

for living in community with others. By extending their notion of community, and encouraging a citizenship education that encourages international respect and understanding, McCowan and Gomez take a step forward in the path to peace through education on an international scale.

– Reviewed by Beth Wright, *Loyola University Chicago*

*Education in Small States: Global Imperatives, Regional Initiatives and Local Dilemmas*, edited by Peter Mayo. New York, NY: Routledge, Taylor and Francis Group, 2010. 168 pp. ISBN-13: 978-0415560399

Sixteen scholars contributed to nine chapters in Peter Mayo's edited book that drew on articles that *Comparative Education* published as a special issue in 2008 (Volume 44, Issue 2). The chapters covered issues that range from basic education, adult education, and entrepreneurship training, to the impact of globalization on educational restructuring, career guidance, advancement of educational research, and funding of higher education in specific small state regions. In spite of a seeming lack of coherence the papers weave in and out of five main research strands: politics and policy making; economic development and labour market characteristics; education and human resource development; administration and sociocultural issues.

One of the major strengths of the book is its diversity in terms of not only the range of issues but also the representation of work done on *small states* – a not easily defined concept – in the Southern Pacific, Caribbean, African, European, and Mediterranean regions. Some of the claims authors make about the notion of small scale are very specific while others are more tentative, taking into consideration other variables and the presence of similar challenges in regions and communities that might not be categorized as 'small or smaller'. The authors agree that the question of size is indeed a very critical issue for jurisdictions that grapple with creating educational systems that allow them to better prepare students at all levels of the educational system to participate in a global economy. While some authors seem to focus on the seemingly negative aspects of size, others look to the positive and the advantages of being 'small,' or attempt to strike a balance.

Of great importance to this book is the contribution of the late Kazim Bacchus, a leading scholar in international, comparative and development education. Bacchus' scholarly work over the years positions him to adequately provide a historical background and introduction to the many issues raised in other chapters of the book. Of great significance is his reference, though some scholars might argue somewhat uncritical, to the work of the Commonwealth Secretariat, World Bank, and other organizations and the role they played in identifying the educational challenges facing small states, and supporting their integration into the competitive global economy of the 21st century. It is important to note that as Crossley suggested one of the priorities of small states should be the strengthening of their capacity to do research and evaluation. The lack of funds to do this kind of work is a major limitation in terms of small states' ability to participate in global initiatives, make public the achievements of small states, and challenge the hegemonic discourse of many of the research paradigms used to study local contexts.

Given the focus of the text, Bacchus' discussion on the varying definitions of '*small state*' is most critical and relevant to an understanding of its influence on what these various so-called entities find they can and cannot do as they attempt to participate in global imperatives and regional initiatives. The economic, sociocultural, and political issues, their relationships to size, and the

kinds of possibilities for small states, are the crux of this and many of the chapters in this book. Bacchus and many other authors bring to the fore challenges relating to the structure of the educational systems of small states, including the teaching strategies used in the preparation of 'students' to participate in a competitive global economy and meet the needs of the communities.

An important aspect of most of the chapters is the focus on historical and social contexts and culture of the regions and the challenges faced primarily because of the dependence on aid from external sources. Indeed, they point to the influence of aid agendas on small states' ability or inability to achieve their communities' individual goals and objectives. These discussions highlight the issue of power relationships, disparity, and the negative effects on the educational projects that are aimed at 'development'. Generally, the authors critique the lack of focus on indigenous ways of knowing and doing of the local cultural contexts and its contribution to the ongoing inability to allow for authenticity in terms of planning and implementing educational programs and training to meet the needs of a global and knowledge-based economy.

Baldacchino makes an interesting turn in his discussion on the role of education in the development of entrepreneurship in what he chooses to term smaller European jurisdictions. He uses his study to make a case for entrepreneurship on the ground instead of allocating money, effort and resources to educational programs. He hits the nail on the head in arguing that governments should spend more time and resources fostering an environment for the emergence of entrepreneurs than focusing on internal training and development. Creating the environment will lead to the emergence of the entrepreneurial class whether they come from an internal or external source. The "right" training environment needs to be in place as well. I am uncertain if I agree with the idea that it has to be entrepreneurial training. Are we talking about a formal transfer of knowledge, the teaching of behaviors, an informal mentoring programme, or all of the above? I found the definition of the "training" absent, so any critique will be tentative at best. However, Baldacchino makes a strong case for an alternative to what he considers a pessimistic scenario in which education is proposed as the panacea for all the challenges smaller states face.

Sultana's chapter provides what I found to be a careful assessment of the research that has been done on issues surrounding education in small states. Indeed, his adoption of a more cautious approach (given the exploratory nature of the empirical data and the difficulty of establishing causation in social sciences research) is one that I highly recommend to researchers.

All too often scholars and educators at the graduate level are not able to find texts that speak to a diversity of regions and allow for a more international focus. The chapters of this edited book note that the question of size brings with it a series of challenges: educating the populations at various levels of the educational systems, human resource development, sustainability, the use of learning technologies, and the role of donor countries in the development of small states. All of these topics are well served in this text, which offers a contribution to curricular discussions with a focus on international comparative education. Even more significant is that the discussions on education/training are not limited to any particular level but range from classroom to post secondary, higher, and continuing education. Scholars and graduate students who use this text can benefit greatly from the presentations of the various historical contexts from the perspectives of a range of scholars and their relationships to the jurisdictions' ability or inability to compete and cope with the global demands.

– Reviewed by Janice B. Fournillier, *Georgia State University*