome of the education process
• A local-global axis of education involving both an understanding of development issues and our interdependence with other societies
• The development of new skills, values, attitudes, knowledge and understanding that will inform individual action
• The use of participative, active learning methodologies
• Education as a visioning exercise towards social transformation
• Social justice, inclusion and equality
• The need to inform practice with a developing world perspective

Much of the volume focusses on the challenges associated with realizing the objectives implicit in these themes in shifting socio-political and neoliberal environments.

McCloskey himself has, since 1995, been Director of the *Centre for Global Education*. This centre, based in Belfast in Northern Ireland, has the dual objective of raising awareness of global issues and encouraging action towards social change. The need for a similar two-pronged approach to Development Education (or DE) that combines an emphasis on both informed reflection, and action against inequality and injustice is also highlighted in *Development Education in Policy and Practice*.

A strong preference for 'critical' over 'soft' DE follows logically from this requirement. While some of the contributors to this volume acknowledge a place for 'soft' DE which tends to encourage charity-based responses to poverty and global inequality, much of the volume is dedicated to the need to embed 'critical' DE in both mainstream curricula and informal learning

contexts. Critical DE empowers the learner to address structural causes of global inequality and injustice and derives, according to McCloskey (pp.1), from a Freirean view that DE:

…is distinguished from orthodox education policy and practice by suggesting that education is political, ideological and demands an ethical position: 'washing one's hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral' (www.freire.org in McCloskey 2014, p. 1).

The volume tracks the growth and conceptual development of DE in terms of both policy and practice, primarily in Europe, over the last 50 years. The outlook presented is at times optimistic, highlighting increased coherence and consolidation in the field, stronger networks of good practice, more national strategies and the growth of research-informed DE, while at the same time acknowledging the challenges which remain.

Development Education in Policy and Practice is presented in five sections preceded by a foreword written by Helmuth Hartmeyer, Chair of GENE (Global Education Network Europe) and a Senior Lecturer in the Institute for International Development, *Vienna University*, entitled 'Global Learning in Europe – Looking Back and Moving Forward'. This effectively contextualizes the book by reviewing developments in DE since 2002 and outlining both achievements and remaining challenges.

Following McCloskey's introduction, the first section of the book focusses on 'soft' versus 'critical' DE with *Vanessa de Oliveira* (University of Oulu, Finland) considering the extent to which DE is (or is not) equipping learners with the critical thinking skills required for meaningful intervention. With a similar objective *Audrey Bryan* (St. Patrick's College, Ireland) uses a critical discourse analysis approach in her critique of textbooks which deal explicitly with DE issues. Both authors stress the need to engage learners to a greater extent with fundamental questions about power relations and the causes of global inequality, with Byran (pp. 41) noting 'minimal evidence of social justice orientation' towards DE and instead the construction in textbooks of a citizen that:

…privileges personal empowerment, self-enhancement and the opportunity to salve one's social conscience through 'light touch' actions which typically require no more than minimal effort or

sacrifice on the part of the agent but which promise instant gratification in return.

Douglas Bourn (Development Education Research Centre, UK) also stresses the need for a more critical and in-depth analysis of how DE is interpreted and implemented, the lack of which, in his view, leads to an 'accommodation to dominant discourses' (pp. 50). He also emphasises the need to align different approaches to DE, from awareness-raising to critical pedagogy, with the wider educational context, bearing in mind what is relevant and feasible. *Roland Tormey* (École polytechnique fédérale de Lausanne, Switzerland) completes this section with a focus on the nature of critical thinking as it relates to the practice of DE and an argument for the benefits of harnessing insights from the field of psychology.

The second section approaches DE from the perspective of three different sectors: informal youth work, initial teacher education and higher education. Paul Adams (University of East London, UK) considers the nature of global youth work and compares it with school-based DE, noting a focus on action, experiential learning and informality as particular strengths. *Fionnuala Waldron* (St Patrick's College, Ireland) brings discussion back to the realm of school-based DE looking at barriers to the inclusion of DE, particularly critical DE, in initial teacher education, as well as ways these might be overcome. *Su-ming Khoo* (National University of Ireland)'s chapter concludes this section with a focus on the currently somewhat limited nature of research into DE in Higher Education. Khoo (pp. 133) argues for an improvement on what has been to date 'limited, conditional and somewhat volatile support for development education research' and makes a case for a broadening of the definition of DE research to include more interdisciplinary questions.

Section Three takes a critical look at the complex interrelationships between DE, the sustainability agenda, a desire for economic growth and globalisation. It contains contributions by *David Selby* and *Fumiyo Kagawa* (Sustainability Frontiers, Canada) and *Glenn Strachan* (South Bank University, UK).

The penultimate section focusses on a need to identify alternative social and development paradigms across continents, drawing inspiration in particular from India, Thailand and Latin America, 'The one region of the world where paradigm change does seem to be taking place…', according to Kirby (pp. 182). *Peadar Kirby* (University of Limerick, Ireland) and *Ronaldo Munck* (Dublin City University, Ireland) both focus in their contributions on Latin America. *Dip Kapoor* (University of Alberta, Canada) considers how subaltern social movements in India can inform DE in, for example, Canada. *Dorothy Grace Guerrero* (Focus on the Global South, Thailand) concludes this section by proposing 'deglobalisation' as an alternative to neoliberalism and the dominant economic growth paradigm.

The fifth and final section looks to the future primarily through the lens of developments in policy-making. *Gerard McCann* (St. Mary's University College, Ireland) reviews the mainstreaming of DE in Europe in the context of the development of the EU DEAR (Development Education and Awareness Raising) strategy while *Mwangi Waituru* (SEED Institute, Kenya) reflects on the optimum framework for DE post the 2015 UN Millenium Development Goals.

Finally, in his conclusion, editor, Stephen McCloskey, considers the impact of the 2008 financial crises and subsequent economic downturn on DE in the EU. He then proposes four possible responses by the DE to the crash.

Taken as a whole, this is a comprehensive, informative and thought provoking contribution to the field of DE. It is written in an accessible style and would be of interest both to practitioners and policy-makers already active in the field as well as to those new to the field. *Development Education in Policy and Practice* makes a particularly strong case for the embedding of critical DE in mainstream curricula and provides useful, practical examples regarding how this could be achieved. The call for the development of a research base in DE which has to date engaged to a greater extent with the production of teaching materials is also a timely one. The contributors from seven countries and four continents are obviously passionate about their work. A greater geographical spread of contributions with a stronger representation of authors based in Africa and Asia would have further enhanced this book and gone some way towards meeting the need expressed in the introduction (pp.5) to 'inform practice with a developing world perspective'.

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