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The Handbook is divided in four parts and book-ended by an introduction and a conclusion, the latter oriented towards the implications that the volume has for future research agendas. The first part explores major strands of debates about education's place in development theory. The second acknowledges the disciplining of the field by the education for all movement and examines the place that learning and teaching, and schools play in development. Part three looks beyond schools to consider early years, adult and vocational education but focuses particularly on the return to thinking about higher education's role in development. The final part considers the changing, but still important, role that international cooperation plays in shaping education in developing countries.

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### Review

**"This Handbook makes a timely, helpful and critical contribution to ongoing work in the field of education and international development. Great diversity is revealed relating to research paradigms and traditions, theoretical orientations, scales of analysis and priorities for attention. Readers will find a collection of well informed and challenging analyses in four main sections relating to the nature of the relationship between education and development; learning, teaching and schooling; adult, vocational and higher education; and international cooperation. This is an important collection that has much to offer all involved in post 2015 education and development policy, planning, research and action from the local to the global level"** –*Michael Crossley, University of Bristol, UK*

**"This volume, edited by two leading scholars in the field, represents a formidable analysis of issues around education and development. There are few greater global challenges than the successful education of all our children. So much still needs to be done. This exploration of policy and practice, by leading international experts, will become a core text for a significant number of years"** –*Bob Moon, The Open University, UK*

**"This is an important book on an important subject. The Handbook examines international education and development through multiple lenses as it explores which models of development are most appropriate regarding the roles of education in society, within the global political economy of knowledge production.**

**I anticipate that this scholarly handbook, which effectively blends together both education theory and practice, and which maps the interactive relationship between education and development, will achieve a wide global readership from education policy makers, researchers, practitioners and students who have an interest in the dynamic, changing relationship between international education and development."** –*Rupert Maclean, The Hong Kong Institute of Education*

**"Education remains the number one development priority in a number of countries. Despite the long tradition of education we still debate the philosophy, purpose, nation and direction of education. This Handbook contributes a discourse on how to engage the broad area of educational development. Congratulations to the authors for assembling this extensive collection."** –*Vijay Reddy, Human Sciences Research Council, South Africa*

### About the Author

**Simon McGrath** is Professor of International Education and Development at the University of Nottingham, UK. He is also an Extraordinary Professor at the University of the Western Cape, South Africa, and a research associate of the Human Sciences Research Council of South Africa.

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