Are they now less important as people?

— if people are important, why do they not have much of a say in the case histories which the authors discuss?

— why does the reader increasingly get the impression that training is something one 'does' to people, however hard the well-intentioned try to 'do' it?

In his contribution in Part Four — "Who Calls the Tune — Training in a Changing Environment" — de Graaf raises some of these questions but never really concludes them. Other contributors — for example, those who discuss appropriate technology, networking and the relationship between donor agencies and recipient organisations — touch on similar as well as other problematic areas, but, again, in a somewhat irresolute manner.

All the contributors stress the need to involve, motivate, conscientise, empower, network with and listen to trainees — they variously describe how training centres must proceed about their training in a fundamentally participatory and democratic manner (as Hlekweni has endeavoured to do). But one major question remains unanswered, as far as I can see. Can a training centre, given its very nature as an institution, as an organisation, comprised of buildings, timetables, staff, menus and mealtimes, structures and a physical and geographical rootedness, ever hope to achieve this ideal? Probably not; and sadly the book does not give us one practical example of how a training centre has managed to break the mould, as it were. Perhaps that was not its purpose — but so many contributions relating to theories of training and development would have been well off-set by some papers describing real-life efforts to make people important in the manner prescribed by those theories.

I am not a trainer, although I find myself 'doing' it from time to time. Perhaps, therefore, I am over-critical of a publication in which trainers may find the scope of the discussion and the issues raised of use in thinking about their approach to their work. All of us with a commitment to development in this country, however, should congratulate and thank our colleagues who contributed to this book for doing what the rest of us never get around to — putting pen to paper, opening up the debate and drawing together the issues on the agenda. Hopefully this is the first of many Zimbabwean publications about Zimbabwean development.

Reviewed by Frances Chinemana, Freelance Consultant, Harare.

The Politics of Hunger (The Global Food System), John W Warnock, Methuen & Co London (no price given).

This is an excellent reference book for anyone interested in knowing why, despite all the advances in science and technology, hunger is still present in all countries including highly industrialised capitalist societies. The book

encompasses all aspects of nutrition, and interaction with population, agriculture, environment, economics, ideologies and development, in a readable manner, with plenty of references so that it is easy to find out why there are problems of hunger everywhere in the world. The author proposes solutions in a provocative manner, providing some information on how different countries have tackled the situation of hunger. Although proposing solutions, he does not impose his ideas on the readers, but invites thought; what may be applicable in one country is unlikely to be applicable in all.

The book is about food and combating hunger. So there are chapters about agriculture and economic development and their relationship in highly industrialised countries, and in countries in Latin America and Africa which are still developing. The author mentions the different ideological approaches to world hunger in Chapter 2. In Chapters 6 and 7 he talks about the industrial food system which exists in all states, but notes that the extent varies according to the degree of industrial development. This leads to the problems of unequal distribution of populations, and of land which can produce food easily because suitable soils, water and energy are all present. Chapter 8 is about the loss of food land-resources as seen particularly in the industrialised countries, and chapter 9 is a discussion on how much food the world can produce. Chapter 10 is entitled Food and Agriculture under Capitalism, and Chapter 11 discusses the alternatives that are available for underdeveloped countries. The author does his best to put forward differing points of view and gives plenty of references.

One weakness of this book is that is seeks to cover such a broad field that generalisations are inevitable. However, Zimbabwean social scientists and students could benefit from applying the knowledge within this book to the local scene. As the author says, countries are unequal in many forms, and, until modern communications and technology linked all countries more closely and made them more interdependent, their first need was to feed their own peoples. A basic staple, be it maize, rice, wheat, or potatoes, together with meat or fish, if and when available, and supplemented by local vegetables and fruits, provided an adequate diet when people ate what they grew or produced locally. Now in the more highly industrialised societies people eat a much wider range of foodstuffs and expect a larger choice of these in the shops. The comparison between the foods stocked in the local rural general dealer's and the supermarkets of the urban areas is testimony to different eating patterns. Malnutrition can be both under and over nutrition, namely kwashiorkor and obesity. People can not be compelled to eat certain foods because they are good for them, any more than they can be ordered to grow certain foods, ranch cattle, or limit the size of their families. This book seeks to educate on the choices available.

The decisions that have to be made are different for Zimbabwe or for Cuba, for example. Choices depend on the costs and benefits of the different

food alternatives, and what might be the most efficient option in the field of, say, improving agricultural production might not be the most economic option. Economic efficiency requires the minimisation of costs, and the maximisation of food production. Inefficiency is unethical. How does this fit in with the global food system? The author having provided the information, leaves the readers to think this out for themselves.

Each chapter in this book could be expanded to a book in itself. The last chapter is called 'Summary and Conclusion', but it would be a mistake to think that by reading the last chapter one could save oneself from reading the whole book. There is so much food for thought here that the book should be required background reading for those interested in social development.

Africa cannot be isolated fron the rest of the world, and this book highlights the interdependence of countries whatever their stage of development. I would highly recommend this book for sixth form and undergraduate students, and all those interested in knowing about food production and distribution and the effects this has on energy resources, the environment, pollution, population pressures, and finally the approaches made to these problems by the different ideologies.

Reviewed by Alison Brydone, National Committee of Zimbabwe Freedom from Hunger Campaign, Harare.

How Are We Doing? A Framework for Evaluating Development Education Programs, Roland Case (Principal Author), edited by Martha Keehn and Walter Werner, InterAction, American Council for Voluntary International Action, New York, 1987 (125pp, US$8,50).

This interesting publication is the product of the work of a number of North American individuals and organisations, specifically InterAction (USA), the Canadian Council for International Cooperation, the Centre for the Study of Curriculum and Instruction of the University of British Columbia (Canada), and the United Nations Non-Governmental Liaison Service (New York). The Preface and Introduction note that this handbook is also the product of a number of programme evaluation workshops, some of which utilised preliminary written materials, and this process element is reflected in the general approach that the publication takes, viz to provide a practical framework for understanding and approaching evaluation.

The publication provides a framework, as the title suggests, for evaluating development education programmes and so utilises examples from this area to illustrate the various stages, techniques, issues, etc that are presented. However, the framework identified is also valuable for the evaluation of any other development programme or project, and the handbook's usefulness is not restricted to evaluating development education programmes per se. The publication is referred to by the authors as a handbook, and the consistent