

and analysis. This is a shame, as it seems like a very interesting project, but the chapter lacks the depth of the others.

This is a very valuable book that combines images, videos, poems, songs, and critical and aesthetic analyses with stories of creativity, struggle, challenge, and hope. It brings a more global vision to the burgeoning field of community arts-based education and learning, grounded in the courage, tenacity, and imagination of community artist-educators. It will be useful to professors, students, and community-based artists interested in the power and potential of the arts as a method of research, education, and socio-environmental change.

Darlene E. Clover  
University of Victoria

## **TAKING PART? ACTIVE LEARNING FOR ACTIVE CITIZENSHIP, AND BEYOND**

**Marjorie Mayo and John Annette (Eds.). National Institute of Adult Continuing Education, Leicester, England, 2010, 322 pages.**

Understanding the complexities of citizenship as well as the policies and practices that impact adult learning and empowerment is the focus of Marjorie Mayo's and John Annette's *Taking Part? Active Learning for Active Citizenship, and Beyond*. Mayo and Annette bring an in-depth look at citizenship, participation, and British efforts to increase active citizenship in their 17-chapter edited collection. *Taking Part?* is divided into three sections incorporating perspectives from key stakeholders from government, academia, and community partners. British initiatives are used to reflect on and analyze the relationship between adult education and approaches for learning active citizenship.

Mayo and Annette provide a historical overview of British adult education policies in the area of citizenship, intertwined with lessons learned from community development models of engagement. Five chapters are dedicated to setting the foundation while exploring perceptions, definitions, and approaches to citizenship. Using a model called Active Learning for Active Citizenship (ALAC) as a case study woven throughout the text, Mayo, Annette, and the contributors create a common point of reference to deepen discussions regarding effective engagement using community-based citizenship development.

In the first section, Mayo contributes a chapter focused on the broader concept of citizenship, sharing the complexities and diverse perspectives and thus setting the stage for further reflection.

The entire second section (nine chapters) is reserved exclusively for reflection from practice. The diversity of approaches shared, the depth of reflections revealed, and the impacts of the reviewed British initiatives allow the reader to move from a theoretical perspective of citizenship to visualize and feel the impacts of adult education aimed at

increased participation and empowerment. The successes and challenges of community and governmental partnerships are analyzed, with a particular emphasis on exploring how socially excluded groups such as migrants, refugees, women, and people with disabilities have engaged in community citizenship initiatives. A chapter by Alison Rooke brings the implementation of ALAC to life by introducing the stories of communities and individuals who participated in the programming, the diverse approaches each community took toward citizenship empowerment, and the successes and/or challenges of the programs. Another valuable chapter is a contribution from Zoraida Mendiwelo-Bendek and Rebecca Herron on constructed conversations. Mendiwelo-Bendek and Herron focus on informal learning through conversation and opportunities using supported spaces for critical dialogue.

Community groups and non-governmental organizations working in the area of citizenship would greatly benefit from reading *Taking Part?*. Mayo and Annette have written, edited, and organized an accessible text filled with critical questions, lessons learned, and validation for community-centred development. John Grayson’s chapter on the use of popular education as a method to challenge racist ideology is of particular relevance. Grayson highlights the successes of an initiative to employ critical pedagogy as a means to question public discourse on the criminalization of migration. In a Canadian context, the use of popular adult education to contest political discourse has perhaps never been more necessary. New Canadians and Canadians working in the area of migration may find this chapter of particular interest.

The final section of *Taking Part?* is dedicated to considering next steps for adult education and citizenship development. Rennie Johnston’s chapter reviewing the ALAC model emphasizes the importance of reflection and valuing local knowledge, in combination with commitment to experiential and participatory methodology. The focal point of Johnston’s message explores the difference between individual engagement, collective engagement, and critical-collective engagement in the context of community policy and politics. Mayo adds to this dialogue by bringing North–South relations and Southern experiences into the picture. Concluding with a powerful chapter addressing the impacts of globalization on adult learning and citizenship, Mayo enriches the text with lessons learned from global campaigns and adult educators from the South.

As an adult educator working in the area of active citizenship, I valued Mayo’s and Annette’s commitment to linking theory and practice throughout *Taking Part?*. I also appreciated the sincere commitment to reflection and the emphasis on collaborative and cooperative learning. The ALAC initiative, as detailed in *Taking Part?*, is worthy of envy from a Canadian context considering the rapid decline of government support—funding or otherwise—to communities and non-governmental organizations for public engagement on citizenship and social issues. Mayo and Annette provide Canadian adult educators food for thought and examples of policies and practices that succeeded in developing citizenship. *Taking Part?* is a hopeful read and provides an adult education model aimed at empowering citizens to *take part* to improve the global community.

Catherine Baillie Abidi  
St. Francis Xavier University