

## Authors

### Volume 1: Social Issues

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**Eric Cattelain**  
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Eric Cattelain is an intercultural expert for several organizations and associated Master of Conference at the IUT Michel de Montaigne – University of Bordeaux 3. He has a PhD in Linguistics. For the last 25 years, he has been creating linguistic and cultural models based on sharing cultures and knowledge, including the elaboration of UNIDEO system: a transdisciplinary, transcultural and translinguistic metalanguage which aims at representing every concept or notion by ideographic means. His research covers different fields from multicultural education, European tools for managing intercultural projects, to Internet cultural backgrounds. He has coordinated many international projects through years. He is also the author of novels for young adults.

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**Jakub Zouhar**  
University of  
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Jakub Zouhar is an historian. He teaches early modern history and medieval history at the Department of Auxiliary Historical Sciences and Archive Science, at the University of Hradec Kralové, in the Czech Republic. He was committed to the international relations at the office and one of his research interests are about language, communication and minority languages in Europe.

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**Julia Athena  
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Julia Athena Spinthourakis is a Tenured Assistant Professor of Multilingual and Multicultural Education in the Department of Elementary Education at the University of Patras, Greece. She is also Course Design and Evaluation Module Coordinator for the Masters Program in EFL at the Hellenic Open University, Greece. She is on the Post-graduate teaching faculty of the University of Western Macedonia's Department of Nursery School Education in Florina Greece. She has taught at the primary, secondary and tertiary level of education in the United States and Greece as well as working in the government and nongovernmental sector. Among her research interests are culture/language/communication, identity and teacher education. She has authored and co-authored articles and book chapters on topics related to her research interests in Europe and the United States.

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**Māra Vidnere**

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**Māra Vidnere** is Doctor habil. Of Psychology (Dr. habil. Psych.). She is a **profesor at the** Riga Teacher Training and Educational Management Academy, in Latvia. Her research interests are about Social Psychology, Psychology of Management, Extreme Stress, Stress Management and one of her major publications is the book 'Latvian Survivors of Deportations' (co-authored with A. Nucho).

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**Patroula  
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Patroula Antonopoulou is a post graduate student at the Department of Elementary Education studying Intercultural Education and Greek as a Second Language. An elementary school teacher with many years experience, Mrs. Antonopoulou is the Headmistress/Principal of the historic Stroumbio Elementary School in Patras and former elementary school consultant at the regional Institute for Omogenia and Intercultural Education. Her research interests are aligned with minority language and culture rights and their integration.

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**Tore Bernt  
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Danmarks  
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Tore Bernt Sørensen completed the Master of Arts (Education) in Educational Sociology, Danish School of Education, Aarhus University, in 2011. He taught young immigrant students in Copenhagen before becoming engaged in 2003 with in-service teacher training and education R&D activities in the Centre for Bilingualism and Interculturality (UC2), University College Capital, Copenhagen. He stayed in this post until autumn 2009 when he chose to focus on his MA studies. Tore Bernt Sørensen is the author of numerous publications concerning issues related to education policy, intercultural education and school development in Europe and Denmark.

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**Virgílio Gonzalez**

University of  
Granada, Faculty  
of Education and  
Humanities of  
Melilla  
Melilla, Spain

Virgílio Gonzalez is a professor of Political Sciences and administration at the University of Granada (Campus of Melilla). He is involved in several international projects, namely with Portuguese organizations and universities.

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**William G Davey** William G. Davey, Ph.D. Education. B.A. (1968) Communication (Penn State University); M.A. (1971) Communication and Linguistics (Columbia University); Ph.D. (1974) Communication (Indiana University). Bill Davey joined the faculty of Arizona State University in 1976 as part of a team to develop the Ph.D. in Intercultural Communication within the Hugh Downs School of Human Communication. As a faculty member, Dr. Davey taught a variety of courses in language and culture, international communication, intercultural communication, and research methods. He served as Director of Graduate Studies, Director of the Communication Internship Program, and acting chair of the department. Administratively, Dr. Davey has served as Associate Director of International Programs, Director of the American Language and Culture Program, Director of ASU-Japan, and as Director of International Programs in the Office of the Executive Vice President and Provost. Bill retired from ASU in August 2007, and served as Vice President for Academic Affairs for Cultural Experiences Abroad in Tempe from August 2007-December 2008. He has consulted for several universities and fortune 500 companies including American Express, Intel, and Honeywell.

Professor  
Emeritus  
Arizona State  
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Chair, AIEA  
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Development  
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2009-10 European  
Union Erasmus  
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As an active participant in community affairs and faculty governance, Bill serves on the Board of Directors of the Arizona World Affairs Council and the Phoenix Sister Cities Commission. He has served on the Governing Council of the Society for Intercultural Education, Training and Research. Bill has served the university as President of the Academic Senate and Faculty Assembly, as Chair of the Arizona Faculties Council, and as a member of several Arizona Board of Regents committees. He served on the Combined Support Team for the Governor's Taskforce on Higher Education and the ABOR Learner Centered Education Team. Bill is active in NASFA, AIEA, EIEA, the Forum on Education Abroad and Sister City activities. He is currently Chair of the AIEA Professional Development Committee and serves on the AIEA Executive Committee. Bill is a 2009-2010 European Union Erasmus Mundus Scholar.

Bill has travelled extensively and has served as a visiting scholar in Canada, Finland, Wales, Japan and the Soviet Union.

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- Wolfgang Berg** Hochschule Merseburg, Merseburg, Germany
- Wolfgang Berg, born 1949 in Rosenheim, has studied Political Sciences, German Literature, Linguistics and History in Munich. After teacher's examination and PhD in Linguistics, due to a long period of volunteering in youth work, he started to work as director of the international department of Bavarian Youth Council in 1979. 1994 he moved to the University of Applied Sciences in Merseburg as professor for European Studies. Within study programmes for social workers and media/culture educators he is teaching culture and social policy, political education, intercultural learning and cultural exchange. Recent publications deal with transcultural personalities and culture policy.
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## VOLUME 2: EDUCATIONAL ISSUES

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- Clive Billingham** Children & Young People's Service, Leicester City Council, Leicester, United Kingdom
- Clive Billingham is a Consultant for Equality, Diversity & Cohesion in Leicester City Council's Learning Services. Clive has worked as a teacher of social studies and English as an Additional Language in secondary schools in Dudley, London, Bradford and Nottingham. He has an MA in Education and has worked as an education lecturer at De Montfort University, Leicester. He now works with schools on issues to do with cultural diversity, tackling racism and promoting community cohesion in Leicester, Britain's most diverse city.

He has worked in multicultural education/race equality for 30 years and has published teaching materials, such as 'Throwing Stones: an anti-racist teaching guide & video' and guidance/advice for schools, including the self-evaluation tool 'Young, Gifted & Equal: race equality standards for schools'. He has also written articles/chapters for the National Association of Headteachers, Institute for Citizenship, Race Equality Teaching and Runnymede Trust and helped write the Get-in Manual for International School Projects. He has spoken and led workshops at national and international conferences. He has been involved EU projects, including the Print (to produce collaborative learning materials), and was UK Coordinator of Get-in! network (to increase minority ethnic participation in EU projects) and runs Lifelong Learning study visits to Leicester.

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**Danny Felsteiner** Music in Me Foundation Amsterdam, The Netherlands  
Danny Felsteiner is born in Haifa, Israel in 1977. He has studied double bass at the Royal Conservatory in The Hague, the Netherlands between 2004 and 2007. At this moment he's living in Jerusalem and working for the Madaa Community Center in Silwan.

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**Ineke Braak – van Kasteel** Music in Me Foundation Amsterdam, The Netherlands  
Ineke Braak – van Kasteel (born 1948 in Amsterdam, The Netherlands) was, until 2008, head mistress of the primary school division of the Berger Scholen Vereniging. The BSV caters for pupils from 4 – 18 years old and has traditionally offered art courses at all levels. From 2003 – 2008 Ineke was employed by the Conservatoire of the University InHolland where she taught didactics, pedagogy, and developmental psychology. She also co-ordinated both intra-mural and extra-mural activities of the Conservatoire's Music-Teacher Training College. Ineke also contributed her expertise in the development and implementation of the competency-gearred curriculum of the InHolland School of Communication, Media and Music. She developed the minor "Community Arts".

From 2008 she has been active as the Education Manager of the Music in Me Foundation in the Netherlands and has also set up her consultancy "Ontwikkelwijs", through which she offers her services as counsellor-coach and as an independent consultant and project manager in the field of education.

Since 11 March of 2010 she is a member of the local council of Bergen NH, specialised in education, culture and social affairs.

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**Koen Braak** Music in Me Foundation Amsterdam, The Netherlands  
Koen Braak, born in Egmond aan Zee, the Netherlands in 1976, he studied jazz and popular music, ethnomusicology and cultural management and he is currently working as a programme manager for the Music in Me Foundation in the Netherlands.

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**María del Mar Ortiz Gomez**  
University of Granada, Campus of Melilla  
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María del Mar Ortiz Gomez is a lecturer and researcher from the Evolutional and Educational Psychology Department of the University of Granada at the Faculty of Education and Humanities in Melilla. Since 2000 she is a member of the research group “Curricular Innovation in Multicultural Contexts”. She teaches on special education in Education undergrade. She is currently the coordinator at the Campus of Melilla the undergrade in Social Education. Her main research interest is in the coexistence and cultural diversity, early dropouts, special education, and psychological implications in the Internet use. She has publised several articles and books in those areas.

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**Maria José Molina Garcia**  
University of Granada, Faculty of Education and Humanities of Melilla  
Granada, Spain

Maria Jose Molina Garcia is a Doctor in Philology Spanish by the University of Granada. Was awarded a diploma in Teachers GBS (specialty Philology French) in the year 1988 and received his bachelor’s degree in Spanish Philology by UNED in 1998. Officer of Career since 1990, has exercised as a teacher for eight years in a state Center for Child Education in Melilla with students multicultural and has also been monitora literacy, for people with mother tongue into Spanish, in the Pilot Plan for the comprehensive Training Citizen of adults (1988-91) and in the Plan for Continuing Education for Adults (1992), which was appointed coordinator in Melilla by the Ministry of Education and Science. Since the year 2000 taught their teaching within the department of teaching the Language and Literature at the Faculty of Education and Humanities of Melilla (University of Granada, first as associate professor at the department and, since the 2007, as a teacher partner dr. with permanent link to the University. Belongs to the Group of Research HUM457 called Teaching the Language and Literature, and has taught at the doctorate program that Faculty Trends and applications of the Educational Research with the course “Educational research in languages within contexts of interaction multilingual and multicultural”. It is also Coordinator at Headquarters in Melilla of Permanent Classroom Training Open at the University of Granada directed persons with more tan 50 years of age. Account with numerous publications related to the skills and language skills necessary for the reading comprehension as well as on resources for the animation of the reading both for mother tongue, as for Spanish as a second language or foreign language. It has also training courses in these areas.

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**Michalinos Zenbylas**  
Open University  
of Chiprus, School  
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Michalinos Zembylas is Assistant Professor of Education at the Open University of Cyprus. His research interests are in the areas educational philosophy and curriculum theory, and his work focuses on exploring the role of emotion and affect in curriculum and pedagogy. He is particularly interested in how affective politics intersect with issues of social justice pedagogies, intercultural and peace education, and citizenship education. Zembylas is the author of the books, *Teaching With Emotion: A Postmodern Enactment* (Information Age Publishing, 2005), *Five Pedagogies, a Thousand Possibilities: Struggling for Hope and Transformation* (Rotterdam, The Netherlands: SensePublishers, 2007), and *The Politics of Trauma in Education* (New York, Macmillan Palgrave, 2008). He is also co-editor of *Peace education in conflict and post-conflict societies: comparative perspectives* (with C. McGlynn, Z. Bekerman, & T. Gallagher, New York: Palgrave, MacMillan, 2009), *ICT for education, development, and social justice* (with C. Vrasidas and G. Glass, Greenwich, CT: Information Age Publishing, 2009), and *Advances in Teacher Emotion Research* (with Paul Schutz, Springer, 2009).

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**Miguel Ángel Gallardo Vigil**  
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Miguel Ángel Gallardo Vigil, EdD. in Psychopedagogy from the University of Granada (Spain), is a lecturer and researcher from the Educational Research and Diagnosis Methods Department of the University of Granada at the Faculty of Education and Humanities in Melilla. He teaches on educational research in various undergraduate and postgraduate degrees at different national universities. He is currently the coordinator at the Campus of Melilla of the Master in Secondary Education Teacher Training.

His main research interest is in the improvement of quality in Education, particularly, within the fields of employability, school coexistence and cultural diversity, early dropouts, and the use of ICTs, among others. He has published several national and international articles and books on this area.

He is a member of the research group “Curricular Innovation in Multicultural Contexts”. He has also coordinated different projects on teaching innovation and HE tutoring systems.

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**Peter Driver** Peter Driver is the Headteacher of the Bridge Junior School in Leicester, a school committed to a wide range of intercultural initiatives and well-known for the diversity of its school community.

Bridge Junior School  
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**Sebastián Sánchez Fernández** PhD. Sebastián Sánchez Fernández. PhD. in Philosophy and Educational Sciences (Section of Educational Sciences), University of Valencia, Spain. Professor at the Faculty of Education and Humanities of Melilla, University of Granada. Member of the Department of Didactics and School Organization.

University of Granada, Campus of Melilla  
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Researcher of the Peace and Conflict Research Institute of Granada University since it was set up in 1990. He has directed the collection of books EIRENE and has been Deputy Director between 2005 and 2008. Currently he is a member of the Management and Research Committees.

Director of the research group “Curricular Innovation in Multicultural Contexts” of the Andalusian Research Plan since its inception in 1988. He has directed and participated in several research projects funded by different institutions. He currently directs two, one on ‘school coexistence and cultural diversity “and another on” the causes and implications of early dropouts.

His teaching and research activity is mainly focused on Education for a Culture of Peace and Intercultural Education, themes on which he has written several books and articles. He also teaches these areas in undergraduate, doctoral and master’s degree in several universities. He has also given numerous lectures related to these issues. He is currently Representative of University of Granada Chancellor for the Campus of Melilla.

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**Ulla Lundgren** Ulla Lundgren, assistant professor of Education at School of Education and Communication, Jönköping University, Sweden. Her research interest is in the intercultural dimension of foreign language education and global citizenship education. She has taught in teacher education for many years where she among other things has developed and worked in various interdisciplinary international courses of Intercultural Encounters.

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