

looks at ‘eco-design’ —the principles of using environmental ideas in everyday life. A concluding chapter suggests ways these strategies can be used in the classroom.

What lessons do we learn by juxtaposing these texts? First, both, whilst suggesting a wide scope, are partial. They deal with opposite aspects of education and sophistication/ development of the learner. They also take one perspective, and whilst this is not a fault, it does help to appreciate that there are others on offer. Clover starts off with a very narrow focus on what is acceptable but ends up with some highly perceptive comments that could be applied anywhere. Peacock keeps to a smaller remit but provides just what is needed, given the problems of getting any science into a crowded primary curriculum space. Together they show a need for a rigorous study of education and

how it should be adapted with respect to age, gender, culture, time and resources.

Ultimately it comes down to a question of reading and purchase. Are these books worth either/both? Certainly they are worth reading, largely because of their perspectives: Clover forces the reader to confront some very powerful ideas, whilst Peacock provides a sensible and well thought-out avenue to pursue. In terms of the latter, it would depend on one’s requirements. Both should be on the shelves of education departments and considered set reading in their fields, but a more personal purchase will depend on which part of the spectrum one focuses on.

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**David Atchoarea, Lavinia Gasperini (Eds.), *Education for Rural Development: Towards New Policy Responses*, FAO and Paris, UNESCO, Rome, 2003 ISBN: (FAO): 95-5-104983-1, ISBN: (UNESCO): 92-803-1220-0 (pp. 405).**

This joint study conducted by FAO and UNESCO seeks to review the status of education for rural development, illuminate ‘good practice’ and provide impetus for greater national and international efforts. One strength of the review stems from its comprehensive coverage, including the rural context, trends in thinking on rural development (Chapter I); status, issues and prospects for basic education in rural areas (Chapter II); recent experiences to make learning relevant in a rural context (Chapter III); strategies and institutions for promoting rural skills development (Chapter IV); a new perspective on higher education and rural development (Chapter V); and main findings and implications for policy and donor support (Chapter VI).

The principal messages can be summarised as follows: Over 70 per cent of the poor, 840 million people in developing countries, live in rural areas. Opportunities for basic learning are generally inadequate to help rural dwellers to break out of the poverty cycle. Basic education by itself is unlikely to break the vicious circle, but it should be a key part of a rural poverty-reduction strategy. The rural dimensions of basic education were largely overlooked in the 1990s and contributed to the slow pace towards universal basic education. The Millennium Development Goals for 2015 cannot be achieved without special attention to rural areas. The basic learning needs of rural children and adults today are much more extensive than a generation ago, reflecting diversification in rural economies, and must include food security, health, employment, environmental protection and management of natural resources. Rural education, thus, requires a broad approach for a diverse clientele. Rural areas are disadvantaged not only in low access to basic schooling and non-formal

education, but also in the quality and relevance of education compared with urban areas. However, the vast, unmet basic learning needs in rural areas cannot be satisfied through schooling alone. Much effort and investment are needed to reach out-of-school children, adolescents and adults through non-formal and informal means. Two intractable issues are how to enroll more girls and how to provide quality service to remote populations.

The traditional concepts of agricultural education and training have become largely obsolete because of the transformation of rural labour markets. Traditionally, agricultural training concentrated too much on public sector jobs. Broader skills are needed in view of growing non-farm rural employment. However, national training systems almost everywhere focus on industrial and urban service occupations. Higher agricultural education must transcend high input-high-output production agriculture and link itself more closely with rural development. This requires a redefinition of mission, broadening disciplines, multi-purpose services and entrepreneurship with greater outreach and community focus. Despite the importance and seriousness of rural issues, most countries' real priorities favour urban rather than rural development. Government and donor support alike have declined over the past decade. Substantially greater resources from governments and donors, along with better coordination and targeting, are essential to

counter recent declines and correct urban/rural disparities.

The value of this review derives from its two principal strengths: it presents a vast array of world-wide experience captured in 64 boxes as well as case summaries, and it distills a variety of lessons from these experiences on which to base policy and programmes. For example, the review examines strategies for delivery of basic education services to remote and nomadic populations, and analyses the critical issue of scaling up to achieve more relevant rural education. Surprisingly, the review deliberately excluded distance teaching and agricultural extension on the grounds that these "...are dealt with in recent FAO publications...", but no references to those publications have been provided. It would also have been useful to read a more complete explanation of how a central theme of the review—that rural development and agricultural education need to become broader, multi-disciplinary and linked to the rural environment—differs from past failed attempts at integrated rural development. Finally, the book could have been more reader-friendly by adding an initial executive summary plus summaries by chapter. This is compensated somewhat by the concluding chapter, but it still lacks a concise summary of the main points.

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**Adrian Ziderman, Student Loans in Thailand: are they Effective, Equitable, Sustainable?** ISBN 92-9233-004-2 (153pp.).

**Hong Shen, Wenli li, A Review of the Student Loans Scheme in China,** ISBN 92-9223-001-8 (115pp.).

**Yue Ping Chung, The Student Loans Scheme in Hong Kong,** ISBN 92-9223-002-6 (67pp.).

**Anna Kim, Young Lee, Student Loan Schemes in the Republic of Korea: Review and Recommendations,** ISBN 92-9223-003-4 (99pp.).

**Igor Kitaev, Teresita Nadurata, Virginia Resurrection, Freddie Bernal, Student Loans in the Philippines: Lessons from the Past, Policy Research and Dialogue, Student Loans Schemes in Asia, UNESCO Bangkok/ IIEP, Bangkok, 2003, ISBN 92-9223-006-9 (109pp.).**

Financing Education is a core issue for education development and social resource distribution. The range of modes for allocating financial resources to different levels and types of education