

persuasive, showing a close familiarity with key texts over a wide range of relevant literature. It is, in its breadth and clarity, indeed a tour de force.

The whole point of this analysis is to frame an approach to educational policy which is defensible through a revision of the globalisation thesis that charges it with the task of democratising global society. This is a fairly major challenge but one that is defended by appeal to the need for a sense of (thin) community, an ideal of cosmopolitan democracy, and an expansion of the notion of social justice from the nation state to the increasingly connected global society. The mechanism by which such objectives might be achieved is a revitalised commitment to deepening democracy through education within an ascendant education state: John Dewey on a global scale.

The scholarship behind these arguments is impressive; the articulation of the argument both moral and persuasive; the aspirations, admirable. It is a text that should be required reading for policy makers across the range of governmental responsibilities.

This theoretical focus on the formation and transformation of policy is the volume's strength. It is also, in a somewhat perverse way, its central weakness, for although the authors start from a

consideration of the role of education in society and develop a strong argument for the establishment of the education state with global responsibilities and commitments, the policy implications of the position for education are boldly stated but largely underdeveloped. It is surely rather strange in a book titled *Education Policy* for there to be fewer than 30 of some 300 pages devoted specifically to education policy. And while Dewey is an obvious source of inspiration and commitment to the integral relationship between education and democracy, the curricular and pedagogical implications of a move towards the globalisation of democratic education (or is it the democratisation of global education?) surely need to be spelled out in greater detail than is done here.

But the basis for advocacy of a theoretically sophisticated and ethically defensible approach to global education policy is well developed here and should be of wide appeal to educators and policy makers alike. Recommended reading.

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10.1016/j.ijedudev.2004.11.002

Philip J. Cooper, Claudia Maria Vargas, Implementing Sustainable Development: From Global Policy to Local Action, Rowfield Publishers Inc., Lanham (MD), ISBN 0-7425-2360-8 (hbk), 0-7425-2361-6 (pbk), 2004 (US\$28.95 (pbk), US\$78.00 (hbk), 252pp. including bibliography and index).

At some stage in the environmental wars, it was noticed that sides could not easily be divided into 'bad' and 'good'. Economic development, represented by commercial interests, is necessary to finance social development. Moreover, the rules and regulations which may govern the use of the environment may inhibit the development necessary for the general welfare. If the sides are so muddled, how should one proceed?

This book is dedicated to the proposition that there is a general 'model' which can help balance the various legitimate but opposing forces. The authors label this model 'sustainable development'. They argue that it is shaped like a triangle, with social development, economic development and environmental protection as the three opposing but necessary sides. They argue that the key to progress is the consensus about how to balance the three. They point out that sustainable development is both bottom up and top down. They say that sustainable development is not simply about the process of obtaining feedback or input, and that it is not simply a model for planning. They claim that sustainable development incorporates the utility of market forces and that it represents

more than just ‘smart growth’. Lastly, they say that it is not fixed on a particular set of issues (termed ‘silo problems’) or on one or another level of government. They say that it is not a ‘stable state economy’ either, for the status quo is currently deeply harmful to much of the world’s population. They say that sustainable development is an absolute necessity for social progress. They also say that it is feasible, do-able; adaptable, flexible, non-ideological, understandable, and simple. Everybody ready for the answer? Good.

The book contains 10 chapters. It begins with the principles of sustainable development, and then moves on to its technical, legal, fiscal, administrative, political, ethnical, and cultural feasibility, ending with a chapter called ‘ideas which matter’, which consists of a summary. In essence, what the authors are proposing is that stakeholders and others who are involved or interested in human progress keep all three sides of ‘the triangle’ in mind, no matter what the issue, no matter whether the issue is local or transnational, no matter whether it is a ‘brown’ (pollution) or a ‘green’ (nature) issue, and no matter whether it involves developing or industrialised nations.

One cannot fault the enthusiasm of these authors. It is evident that they believe deeply in what they are proposing. Nevertheless, experienced readers should not expect to learn much of what they do not already know. Nor should one look for research evidence to support a proposition. This is a normative argument written with the purpose of generating commitment and action out of the reader. It is therefore not recommended as a text if the pedagogical purpose is to generate reflection. The language is often difficult to

navigate. The use of acronyms is out of control. International conferences are listed and their conclusions cited as though they were of equal political importance. The authors also seem to have a superficial understanding of the international financial institutions. They bolster their conclusions, for instance, by saying that

When the World Bank has come to the conclusion that the market principle is important but not adequate to ensure economic growth, let alone sustainable development, that should say it all (p. 386).

One might ask if they have ever heard of the Bank’s work on redistribution with growth in the 1970s (Chenery, 1974). The fact is that the World Bank and the regional development banks have been trying to pay attention to distribution and equity questions for 30 years. Perhaps one can argue that the emphasis has not been adequate, but it would be unfair to ignore it completely. *Implementing Sustainable Development* is a useful addition for a novice, but those more experienced in development should look elsewhere for insight.

Reference

Chenery, H.B., 1974. *Redistribution with Growth: An Approach to Policy*. Oxford University Press, Oxford.

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10.1016/j.ijedudev.2004.11.011

Ka-Ho Mok, Jason Tan, *Globalization and Marketization in Education: A Comparative Study Of Hong Kong and Singapore*, Edward Elgar, Cheltenham, ISBN 1-84376-380-X, 2004 (152pp).

Across the world, note Ka-Ho Mok and Jason Tan, “societies have begun to question whether...

a centralised governance model ... in education can really sustain socio-economic developments in the post-industrial or knowledge-based globalised world”. Scholars and commentators have, as a result, traced pathologies of responses to globalisation and its imperatives in the worldwide move towards autonomous, flexible education systems