

Colleagues, with humility I'm proud to announce that **Her Excellency (H. E.) Professor Hassana Alidou, Ambassador of the Republic of Niger to the United States**, a post she has held since 2015, **will serve as one of ALARA 2018 World Congress Keynote Speakers**. In addition to serving as the **Republic of Niger's Ambassador to the United States and Canada**, Dr. Hassana Alidou also brings her experience as a professor, a scholar of sociolinguistics and education, and a **policymaker for UNICEF, UNESCO**, and other influential organizations around the globe.

She has worked extensively in well over 30 countries in Africa with the language of instruction policies in order to provide technical guidance to national governments and international organizations (i.e., UNESCO, World Bank, ACALAN, and ADEA). Outside of Dr. Alidou's professional life, she spends significant amounts of time supporting community-based organizations in San Diego and various organizations within Africa.

Dr. Alidou holds a Master and a Ph.D. degree in sociolinguistics from the University of Illinois and a Bachelor's degree from Universite de Niamey, Niger. Dr. Alidou has taught at Texas A&M University prior to teaching as a full professor of Education and Cross-cultural Studies at the Graduate School of Education at Alliant International University located in San Diego, California. Dr. Alidou has written, and published books and several articles and frequently speaks at conferences and lectures around the world from England to Burkina Faso.

For instance, she is a frequent panel discussion speaker for the Wilson Center Africa Program at the Woodrow Wilson International Center for Scholars:

- (a) [Transforming the Education Sector to Meet Africa's 21st Century Needs](#)
- (b) [Public Leadership Education Network \(PLEN\) and The Women in Public Service Project](#)
- (c) [Harnessing the Demographic Dividend through Investments in Youth](#)
- (d) [Women in Public Service in Africa: A Pledge for Parity.](#)

Dr. Alidou has written extensively on Gender in International Development, the promotion of African languages in education, particularly in francophone countries. She has collaborated extensively with other specialists in the field of socio-linguistic and is one of the leading thinkers in promoting bilingual education in Africa. While she has provided extensive knowledge in language planning and policies and multicultural education, she also has contributed by providing teacher training, textbook production and the development of literate environments in multilingual settings. She has edited mother tongue textbooks used in Niger and Burkina Faso.

Dr. Alidou's fluency in English, French, and other African indigenous languages has made her somewhat unique in the field as she is able to examine and compare multiple education systems within Africa. Dr. Alidou has contributed significantly to the way in which education language policy is examined in Africa. In her writings, she has spent a significant amount of time not only focusing on the

educational impact of language policy, but also the societal effects that language policies have in Africa. Dr. Alidou works extensively to educate African national ministries and international organizations regarding the advantages of mother-tongue language.

Dr. Alidou is the coauthor of the editorial guidebook (2015) entitled *Action research to improve youth and adult literacy in multilingual contexts: Empowering learners in a multilingual world*. Hamburg: UNESCO Institute for Lifelong Learning. This book is intended to provide guidance for trainers of youth and adult educators and for those who manage non-formal education and curriculum development programmes in youth and adult literacy.

From an excerpt of this book, Dr. Alidou and Glanz assert that “*One of the greatest challenges in education today is to adapt and respond to a linguistically and culturally diverse world, and to combat social disintegration and discrimination. Participatory and collaborative action research represents an empowering and emancipatory approach to this challenge because the ‘target groups’ become involved as equal partners.*”

H. E. Professor Hassana Alidou will serve as the ALARA 2018 World Congress Keynote Speaker for the Stream/Track Five on “Action Learning, Action Research for Global Initiatives.”

It will also interest you to know that joining H. E. Professor Hassana Alidou, are other prominent scholars and esteem fellows of the action research/participatory action research

community who will serve as the ALARA 2018 World Congress Keynote Speakers for the Streams/Tracks. For instance, **Dr. Hilary Bradbury**, a scholar-practitioner whose work focuses on the human and organizational dimensions of creating collaborative learning communities, will serve as the **ALARA 2018 World Congress Keynote Speaker for the Stream/Track One on “Action Learning, Action Research (AL/AR) Experiences of Individuals.”**

Dr. Bradbury obtained her undergraduate degree in German/Theology at Trinity College Dublin, Ireland and then continued at Harvard and University of Chicago’s Divinity Schools. Her Ph.D. from the Management School at Boston College is in Organizational Studies, with a focus on change and transformation. Dr. Bradbury started her academic career at Case Western Reserve University in 1998 and became Professor of Management in Oregon’s Health Sciences University (OHSU) in 2012. She now convenes the global network of action researchers which seeks to transform conventional notions of knowledge production. Called AR+ | actionresearchplus.com, their mission is "accomplishing more good together." Recent books include *Cooking with Action Research: Stories and Resources for Self and Community Transformation*, written with her associates in AR+. And, with Bill Torbert, *Eros/Power: Love in the Spirit of Inquiry: Transforming how Women and Men Relate*. She was named 2018 Jubilee Professor at Chalmers Institute of Technology Sweden. Dr. Bradbury lives with her family in Portland, Oregon where she is a member of the teaching circle at Zen Center of Portland.

The **WC Keynote Speaker for the Stream/Track Two on the AL/AR Experiences of Professionals**, is **Jack Whitehead**, a Living Educational Theorist based in the UK. Previously at the University of Bath, he is now a Visiting Professor at the University of Cumbria, UK and Ningxia Teachers University in Ningxia, China. *He originated the idea that individuals could create their own explanations of their educational influences in their own learning, in the learning of others and in the learning of the social formations in which their inquiries are located, as their living-educational-theories.* He pioneered the use of digital, multi-media narratives for clarifying and evolving the meanings of the expression of embodied values in explanations of educational influence, in research degrees. The resources on his website <http://www.actionresearch.net> are an international resource for action researchers who are generating their own living-theories with values that carry hope for the flourishing of humanity. These theories are generated from inquiries of the kind, “How do I improve what I am doing? In which ‘I’ exists as a living contradiction.”

Dr. Mary Brydon-Miller will serve as the WC Keynote Speaker for the Stream/Track Three on the AL/AR for Communities’ Developments. She holds a Ph.D. degree in Environmental Psychology with a minor in Statistics from the University of Massachusetts. Dr. Brydon-Miller is a Professor in the Department of Educational Leadership, Evaluation, & Organizational Development in the College of Education and Human Development at the University of Louisville. She is a participatory action researcher who conducts work in both school and community settings. **Her**

most recent research focuses on research ethics in educational and community settings and on the transformation of institutions of higher education through action research. She is the editor, with David Coghlan, of the SAGE Encyclopedia of Action Research and is completing work on a book on ethical challenges in the context of participatory research with her colleague Sarah Banks from Durham University. **Her next major project focuses on working with middle-school students from around the world to engage as citizen scientists to better understand the impacts of global climate change.**

Finally but not the least, **Dr. Ernie T. Stringer is intended to serve as the WC Keynote Speaker for the Stream/Track Four on the AL/AR for Organizational Advancements.** Dr. Stringer has spent the last 50 years as a teacher, practitioner, professor, and action researcher; he has an extensive background in education, including ten years as a primary teacher, and ten years in teacher education at Curtin University. Over that time, **Dr. Stringer has engaged with others to think generatively and to develop a new vision for humanity.** It is through this effort that he hopes to better equip people to locate new solutions and possibilities for themselves and the communities of which they are a part. Through teaching—from the primary to the Ph.D. level—Ernie’s experiences have covered a broad spectrum, and he attributes this diverse history to who he is. **Dr. Stringer has also made significant contributions by authoring numerous influential texts on Action Research, including Action Research in Education (2008), Action Research in Health (with Genat, 2003), Action Research in Human Services (with Dwyer, 2004),**

and Integrating Teaching, Learning, and Action Research (with Christensen, & Baldwin, 2009).

At the Centre for Aboriginal Studies at Curtin University (1986–2003) he engaged in action research projects and consultancies in schools, Aboriginal communities, government departments, non-government organizations and business corporations. In 1988, he assisted in the development of an Australian National Aboriginal Education Policy. He was contracted by UNICEF (2002–2005) to direct a highly successful community engagement project for the East Timor Department of Education, Culture, Youth, and Sports. Through visiting appointments at universities in Illinois, New Mexico, Texas and New York, he has maintained continuing connection with an international network of scholars in education, anthropology, and sociology. He is the author of numerous action texts and past President of the Action Learning, Action Research Association. For most of the past decade, he was an Associate Editor of the Action Research journal, while engaging in action research activities with local Aboriginal people in the Ngaanyatjarra school system in Western Australia.

Please Note: While the designated Keynote Speakers will speak to a specific stream/track, each of them will speak to the entire World Congress attendees at different scheduled time/day during the WC. However, on the last day of the WC, we intend to have a **Collaborative Panel Discussion** with all five Keynote Speakers, which will be facilitated by another prominent scholar and esteem fellow of the action research/participatory action research community. In this

way, not only the essence of participatory dialogue will be ensured, but also will enable the attendees to better collaborate via action learning discourse, and can thus ask questions geared toward bringing closure to the WC and the future of AL/AR. In other words, the **Collaborative Panel Discussion** will help us address the action learning question: Where do we go from here in the quest of addressing *The Action Learning and Action Research Legacy for Transforming Social Change?*

Other details about the keynote speakers will be shared later to help with our marketing/publicity efforts.

[ALARA World Congress event website](#)

Best Regards

Emmanuel

Dr. Emmanuel Tetteh

International Vice-President

Action Learning, Action Research Association, Inc.

1.718-682-1224

vp-intl@alarassociation.org

www.alarassociation.org

If you wish to mail hard copies to me, please contact me for a USA address

