
BOOK REVIEW

Nektaria Palaiologou and Gunther Dietz. 2012. *Mapping the Broad Field of Multicultural and Intercultural Education Worldwide: Towards the Development of a New Citizen*. Newcastle upon Tyne: Cambridge Scholars Publishing. xv + 553pp. ISBN 978-1-4438-4031-6. Hbk. £59.99.

Reviewed by: Robert Jackson, University of Warwick, UK; European Wergeland Centre, Oslo, Norway
robert.jackson357@ntlworld.com

Keywords: citizenship; human rights; intercultural education; multicultural education; social justice.

There are few fields more open to distortion, often by politicians with particular interests, than those of multicultural and intercultural education. Thus, a substantial book setting out to explore these fields and to set an international agenda is particularly welcome. This extensive collection of 29 papers, with a foreword by Professor Jagdish Gudara, President of the International Association for Intercultural Education, is divided into three parts covering, respectively, theoretical perspectives, best practice and the relationship between the multicultural/intercultural field and issues of citizenship, human rights and social justice.

Both editors are experts in the intercultural field and their own contributions are especially pertinent. Palaiologou's prologue provides an important agenda for scholars in this field, and, appropriately, given her own heritage, she links her remarks to the ancient Greek concepts of *demoi* and *paideia*, ideas about people and education followed up in her Epilogue. Her joint introductory chapter with Gunther Dietz, on finding common ground for the international discourses of multicultural and intercultural education, also sets the scene very well for the collection of papers that follow. Dietz himself personifies multiculturalism, as a child of German parents brought up in Chile, later becoming a professor at the University of Granada in Spain, and now working at the University of Veracruz in Mexico (Dietz, 2012: 23–25). The collection of chapters is rounded off with Conclusions from both the editors and an Epilogue by Palaiologou, returning to the theme of the ancient Greek origins of democracy and citizenship.

It is not possible in a short review to encapsulate the diverse geographical and pedagogical character of the papers, but there are some key themes running through them. One is the idea of citizenship as a common educational field or topic for intercultural and multicultural education. Various contributions consider the impact of globalization on policy, both regionally and locally, on citizenship and intercultural education. There is scope for international dialogue on both policymaking and “bottom up” networking. Another theme is the challenge of nationalism. Often under economic pressures, nationalistic views can influence educational policy to the detriment of a broader perception of moral responsibility through human rights at an international level. There are clear and serious dangers in this, and it is well worth going back to the concept of human dignity as represented in the Universal Declaration on Human Rights to reaffirm a sense of moral responsibility that extends beyond the nation state. A further theme is related to language, namely drawing attention to the dangers of monolingualism and the importance of a plurilingual approach in facilitating students’ encounters with and experience of human diversity.

A few chapters deal with religion specifically. Chapter 14 deals with Christian Orthodox religion in Greek primary school, and presents a study of the choices and practices of parents who are themselves immigrants; Palaiologou and colleagues discuss new textbooks in civic and religious education from an intercultural perspective (Chapter 21). However, many other chapters are relevant to thinking about the place of religious education and worldviews education in relation to intercultural and citizenship education.

Contributors include practitioners and advisers as well as academics and are based in a wide range of countries including Greece, India, Mexico, UK, USA, Spain, the Netherlands, Australia, Germany, Portugal, Italy, Turkey, Finland and Taiwan. The wide range of international contributors includes some distinguished figures, such as Barry van Driel (Editor in Chief of the Journal *Intercultural Education*, and a long-standing and powerful advocate of the field), James A. Banks and Linda King. The book is highly recommended to anyone interested in communication through education internationally, and in issues of intercultural education and citizenship.

Reference

- Dietz, G. 2012. “The Challenge of Double Reflexivity: Ethnographic Methodology in Intercultural Education,” in Ina ter Avest, ed., *On the Edge: (Auto)biography and Pedagogical Theories on Religious Education*. Rotterdam: Sense Publishers, 23–36. http://dx.doi.org/10.1007/978-94-6209-175-7_3