

The Routledge international companion to multicultural education, edited by James A. Banks, New York and London, Routledge, 2009, 571 pp., £115 (hardback), ISBN-13: 978-0415962308

In *The Routledge international companion to multicultural education* the editor James A. Banks, assisted by an international editorial advisory board and 90 external reviewers, brings together 48 authors, including some of the most prominent names in the field of multicultural education. The 40 chapters refer to theory and research on issues such as curriculum reform, immigration and citizenship, language, religion, race, culture, identity, and education of minoritised groups. Following the publication of the six volumes on the *History of multicultural education* by Grant and Chapman (2008), the *Companion* is a more concise option for readers who wish to be introduced to the field. It is organised around key concepts and case studies in the US, UK, Canada, Australia, France, Germany, Spain, Norway, Bulgaria, Russia, South Africa, Japan, China, India, New Zealand, Malaysia, Singapore, Indonesia, Brazil, Mexico, Israel, Peru and regions of Francophone Africa and Latin America. It thus easily directs readers interested in specific areas of the world to the relevant chapters.

Part 1, on multicultural education theoretical perspectives and issues, begins with a chapter by Banks on the historical and contextual development, dimensions and paradigms of multicultural education. He expands the paradigms he suggested in earlier work (Banks 2001, 1988/2006), providing a detailed table summarising each one. In Chapter 2, May suggests the paradigm of critical multiculturalism as a response to the criticisms about the utopianism and naivety of early forms of multicultural education by British antiracists and US critical race theorists. He also revisits earlier work (May 1999) with a consideration of the post-9/11 consequences on perceptions of multiculturalism. He offers a constructive critique of the increasingly influential movement of critical race theory in education. May's chapter is well balanced, as it critically presents arguments from multiple perspectives before suggesting the paradigm of critical multiculturalism, which acknowledges the existence of unequal power relations and attempts to theorise ethnicity and criticise hegemonic constructions of culture, while maintaining critical reflexivity. Continuing the timely discussion on the backlash against multicultural education, Castles, in Chapter 3, puts migration and multicultural education in an international context by providing information on the processes of globalisation in relation to second generation migrant children's educational achievement and employment. He maintains that, despite the challenges, multicultural education has the possibilities of dealing with racism – which, I would agree, is one of the issues that immigrants' host countries continue to refuse to deal with. Suarez-Orozco and Suarez-Orozco continue the discussion on globalisation and immigration implications mainly for the US context.

Part 2 provides a discussion of the conceptual origins of multicultural education so that the reader, especially if new to the field, gains a chronological sense of the background of the movement. While the earliest phases of multicultural education appear in the US, the first government policies were implemented in the UK in 1970, in Canada in 1971, Australia in 1978 and later in Japan, India and South Africa. Differences in the time period during which multicultural education emerged in each country indicate the central role of each specific unique historical and geographical context.

The severe consequences of the social construct of race on intergroup relations and children's school experiences are the focus of Part 3. Gillborn and Youdell provide overviews of Marxist analyses, critical race theory (CRT), and post-structural and post-structural feminist approaches to race politics and raced identity. They suggest intersectionality as a way of accounting for 'how categories and inequalities intersect, through what processes, and with what impact and implications' (183). The following chapters describe research on the nature and

origins of children's understandings of race and educational interventions that may be implemented to challenge them. Bigler and then Hughes and Aboud present research based on developmental intergroup theory exploring the nature and origins of children's attitudes and prejudices. Bekerman reviews research findings on the integrated Palestinian–Jewish schools in Israel, emphasising the need for peace education. Ramsey discusses the specificities of the main trends in the field of multicultural education in early childhood.

In Part 4, both Lee and Engen suggest that culturally responsive teaching and improved home–school relationships can help students from minoritised groups increase their academic achievement. Part 5 is dedicated to the education of indigenous groups, whose cultures, religions and languages have often been destroyed by disease, war and schooling during colonisation. Chapters 19–21 describe case studies of the legacy of the colonisation of American Indians in the US, indigenous people in Peru, and Maori in New Zealand, and its effects on education.

Citizenship education has been problematised by international migration, the recognition of structural inequality and of the legitimacy of human rights; the adaptation of citizenship education in order to respond to the needs of indigenous and immigrant groups is examined in Part 6. Banks is critical of assimilationist, liberal and universal conceptions of citizenship education. Lemaire discusses the ambivalence of France towards its integration policy and the consequences on intercultural and citizenship education. In the following two chapters, Osler and Starkey argue that citizenship education approaches in both France and England are exclusive of minorities, and discuss European educational policies intended to combat racism, employing examples from England and Sweden. Finally, Kychukov highlights the narrow conceptualisation of the citizenship and intercultural education in Bulgarian education and the discrimination of the Roma children.

In Part 7, on language inequalities, Romaine examines policies on multilingualism internationally, connecting them to linguistic human rights. Aidou critically assesses language education policies and practices in Francophone Africa, which fail to accommodate the diverse linguistic and cultural needs of the population, not least because of the absence of sufficient teacher training and the lack of books. Kaur Gill examines language policy and diversity in Malaysia, looking at the consequences of linguistic ideologies underpinning educational decisions.

Taking into consideration the increasing rise of Islamophobia, Part 8 has a timely focus on the role of religious identities in education. Through another comparison between France and England, Meer et al demonstrate the contrast between the hostility of the French education system towards the accommodation of religion, and the recognition of Muslim particularity in pluralising faith schooling in England. Chapters 31–33 discuss how the education systems of India, Singapore and Indonesia are responding to religious issues, tensions, challenges and possibilities.

The final two parts examine the educational problems that ethnic minority groups experience in schools and reforms that have been undertaken to respond to their educational needs, in Europe, Asia and Latin America. Along with the Mexican Americans in the US, Afrocaribbeans in the UK, Muslims in France, and Koreans in Japan mentioned in previous chapters, the Turks in Germany, the Roma in Spain, minoritised religious groups in Russia, and many groups in China also experience discrimination and marginalisation and struggle for inclusion. Indigenous groups in Latin America, Blacks in Brazil, and Indians in Mexico and Peru experience poverty and educational inequality and are excluded from access to the necessary knowledge and skills to participate in the mainstream societies.

Having provided a brief summary of the content of the Companion, I should note my surprise that there is no mention of the concept of racialisation (Murji and Solomos 2005). This could especially assist researchers in gaining insights of children's identity constructions, and therefore identify the context-specific racisms that multicultural education aims to challenge. At

the same time, with the exception of Chapter 13, there is limited reference to intersectionality (Phoenix and Pattynama 2006; Bulmer and Solomos 2009), even at relevant instances. It would, for example, complement Banks' argument for a need for a multi-factor paradigm in multicultural education (26), and May's discussion of the multiplicity of identities, racisms, and inequalities (Chapter 2). Such additions would contribute to the *Companion's* role as an interdisciplinary collection of work on theory and research on multicultural education.

I am also sceptical about the sometimes untroubled use of the terms 'minority' and 'majority', which may be understood as referring to fixed, numerical categories instead of constructs of the constantly changing power inequalities which affect the processes of minoritisation of individuals or groups in each context. Brah's (1996) term 'minoritised' instead of 'minority' could be used instead. These terms could also substitute references to 'diverse' students or groups, in order to highlight the constant shifts in the constructions of individuals or groups are by the context-specific power inequalities.

That being said, I was impressed with the extensive index at the end of the *Companion*, which allows the reader to search by names, concepts or countries. For example, a reader may easily find references as well as a list of the concepts in relation to Brazil, or if interested in a concept, they will be directed to all references to it in general and specifically for each country. Overall, the *Companion* is undoubtedly a useful and, I would argue, a necessary addition to the library of any postgraduate researcher, educationalist or academic who is interested or is working in the field of multicultural education. Even for readers who are familiar with the work of most of these authors, the chapters in this volume provide to many of them an opportunity to revisit their work following the rapid global changes because of the massive population movements, climate change, and the continuous raging wars in some parts of the world.

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