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## Book Review

**Title of the Book: Children and Interculturality in Education**

**Authors: Andreas Jacobsson, Heidi Layne and Fred Dervin**

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Interculturality simply denotes the dynamic interaction and coexistence of different cultures, which is a unique phenomenon of today's interconnected world. With increasing diversity within societies, intercultural understanding among the children should be nurtured from an early age. Exposing the children towards interculturality goes beyond mere acceptance and tolerance of different cultures as it is to inculcate within their young minds' empathy, respect, and appreciation for the richness that comes with exploring the cultural amalgamation, witnessing its beauty and richness and thereby accepting the plurality of the world as one. Surprisingly, research on interculturality and children has always been a rather neglected area, hence it demands for an urgent need to take a closer look at how young minds meet and embrace cultural diversity.

The book under review is concerned with exploring the intricacies of interculturality and its various dimensions keeping children at the centre of the discussion.

Divided in three chapters, the book explores the salient aspects of interculturality and presents before the inquisitive readers myriad voices of children around the world through case studies

to critically analyse and understand interculturality from the perspective of children, and how topics surrounding interculturality intersects with issues of linguistic plurality and cultural diversity, provides practical tools and innovative methods to address these sensitive ideas concerning interculturality in the educational spaces.

In the first chapter, Fred Dervin, in a conversational tone, explores the notion of interculturality and how it can be understood in the context of children. What makes the chapter interesting to engage with is the fact that the author through his narration challenges the readers to think and engage in discourse rather than focusing on a specific ideological stance by presenting before the readers his early encounters with children and the observations and experiences he gathered over the years through interviews conducted with children of different backgrounds. Besides, the chapter also presents a thorough review of literature on interculturality and children which serves the dual purpose of providing the readers a thumbnail view of how the topic of interculturality has progressed over the years and how the notion of interculturality has been an inseparable part of the larger socio-political and economic narratives which demands a re-exploration of the notion in the context of children. Throughout the chapter, the author has systematically presented his observations in the process of exploration in order to inform the readers and initiate discussion.

Andreas Jacobsson, in the second chapter, furthers the discussion on the notion of interculturality with the critical exploration of how audio-visual media, primarily in the forms of film, television and social media can be utilized as an effective tool to introduce interculturality to children at the initial stages of their lives. Andreas approach the notion of interculturality as a process of constant amalgamation of cultural experiences on different socio-political levels in societies and thus one should analyse these processes in relation to the context in which they appear to get a holistic idea about interculturality and why a specific approach need to be adapted specially for children. The author asserts the need to get away from the western epistemological biases in understanding interculturality through exploring different values, ideas, knowledge traditions, cultural practices and histories, which is especially important while dealing with children. Children should become an active part and their perspective should be taken into consideration while introducing interculturality to children. Further, it gives examples of world cinema to establish the point of how critical interculturality can be introduced in classroom through films and the activity of expressing themselves through discussion or writing can be an effective way for teachers and parents to get an idea about how children perceive interculturality so that the issues concerning these sensitive topics can be resolved.

In chapter three, Heidi Layne focused on how interculturality is formulated in different societies based on the socio-cultural contexts and curricula, through her two case studies done on early childhood education in Finland and Singapore respectively. In her discussion Heidi advocated the need for teacher, parents are researchers to interact with children, respond to their queries surrounding interculturality, keeping in mind the inequalities prevailed in the society. The author pointed out the differences in policy and practice regarding race and radicalization that affects the way issues of interculturality are perceived and presented and advocated for an early childhood education that focuses on aspects pertaining race and racializing process and consequences in order to sensitize the children at the initial stages as part of interculturality.

While there is no denying the fact that the book under review is a well-structured and rigorous piece of study, at times it feels a little to confined within the boundaries of theoretical discussions and case studies, focusing less on the practical implementation strategies for educators and parents seeking tangible guidance on fostering intercultural understanding among children. While the case studies provide good examples, a more detailed explanation of how such cases are studied would add a lot of hands-on value to the text. Finally, a look at interdisciplinary approaches, such as psychology and anthropology, might give further insights into the cognitive and socio-cultural parameters determining children's engagement with interculturality.

The book in a nutshell, sums up ways in which the concept of interculturality could be studied in relation to children, the process of understanding the cultural experiences that comes with interculturality, the role of media and films as powerful means to introduce interculturality among children, and ways in which sensitive issues about interculturality may be addressed by teachers and parents with care. This book is undoubtedly a valuable contribution and would appeal to researchers, teachers and parents who want to explore and understand interculturality in relation to children.

**Works Cited:**

Jacobson, A., Layne, H., & Dervin, F. *Children and Interculturality in Education*. New York: Routledge, 2023.