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IAIE International Conference 2012:

“Tapalewilis for Intercultural Education: sharing experiences, building alternatives”¹
Veracruz, Mexico

www.iaieveracruz.org

Conference date and venue:

February 15 through 17, 2012, Universidad Veracruzana, School of Education and Central Library (USBI), Boca del Río, Veracruz, Mexico

Pre-conference workshops:

February 13-14, 2012, Universidad Veracruzana, School of Education and Central Library (USBI), Boca del Río, Veracruz, Mexico

Official conference language: English, but some Spanish-English bilingual sessions will be offered. Contributions in other languages are welcome, however, translation cannot be guaranteed.

Organizers:

International Association for Intercultural Education (IAIE)

Universidad Veracruzana

Secretaría de Educación en Veracruz (SEV), Xalapa

Co-organizers:

Consejo Nacional de Investigación Educativa (COMIE), Mexico-City

Coordinación General de Educación Intercultural y Bilingüe (CGEIB), Federal Ministry of Education, Mexico-City

National Association for Multicultural Education (NAME), Monterey, CA, USA

¹ *Tapalewilis* is a Náhuatl term which means shared, reciprocal community work; Náhuatl is the most important indigenous language in Mexico.

Invited keynote speakers, as dialogue participants:

Dialogue I: **Jagdish Gundara**, University of London, UK

Alta Hooker Blandford, Universidad de las Regiones Autónomas de la Costa Caribe Nicaragüense (URACCAN), Nicaragua

Dialogue II: **Christine Sleeter**, California State University Monterey Bay, USA

Graciela Bolaños, Universidad Autónoma Indígena e Intercultural (UAIIN), Colombia

Dialogue III: **Rainer Enrique Hamel**, Universidad Autónoma Metropolitana, Mexico-City

Gerardo Alonso Méndez, Dirección de Educación Indígena, Morelia, Mexico

Honorary Committee:

Raúl Arias Lovillo, Rector, UV

Porfirio Carrillo Castilla, Deputy Rector, UV

Adolfo Mota Hernández, State Minister of Education in Veracruz (*to be confirmed*)

Xóchitl Adela Osorio Martínez, Vice-Minister of Basic Education in Veracruz (*to be confirmed*)

Denisse Uscanga Méndez, Vice-Minister of Higher Education in Veracruz (*to be confirmed*)

Mariano Báez Landa, Director, UV Intercultural

María Magdalena Hernández Alarcón, Director of International Relations, UV

Fernando Salmerón Castro, Coordinator-General for Intercultural & Bilingual Education, Federal Ministry of Education

Aurelio Vázquez Ramos, Dean, School of Education, UV

Scientific Committee:

Jagdish Gundara

Gunther Dietz

Francesca Gobbo

Paul Gorski

Michele Kahn

Kevin Kumashiro

Coty Lomeli

Mikael Luciak

Guadalupe Mendoza Zuany

Nektaria Palaiologou

José Manuel Serrano

Yael Sharan

Christine Sleeter

Barry van Driel

Local organizing committee:

Gunther Dietz (IAIE Secretary General, Cuerpo Académico Estudios Interculturales)

Sharon Duncan (IAIE Mexico Chapter, Cuerpo Académico Estudios Interculturales)

Cristina Kleinert (UV Intercultural)

Yolanda Jiménez Naranjo (IAIE Mexico Chapter, Cuerpo Académico Estudios Interculturales)

Guadalupe Mendoza Zuany (IAIE Mexico Chapter, Cuerpo Académico Estudios Interculturales)

Laura Selene Mateos Cortés (IAIE Mexico Chapter, Cuerpo Académico Estudios Interculturales)

N.N. (State Minister of Education in Veracruz)

Calendar: important deadlines

July 1st, 2011: deadline for submitting abstracts for paper, poster, video and book presentation proposals (cf. below)

July 1st, 2011: deadline for submitting pre-conference workshop proposals (cf. below)

September 1st, 2011: publication of list of selected papers, posters, video and book presentations

September 1st, 2011: publication of list of selected pre-conference workshops

September 30th, 2011: deadline for reduced-fee, early bird registration (cf. below), compulsory for all presenters of papers, posters, videos and/or books

November 1st, 2011: deadline for inscription in pre-conference workshops

December 1st, 2011: deadline for submitting complete papers for publication in conference CD

February 13th, 2012: IAIE pre-conference workshop inauguration

February 15th, 2012: IAIE conference inauguration

Provisional program structure:

Before February 13th, 2012:

Optional tourist trip to El Tajín (pre-colonial archaeological ceremonial center), northern Veracruz

Monday, February 13th, 2012:

Optional pre-conference workshops

Optional pre-conference visit to the Universidad Veracruzana Intercultural (UVI), Totonacapan region, indigenous community Espinal, northern Veracruz

Tuesday, February 14th, 2012:

Optional pre-conference workshops

Wednesday, February 15th, 2012:

Conference inauguration

Dialogue between keynote speakers: session I

First session of topical strands

Evening Son Jarocho concert by *Nematatlin*

Thursday, February 16th, 2012:

Dialogue between keynote speakers: session II

Second and third sessions of topical strands

Evening regional music concert by *Ballet Folklórico*

Friday, February 17th, 2012:

Dialogue between keynote speakers: session III

Fourth and fifth sessions of topical strands

Conference closure

Evening salsa concert & dance by *Moscobita*

After Friday, February 17th, 2012:

Optional post-conference tourist activities, incl. Veracruz Harbor City Carnival (February 20 and 21, 2012)

Registration and conference fees:

Participant categories	Early bird registration (by September 30th, 2011)	Late registration (after October 1st, 2011)
IAIE or NAME member	US\$ 150	US\$ 200
Non-Members	US\$ 200	US\$ 250
Teachers	US\$ 150	US\$ 200
Students	US\$ 50	US\$ 75
Local IAIE members	US\$ 100	US\$ 150
Local non-members	US\$ 150	US\$ 200
Local teachers	US\$ 100	US\$ 150
Local students	US\$ 25	US\$ 50

Payable by credit card (through IAIE Dutch chapter) or bank transfer (through IAIE Mexican chapter); cf. payment form (download).

Fees include: conference bag, program & proceedings of the conference (cd-rom), coffee-breaks and evening cultural activities (cf. program).

Conference Restitution Policy

It is possible for participants that have registered and paid to receive part or all of their fees to be restituted in case of a cancellation. The policies are as follows:

Cancellation by October 1, 2011: full amount to be restituted (minus bank fees)

Cancellation by November 1, 2011: 75% of fee paid will be restituted (minus bank fees)

Cancellation by December 1, 2011: 50% of fee paid will be restituted (minus bank fees)

Cancellation by January 1, 2012: 25% of fee paid will be restituted (minus bank fees)

All cancellations after February 1, 2012: no restitution possible

Workshop fees:

Workshop fees are not included in the above detailed conference fees. Each pre-conference workshop participant will pay a fee of US\$ 25, which will be paid directly upon arrival at the workshop venue.



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CALL FOR PAPERS

Multicultural discourse, which had originally emerged in societies self-defined as “countries of immigration” located mostly in North America and Oceania, has since then become the principal ideological basis of intercultural education, conceived as a differential approach towards the education of immigrated or formerly enslaved “minorities”. As the long-standing tradition of *indigenism* illustrates, however, in the Latin American context and under nationalist, not multiculturalist ideological premises, very similar policies of differential education have been targeting indigenous minorities. This paradoxical similarity of opposite approaches refers us to the need to consider and study the different intercultural, multicultural, bilingual, and/or *indigenismo* educational responses from a comparative and cross-national, even cross-continental viewpoint.

Accordingly, at our 2012 biannual conference, the International Association for Intercultural Education (IAIE) seeks to share truly global, “northern” as well as “southern” experiences in intercultural education, diversity education and related fields. We are particularly interested in identifying innovative, transformative and alternative approaches which allow for creative exchanges between these different local, national and/or continental traditions. For this purpose, the Náhuatl language term of *tapalewilis*, which refers to shared, reciprocally organized community work, serves as a metaphor for a joint effort to build a transnational, but locally positioned community of academics, teachers, students and civil society members committed to

such a symmetric and reciprocal exchange of intercultural education experiences, analyses and proposals.

We are therefore now inviting interested academics, teachers, students and governmental as well as non-governmental educational agencies to present contributions for the following **topical strands** of our conference (for abstracts and details, cf. below):

- 1) Intercultural Education - Multicultural Education - Diversity Education: Theoretical and Reflective Perspectives
- 2) Intercultural and Multicultural Education in its Relationship to Globalization, Citizenship, Human Rights and Social Justice Issues
- 3) Intercultural Teaching and Learning in Multicultural Contexts: Dynamic Approaches, Innovative Methodologies and Practical Applications
- 4) Intercultural Learning and Intercultural Communication
- 5) Cooperative Learning: Theory and Practice for Educational Equity
- 6) Classifications, Constructions of Difference, and Intersectionality: considering various diversity dimensions (ethnicity, social class, gender, disability, religion, language etc.) in cross-cultural and intercultural research
- 7) Intercultural Education in Dialogue with Critical Pedagogy, Liberation Theology and Other Sister Movements (bilingual strand) / *Educación Intercultural en Diálogo con la Pedagogía Crítica, la Teología de la Liberación y Otros Movimientos Sociales (sección temática bilingüe)*
- 8) Inequality, Exclusion and Class Divisions as Challenges for Intercultural Education (bilingual strand) / *Desigualdad, Exclusión y Divisiones de Clase como Desafíos para la Educación Intercultural (sección temática bilingüe)*
- 9) Decolonial and Indigenous Approaches to Intercultural Education within the context of language (bilingual strand) / *Enfoques Descoloniales e Indígenas a la Educación Intercultural dentro del contexto lingüístico (sección temática bilingüe)*

For each of these topical strands, we are accepting proposals in the following **categories**:

- **Papers** on concluded or ongoing research in intercultural education and related fields

- **Posters**, particularly on intercultural educational experiences and/or pilot-projects
- **Book and audio/video presentations**, particularly on didactical material relating to intercultural education and related fields

For each of these categories, we are currently asking for proposals, which should be sent to the respective strand chairs (cf. below) and which should include an **abstract** with the following information:

- The abstract should be between 400 and 1,200 words of length.
- Abstracts are to be submitted in English; in topical strands 7, 8 or 9, abstracts may also be presented in Spanish.
- The abstract has to specify the name, institutional affiliation and email address of the author(s) as well as the topical strand to which it is submitted.
- It should include the paper's / poster's / book or audio/video presentation's main objectives, conceptual framework, methodology and results. In the case of proposed book or audio/video presentations, participating presenters and/or material producers should also be specified in the abstract.
- Please specify also the equipment required for your presentation (PC, beamer, DVD player etc.).
- Finally, applicants of papers are asked to express their commitment to submit a complete version of their papers once their abstracts have been accepted (cf. calendar deadlines).

All abstracts should be sent by **July 1st, 2011** directly to the strand chairs listed below. In the following, each of the topical strands and their respective chairs are presented:

Strand 1: Intercultural Education - Multicultural Education - Diversity Education: Theoretical and Reflective Perspectives

Chair: Francesca Gobbo, Università degli Studi di Torino (francesca.gobbo@unito.it)

This strand welcomes presentations that critically discuss

- A) the meanings and aims of educational discourses centred on interculture, multiculturalism and diversity in the light of the
 - social and political histories of nation states and/or transnational institutions,
 - research and debate on the notions of culture, enculturation and identity,
 - research and debate on learning and schooling,
 - pupils', students' and families' agency in schools and society;
- B) the meaning and “management” of diversity (in terms of cultural and religious beliefs but also of gender, sexual orientations, social class, age/generation, etc.) in the light of present
 - problematization of social cohesion,
 - perception of social and political conflict,
 - reformulation of, and social/educational action toward social cohesion.

Strand 2: Intercultural and Multicultural Education in its Relationship to Globalization, Citizenship, Human Rights and Social Justice Issues

Co-chairs: Christine Sleeter, California State University Monterey Bay (csleeter@gmail.com) & Kevin Kumashiro, University of Illinois at Chicago (kumashiro@antioppressiveeducation.org)

This session invites presentations that situate local work in intercultural and/or multicultural education within larger issues involving globalization and human rights. Papers may, for

example, consider relationships between citizenship, diversity and globalization; neoliberalism and its implications for multicultural and intercultural education; or global human rights movements as they relate to local issues of diversity and social justice. We are particularly interested in papers that link local work around diversity and social justice with global relationships or movements.

Strand 3: Intercultural Teaching and Learning in Multicultural Contexts: Dynamic Approaches, Innovative Methodologies and Practical Applications

Chair: Barry van Driel (barry@iaie.org)

This strand will focus on intercultural education (including human rights education and citizenship education) in applied settings. Researchers will present their analyses of concrete projects implemented in both formal and informal contexts, while practitioners will present their projects to a wider audience. Guiding questions will be: what are examples of best (and worst) practice? What kinds of methodologies are most effective and in what (inter)(cultural) contexts? Who do they benefit and who do they continue to exclude? How does practice across the globe differ and why? What are the similarities?

Strand 4: Intercultural Learning and Intercultural Communication

Chair: Nektaria Palaiologou, University of Western Macedonia (nekpalaiologou@uowm.gr)

This session refers to studies exploring communication social theories, case- studies in specific environments (educational settings, organisations), with emphasis on the intercultural dimension and the role education can play to promote communication, understanding and cultivate an attitude of transforming ourselves to "global citizens". In modern multicultural cities the issue of interactions amongst people with various national, religious, language backgrounds is a core

issue. Peace maintenance and social equilibrium in societies are first priority targets at global level. The intercultural dimension is predominant as far as communication is concerned within multicultural settings. Intercultural Communication is a relatively new field of study, of main importance- especially at its practical dimension- because of the aforementioned issues that humanity faces. There is, indeed, a growing awareness in commerce, in public sector organisations and in educational settings of the importance of developing an understanding about our co-existence and working with people who are different from us and about the significance of the communication with other people on a basis of understanding and acceptance. Youth and International Education could also give priority to such issues, aiming at educating young people free of prejudice and stereotypes and with tolerance to the different.

Strand 5: Cooperative Learning: Theory and Practice for Educational Equity

Chair: Yael Sharan (yaelshar@zahav.net.il) / Coty Lomeli, Universidad Autónoma de Baja California (cotylomeli@hotmail.com) / José Manuel Serrano, Universidad de Murcia (serrano@um.es)

Cooperative learning is gaining recognition as the pedagogy most suited to the increasing diversity of today's student population and calls for careful consideration of the essential elements of CL and their use in different countries and contexts. In this session researchers and practitioners are invited to (1) explore the elements they value as essential for qualitative understanding of cooperative learning; (2) present models of programs that include these elements in a way that ensures systematic, effective, and sustainable application of CL in classrooms and in teacher education programs in different countries and in intercultural settings. Presentations may emphasize theoretical developments, action research, empirical research, systemic implementation efforts, or the application of cooperative learning to different contexts and students. Proposals may be for papers, interactive dialogues, or workshop formats. All presenters will be asked to encourage discussion among participants.

Strand 6: Classifications, Constructions of Difference, and Intersectionality: considering various diversity dimensions (ethnicity, social class, gender, disability, religion, language etc.) in cross-cultural and intercultural research

Chair: Mikael Luciak, Universität Wien (mikael.luciak@univie.ac.at)

Contributions for his session may consider various ways of classifying student groups and their characteristics in data collections and research and discuss corresponding consequences in regard to research process, outcome, and data interpretation; critically analyze how group affiliations are determined and how difference is constructed in academic writings about specific ethnic and social groups and in intercultural research; or discuss cross-cultural and intercultural research taking into account the interplay of several diversity dimensions and/or intersectionality theory.

Strand 7: Intercultural Education in Dialogue with Critical Pedagogy, Liberation Theology and Other Social Movements (bilingual strand) / *Educación Intercultural en Diálogo con la Pedagogía Crítica, la Teología de la Liberación y Otros Movimientos Sociales (sección temática bilingüe)*

Chair: Paul Gorski, George Mason University (pgorski1@gmu.edu)

Many of the pedagogies and philosophies which characterize intercultural education are prevalent, as well, in other progressive movements and frameworks, including critical pedagogy and liberation theology. The purpose of this strand, in recognizing that these movements and frameworks share several commitments, is to foment dialogue and collaboration across a variety of movements for human rights, educational equity, and social justice. Sessions for this strand should examine, explore, or propose ways in which intercultural education can be strengthened by, and can strengthen, practice and scholarship in critical pedagogy, liberation theology, social justice education, queer theory, feminist pedagogy, and other counter-hegemonic movements, theoretical frameworks, and transformative approaches to education.

Muchas de las pedagogías y filosofías que caracterizan a la educación intercultural también aparecen con frecuencia en otros movimientos y contextos progresivos, incluyendo la pedagogía crítica y la teología de la liberación. El propósito de esta área temática, enfocada en reconocer que estos movimientos y corrientes comparten varios compromisos, es fomentar el diálogo y la colaboración a través de una variedad de movimientos por los derechos humanos, equidad en la educación y justicia social. Las sesiones para esta área temática deberán examinar, explorar o proponer diferentes formas por medio de las cuales la educación intercultural pueda ser fortalecida y por sí misma pueda fortalecer la práctica y el estudio detallado de la pedagogía crítica, de la teología de la liberación, de la educación con justicia social, de la teoría queer, de la pedagogía feminista y de otros movimientos contrahegemónicos, así como de marcos teóricos y enfoques transformadores en educación.

Strand 8: Inequality, Exclusion and Class Divisions as Challenges for Intercultural Education (bilingual strand) / *Desigualdad, Exclusión y Divisiones de Clase como Desafíos para la Educación Intercultural (sección temática bilingüe)*

Chair: Rosa Guadalupe Mendoza Zuany, Universidad Veracruzana
(lupitamendoza.zuany@gmail.com)

Prevalent approaches to addressing diversity and difference within intercultural educational programs have tended to minimise or even deny the structural conditions of inequality which most ethnic minorities, migrants, indigenous people's etc. experience. It is imperative therefore that structural inequality is included as a central concern for intercultural education in order to generate educational programs which are pertinent, comprehensive, empowering and transformative. This panel integrates analysis, experiences and proposals concerned to address inequality as a fundamental dimension of intercultural education which mediates national regional and local diversities at all educational levels.

La preeminencia de la atención a la diversidad y la diferencia en los programas educativos interculturales ha tendido a minimizar, e incluso negar, las condiciones estructurales de desigualdad que viven minorías étnicas, migrantes, pueblos indígenas, etc. Incorporar la

dimensión de la desigualdad a los tópicos centrales de la educación intercultural resulta imperativo para generar programas educativos pertinentes, integrales, empoderadores y transformadores. Este panel integra análisis, experiencias y propuestas en torno a la atención de la desigualdad como elemento imprescindible de la educación intercultural en todos los niveles educativos en la diversidad de diversidades nacionales, regionales y locales.

Strand 9: Decolonial and Indigenous Approaches to Intercultural Education within the context of language (bilingual strand) / Enfoques Descoloniales e Indígenas a la Educación Intercultural dentro del contexto lingüístico (sección temática bilingüe)

Chair: Michele Kahn, University of Houston, Clear Lake (michelemkahn@yahoo.com)

This strand will address how language is used as a tool of oppression or liberation within educational settings. Specifically, we invite papers that explore how marginalized groups are affected by dominant language ideologies. Sessions may include issues in bilingual education, nonstandard dialects, ethnolinguistic oppression, critiques of postcolonial language ideology, preservation of indigenous languages, literacy and other linguistic focused concerns.

Esta área temática se ocupará de cómo la lengua es utilizada como una herramienta de opresión o de liberación en un contexto educativo. Específicamente, estamos invitando trabajos que exploren como las ideologías de los lenguajes dominantes afectan a los grupos marginados. Las sesiones deben incluir temas en educación bilingüe, dialectos no estandarizados, opresión etnolingüística, críticas poscoloniales de la ideología del lenguaje, preservación de lenguas indígenas, literacidad y otros asuntos relacionados con la lingüística.



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PRE-CONFERENCE WORKSHOPS

Veracruz, Mexico, February 13 and 14, 2012

CALL FOR WORKSHOP PROPOSALS

We are inviting interested academics, teachers, students and governmental as well as non-governmental educational agencies active in the field of intercultural education and related fields to present proposals for organizing workshops as part of the pre-conference program to be held in conjunction with the conference *Tapalewilis for Intercultural Education: sharing experiences, building alternatives* in Veracruz.

We are planning to hold these workshops in an indigenous region of Veracruz, in order to enrich the participants' intercultural experience and simultaneously to enable participation from indigenous students and teachers. Accordingly, the workshops should be conceived of and offered as “inter-lingual experiences” (English, Spanish, Totonaku and Náhuatl); they may be proposed either in English or Spanish and will adapt to the participant's particular fluency in each of these languages.

As to the range of topics, the workshops should introduce participants to particularly innovative approaches and methodologies for teaching and learning, for research and/or for community service methodologies related to intercultural education and related fields. In contrast to the more academic paper presentations at the conference as such, the workshops should include practical applications, audio/video demonstrations and bottom-up exchanges of didactical experiences.

If you are interested in submitting a workshop proposal, please send us an **abstract** with the following information:

- The abstract should be between 800 and 1,200 words of length.
- Abstracts are to be submitted in English or Spanish; please specify in which language(s) the workshop will be conducted.
- The abstract has to specify the name, institutional affiliation and email address of the author(s) as well as the topical strand to which it is submitted.
- It should include the workshop's main objectives, underlying approach, particular methodology and expected workshop results.
- Finally, please indicate the proposed length of the workshop (calculating in 2 hour time slots), its maximum number of participants as well as the required equipment (PC, beamer, DVD player etc.).

All abstracts should be sent by **July 1st, 2011** directly to gunther@iaie.org