

# SPEAKING THE WORLD

Multilingualism and Cultural Fluency  
in the Professional World



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(Editors)



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**Dina Rosa Agyemang**, Fondazione Aurora ETS, Italian Non-Profit Organisation, Rome, Italy. She is an Italian-Ghanaian Economics and International Relations graduate with a strong passion for social inclusion and innovation. She is driving her expertise in fostering access to opportunities for all, particularly for youth with diverse backgrounds, including disabilities and multiculturalism. She is responsible for the Educational and Cultural projects of Fondazione Aurora, a private Italian organization committed to supporting young African entrepreneurs with a positive impact on local communities and changing narratives towards Africa.

**Gaspard Belhadj** is a 17-year-old International School of Boston senior actively contributing to his school community. He is fluent in English and French, proficient in Spanish, and plays a leading role in the student council to enhance student life and leadership. Gaspard is also deeply involved in the Air Force Auxiliary's cadet program, collaborating with peers on leadership, aerospace, and emergency services training. An avid athlete, he participates in golf, volleyball, and ice hockey and has captained his school's Varsity Volleyball team for the past three years.

**Françoise Bougaeff**, the Head of School at Lycée International de Calgary, is a trilingual dual citizen of France and Canada with over 20 years of experience in French-accredited schools. Her unique background provides valuable insights into multicultural and multilingual school environments. Françoise has led numerous professional development initiatives and is involved with the work of the Collectif d'interpellation du curriculum. She is passionate about fostering critical thinking, empathy, collaboration, and creativity in students, preparing them to become engaged and informed global citizens.

**Laurence Champomier** is a dynamic educator with a passion for multilingualism. She embarked on her journey with studies in German literature and civilization. Equipped with a multiple-subject teaching credential, she honed her craft in the vibrant classrooms of Parisian suburbs for six years, engaging students of all ages. Upon relocating to the Bay Area, she spent twelve enriching years at an International school, where she taught and served as program coordinator, ensuring coherence across subjects and levels. Driven by her commitment to bilingual education, Laurence assumed the role of Director of Dual Language Immersion (DLI) at a public charter school in Oakland for six years. There, she spearheaded innovative language programs and embraced leadership as the Principal of TK-2, fostering a nurturing and inclusive learning environment for all students. She is the Assistant Principal of the French Lycée of San Francisco primary school and the Director of its Sausalito campus. Her unwavering commitment to excellence in education earned her the prestigious Chevalier of the Academic Palms title, recognizing her outstanding contributions to education and multilingualism.

**Victorien Coquery** teaches French and Ancient literature at the International School of Boston. While studying at the École Normale Supérieure (2010-2015), he obtained a bachelor's degree in history and art history at the University of Paris Sorbonne. He wrote his master's thesis on "The Philosophy of Colors in Lucretia's *De Rerum Natura*" under the direction of Carlos Lévy. After the agrégation, his teaching experience in Los Angeles, Paris, Montpellier, Longwy, and

Boston led him to explore innovative pedagogies such as the setting up of an interactive exhibition on Tocqueville or the creation of karaoke videos in Latin or ancient Greek.

**Fatou Alhya Diagne**, Moleskine Foundation Italian Non-Profit Organisation, Milan, Italy. She is an Afro-Canadian cultural manager from Milan, Italy, and is associated with the Moleskine Foundation, an Italian non-profit organization. Her expertise fosters the growth and development of African-based creative industries, with a specialized focus on the fashion and textile sectors. As the program manager for the Moleskine Foundation, Diagne plays a role in their vital mission to inspire and empower a new generation of creative thinkers and doers.

**Megan Diercks** is Executive Director of the American Association of Teachers of French (AATF) and Officier in the Ordre des Palmes Académiques. Megan taught at the high school level for ten years when living in Texas and was named the University of North Texas Foreign Language Department Honored Alumna in 2008. After moving to Colorado in 2010, Megan revived the French program at Colorado School of Mines after a 10-year hiatus. In 2022, Megan initiated a program to expand the study of Francophone Africa within U.S. French programs. Funding from federal and foundation grant programs will support this critical initiative.

**Gabrielle Durana** is an economist and the President of Education Française Bay Area (EFBA), a non-profit dedicated to promoting French language education in the San Francisco Bay Area. In addition to her leadership role at EFBA, Gabrielle has authored several publications, including "*Bitcoin: bulle ou révolution?*" which appeared in *Esprit* in June 2015. Her work at EFBA reflects her dedication to bilingual education, fostering cross-cultural understanding, and supporting the French-speaking community in California.

**Lama Fakh** is a doctor in contemporary history and international relations. She has been a lecturer-researcher at Saint Joseph University in Beirut since 2015, teaching courses on contemporary

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**Isabelle Finger** is a certified Leadership and Career Strategy Coach who helps global citizens develop cross-cultural leadership skills and embrace change. With experience in major companies in Europe and North America, she has coached clients worldwide in English, German, and French for over four years. Previously, Isabelle led a multinational team at Coursera and was the founding Director of the INSEAD San Francisco Hub for Business Innovation. She also has a background in companies like Dell and Bain & Company across multiple countries. In addition to coaching, she advises EdTech start-ups and volunteers with various organizations in Silicon Valley. Isabelle holds an MBA from INSEAD and has lived with her family in Silicon Valley since 2013.

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**Michele Gerring**, Ph.D. in French and Francophone Studies, has taught French at Allegheny College, the State University of New York at Fredonia, Grove City College, Ohio State University, and Bowling Green State University. She has also taught online classes in English as a Second Language. Dr. Gerring's other research



interests are Maghrebi-French Studies, Quebec Studies, Franco-American relations, and 19<sup>th</sup>-century French literature. For one year, she lived in Jupiter, Florida, where she became familiar with the wide variety of dual-language and bilingual education programs in that state.

**Eric Hertzler** is a global educator with degrees in Economics and Management from École Normale Supérieure Paris Saclay and Law from University Aix-Marseille, Panthéon-Assas, and Leiden University. He serves as Vice Dean of International Relations and co-program director of the International MBA at IAE Paris-Est, University Paris Est Créteil (UPEC). With 20 years of teaching experience in Law, Economics, and Management, he has worked in Brazil, Belgium, and California and mentored students in top global companies. His expertise spans International Education, Global Management, Corporate and IP Law, and Cross-Cultural issues. He has also been a visiting scholar at UC Berkeley and has taught at universities worldwide.

**Fabrice Jaumont** is a scholar-practitioner, award-winning author, non-profit leader, and education advisor based in New York. He is President of the Center for the Advancement of Languages, Education, and Communities, a nonprofit publishing organization based in New York and Paris. He has published nine books on bilingualism and education, philanthropy, and higher education, including *The Bilingual Revolution: The Future of Education is in Two Languages* and *Conversations on Bilingualism*.

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**Elena Korzhenevich**, Moleskine Foundation Italian Non-Profit Organisation, Milan, Italy. She is a co-founder and Program Director of the Moleskine Foundation and has been in charge of the foundation's educational programs for the last ten years. She is committed to unlocking the creative potential of young people from marginalized communities worldwide and transforming themselves and the communities around them through creativity.

**Mehdi Lazar** is the Academic Director at the International School of Boston in Cambridge, Massachusetts. A graduate of ESCP Business School, he holds a Ph.D. in Geography from Panthéon-Sorbonne University and is completing a Doctor of Business Administration at TBS Education. His doctoral research focuses on school leaders' competencies in the United States and France. Mehdi Lazar has authored six books, including a series of two books focusing on the globalization of higher education and three books on the MENA region. His recent work lies at the crossroads of human resources management and sociology and focuses on studying leadership, school leadership, and the development of intercultural competence. Mehdi is a member of the Harvard Business Review Advisory Council.

**Hélène H. Leone** earned her Ph.D. in Education from the University of Ottawa and her master's degree from Simon Fraser University. Her work focuses on teacher training and professional development,

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**Xiaojin Niu**, Ed.D., is an educator, researcher, and theatre artist. She has extensive experience as an instructor, drama teacher, and curriculum developer at universities, schools, and organizations in New York City and China. Xiaojin's research focuses on drama in education pedagogy, equity, and international students' experiences. Her writings and studies have been featured in educational theatre journals and presented at various international conferences, and she serves as an editorial board member of the Teaching Artist Journal. In addition to teaching and research, Xiaojin has been involved in multiple theatre productions as a creator, director, and actor. After graduating from New York University, Xiaojin has taught at a Los Angeles school.

**Armineh Petrossian**, a seasoned plurilingual elementary school educator at the International School of Boston, is a dedicated lifelong learner. With a distinguished career in education, she earned an Ed.D. in Curriculum, Teaching, and Leadership from Northeastern University, complementing her MBA from Bentley University. With over 20 years of experience spanning French, American, and international educational systems, Armineh also serves as an accreditation evaluator and actively participates in the AIWA Scholarship Program.

**Steven J. Sacco** is a French professor and co-director emeritus of San Diego State University's U.S. Department of Education-funded Center for International Business Education and Research (CIBER) Program. Sacco is the international leader in workplace language use

research within multinational corporations in Francophone Africa. His research began in a Northern California rice mill when he discovered then that English is far from claiming the crown as the nation's workplace language even in the U.S. Sacco's research in Francophone Africa demonstrates that French will continue to serve as the continent's dominant workplace language for decades to come.

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An innovative educator and researcher, **Pascal Vallet** explores AI's impact on language, culture, and education. He developed custom AI systems and smart automation, harnessing technology for student-centered learning and school operations enhancement while considering its broader implications. With experience in international schools in Seoul, Bali, San Francisco, and at UNIS, Pascal's multilingual skills and commitment to ethical AI integration position him as a leader in shaping the future of education and human understanding. Inspired by Marshall McLuhan's insight, "We shape our tools, and after that, our tools shape us," Pascal focuses on the ethical integration of AI in education.

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The Center for the Advancement of Languages, Education, and Communities (CALEC) is a nonprofit organization that promotes multilingualism, empowers multilingual families, and fosters cross-cultural understanding. The Center's mission aligns with the United Nations' Sustainable Development Goals. Our mission is to establish language as a critical life skill by developing and implementing bilingual education programs, promoting diversity, reducing inequality, and helping to provide quality education. Our programs seek to protect world cultural heritage and support teachers, authors, and families by providing the knowledge and resources to create vibrant multilingual communities.

The specific objectives and purpose of our organization are:

- To develop and implement education programs that promote multilingualism and cross-cultural understanding and establish an inclusive and equitable quality education, including internship and leadership training. [SDG # 4, Quality Education]
- To publish and distribute resources, including research papers, books, and case studies that seek to empower and promote the social, economic, and political inclusion of all, focusing on language education and cultural diversity, equity, and inclusion. [SDG # 10, Reduced Inequalities]
- To help build sustainable cities and communities and support teachers, authors, researchers, and families in advancing multilingualism and cross-cultural understanding through collaborative tools for linguistic communities. [SDG # 11, Sustainable Cities and Communities]

- To foster solid global partnerships and cooperation, mobilize resources across borders, participate in events and activities that promote language education through knowledge sharing and coaching, empower parents and teachers, and build multilingual societies. [SDG # 17, Partnerships for the Goals]

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