

Curriculum Vitae

NAME: Dr. Jia Luo (ཇོ་ལོ་གློ་མོ། Gyal Lo)

Email: jl tib88@gmail.com & l.jia@mail.utoronto.ca

CITIZENSHIP: TIBETAN CANADIAN

LANGUAGE SKILLS: Academic Proficiency with oral and written skills in **English, Tibetan, and Mandarin** (Chinese)

DEGREES:

Ph.D. 2015 OISE, University of Toronto,

Dissertation Title: [Social Structuration in Tibetan Society: Education, Society and Religious Life.](#)

M.Ed. 2009 OISE, University of Toronto

M.A. 1995, Tibetan Department at Northwest University for Nationalities

B.A. 1991, Tibetan Department at Northwest University for Nationalities

EMPLOYMENT:

2017-2020: Professor, Yunnan Normal University, Kunming, China

1998 -2004: Associate Professor, Tibetan Department at Northwest University for Nationalities, China

1995-1998: Assistant Professor, Tibetan Department at Northwest University for Nationalities, China

1991-1992: Cultural Administrative Policy Advisor, Bureau of Culture in the Government of Gannan Tibetan Autonomous Prefecture, China

ACADEMIC HISTORY

TEACHING ACTIVITIES:

Graduate Courses Taught:

- Lecture on the relations of Tibetan higher education to social structuration

- Multifunctional Institution of Tibetan Buddhist Monastery
- Research on the Relation of Knowledge Reproduction to Curriculum
- The Asian perspective on the theory of structuration
- The structuration theory based new sociology of Tibetan education
- An introduction to critical pedagogy
- Sociology of Tibet

HONORS:

- 2009-2012 **SSHRC Awarded**, Social Sciences and Humanities Research Council of Canada (SSHRC) Fellowship, \$ 109000
- 2006-2007 **Invited independent Researcher** for Tibetan objects, Royal Ontario Museum, Canada
- 2004 – 2007 **Invited Visiting Professor**, University of Toronto
- May to June 2000 **Invited Visiting Scholar**, University of Toronto

Interactions with International Media:

- With [The New York Time](#) interview in English: “Strangers in their own home” as part of *One Nation Under Xi: How China’s Leader Is Remaking Its Identity*, October 11, 2022, 9:58 AM
- With [The Wall Street Journal](#) interview in English: *China Targets Another Region in Ethnic Assimilation Campaign: Tibet: Beijing is increasing surveillance and restrictions on the country’s population of 6.3 million Tibetans*. July 16, 2021 11:53 am ET.
- With [DELANO Luxembourg](#) in English- International Affair: *Europe must unite against China, says Tibetan activist*, November 30, 2022 Luxembourg City.
- With [Phayul.com](#) interview in English: *Perspective interview with Tibetan educationist Dr. Gyal Lo (Jia Luo)*, November 17, 2022 Dharamshala, India.
- With [RFA](#) interview in Tibetan: ལྷོ། འོད་ཀྱི་སྐད་ཡིག་ལ་འཕྲད་པའི་ཉེན་ཁུ། *Tibetan language under threat in China’s education policy in Tibet*. July 5, 2022.
- With [VOA](#) interview in Tibetan: ལྷོ། །།གཞིས་གྲུས་གཉིས་ཀྱི་འབྲེལ་ལམ། *Exclusive interview with Dr. Jia Luo (Gyal Lo), a Tibetan scholar recently exiled*. June 29, 2022.

With [VOA](#) interview in Tibetan: ལྷོ་མ་ལོ་གྲོ་བོ་ལྷོ་མ་ལོ་གྲོ་བོ་ལྷོ་མ་ལོ་གྲོ་བོ་ སེམས་ལྷོ་མ་ལོ་གྲོ་བོ་ སེམས་ལྷོ་མ་ལོ་གྲོ་བོ་ སེམས་ལྷོ་མ་ལོ་གྲོ་བོ་ སེམས་ལྷོ་མ་ལོ་གྲོ་བོ་ Former
Perofessor at Northwest Minzu University Speak Out, interview with Dr.
Jia Luo (Gyal Lo), January 12, 2022.

With [RFI](#) interview in Chinese: 特别节目-中共在西藏推行的是殖民统治? 法国国际
广播电台, December 7, 2022.

With [VOT](#) interview in Tibetan: ལྷོ་མ་ལོ་གྲོ་བོ་ལྷོ་མ་ལོ་གྲོ་བོ་ལྷོ་མ་ལོ་གྲོ་བོ་ལྷོ་མ་ལོ་གྲོ་བོ་ སེམས་ལྷོ་མ་ལོ་གྲོ་བོ་ སེམས་ལྷོ་མ་ལོ་གྲོ་བོ་ སེམས་ལྷོ་མ་ལོ་གྲོ་བོ་ སེམས་ལྷོ་མ་ལོ་གྲོ་བོ་
China's colonial boarding school in
Tibet: In conversation with Dr. Gyal Lo (Jia Luo),
October 28, 2022. Dharamshala, India.

Short article in public Media:

In Tibetan Review: *Is Chinese Rule in Tibet Colonial?* October 14, 2022.

<https://www.tibetanreview.net/is-chinese-rule-in-tibet-colonial/>

In THE NEW YORK TIME, Opinion / Guest Essay: *The One Million Tibetan Children
in China's Boarding Schools*, Sept 15, 2023.

[https://www.nytimes.com/2023/09/15/opinion/china-tibet-boarding-
school.html](https://www.nytimes.com/2023/09/15/opinion/china-tibet-boarding-school.html).

Invited article reviewer for:

Journal of Working Papers in Educational Linguistic, University of Pennsylvania, USA.

SCHOLARLY AND PROFESSIONAL WORK

BOOKS, THESES, or DISSERTATIONS

Jia, Luo. (2023). *Sociology of Tibet (Tibetan version)*. The Library of Tibetan works and
Archives, Dharamshala, India.

Jia, Luo. (2016). *Social Structuration in Tibetan Society: Education, Society and
Spirituality* (English), Rowman & Littlefield · Lexington Books.

Jia, Luo. (2015). *Reform as a social movement in Tibetan society: A form of social process*.
LAP Lambert Academic Publishing, Germany.

Jia, Luo. (2003). Second book of *The Tibetan Culture Readings*—that being for school
children grades one to three (Tibetan).

- Jia, Luo. (2002). *An Introduction to Translation Theory for Tibetan and Chinese Translation of Buddhist Scriptures*. Gansu Nationalities Publishing House (Tibetan).
- Jia, Luo. (1999c). *Sociology and Tibetan Society*. Gansu Nationalities Publishing House (Tibetan).
- Jia, Luo. (1998). *Tibetan Cultural Development and Education*, Gansu Nationality Publishing House (doctoral dissertation, translated from Chinese to Tibetan).
- Wan, M. & Jia, Luo. & Badeng Nima. (1999a). First book of *The Tibetan Culture Reading* is based on traditional Tibetan knowledge for grades four to six. (Funded by CIDA Project), Gansu People's Publishing House (Tibetan-Chinese bilingual version, also as the invited editor for both **Tibetan** and **Chinese**).

BOOKS IN PRESS 2023:

- Jia, Luo. (2023). *A Life of Decolonization and Reconciliation: The Social-Political Contributions and Experiences of the sixth Gong Tang Rinpoche in P. R. China (1951-2000)*. The Library of Tibetan works and Archives, Dharamshala, India.

JOURNAL ARTICLES:

- Jia, Luo. (2021). A sociological analysis of Tibetan language policy issues in China, *SN Social Science (2021) 1:89*. <https://doi.org/10.1007/s43545-021-00092-y>
- Jia, Luo. (2020). Informing a research model of Tibetan Village Studies, *Journal of Gannan Ethnocultural Studies (Tibetan)*, Vol 3, pp. 4-26.
- Jia, Luo. (2021). A sociological study on the recent social role changes of Tibetan village woman, *Journal of Gannan Ethnocultural Studies (Tibetan)*, Vol 2, pp. 78-90.
- Jia, Luo. (2019). Towards mutuality in modernizing Tibetan Higher Education institution in China, *Diaspora, Indigenous and Minority Education*, Vol, 13 (4). Pp. 236-247.
- Jia, Luo. (2017). Ethnographical studies and Tibetan village knowledge reproduction, *Journal of Gannan Ethnocultural Studies (Tibetan)*, Vol 2, 84-115.

CHAPTERS IN BOOK:

- Jia, Luo. (2012). The Tibetan village as the focal point in maintaining and revitalizing Tibetan language in China (In both English and Tibetan version), In Kunsang Gya, A. Snavelly & E. Sperling (Eds.), *Minority Language in Today's Global Society*, Volume 1, Trace Foundation, New York City. This chapter in two languages of English and Tibetan.

- Jia, Luo. (2011). The Role of spirituality in Maori and Tibetan village school. In N. Wane, L. Manymo & J. Ritskes (Eds.), *Spirituality, Education & Society* (pp.83-93)-An Integrated Approach Rotterdam, Netherlands: Sense Publishers.
- Jia, Luo. (2010). A Tibetan peace perspective. In E. J. Brantmeier, J. Lin & J. P. Miller (Eds.), *Spirituality, religion and peace education* (pp. 115-131). Charlotte, NC: IAP Publishing.
- Bahry, S., Darkhor, P. & Jia, Luo (2009)."Educational diversity in China: through local and school-based curriculum reform: bilingual education, multicultural education and environmental education". In G. Wiggan (Ed.), *Global Issues in Education: A Reader* (published by Lanham, MD: University Press of America). (MS 37 pages).
- Jia Luo (2003). *Research on multiethnic bilingual education from a cultural perspective (Chinese version)*. In Zhaxicairang (Ed.), proceedings of the Conference on Tibetan Studies on the 50th anniversary of the Northwest University for Minorities. Beijing: Beijing Nationalities Publishing House (6 pages).
- Jia, Luo. (1999b). *Thoughts on Tibetan Culture to 21st Century* (published in Selections for Symposium on Transformation of Tibetan Language Teaching in Higher Education) (**Chinese version**), Beijing Nationalities Publishing House.

PRESENTATIONS:

INVITED KEYNOTE LECTURES IN TIBETAN AND ENGLISH:

- Jia, Luo. (2021). Regional Differences in Tibetan Language and Education Policies in the People's Republic of China, 2008-present (Via zoom), 11/18/2021 @ 2:30 pm - 4:00 pm, Department of East Asian Languages and Cultures, Columbia University, NY, USA.
- Jia, Luo. (2019). Tibetan Buddhism and its Social Innovation: the exemplar of Buddhist Master Je TsangKhapa, at 5:00 to 6:30 on November 14, 2019, the University of Hong Kong.
- Jia, Luo. (2019). A Critical Reflection on A New Assimilation approach through Education in the Cross-border Ethnic Asian Regions, at 12:45 to 2:00 on November, 2019, the University of Hong Kong.
- Jia, Luo. (2019). A sociological interpretation on the ecology of Tibetan society in China, Invited Keynote presentation for the 7th Tibetan Education Seminar:

Tibetan Educational Ecology, organized by Jian Tsen Education Research Centre, at 9:00 am – 11:00 am on July 25-27, 2019, Ruerge, Sichuan, China.

Jia, Luo. (2017). *A Sociological Perspective on the Principles of Social Justice Education* (in Tibetan language), Invited Keynote presentation for **the Fifth Tibetan Education Seminar: Tibetan Social Justice Education Issues**, organized by Jian Tsen Education Research Centre, at 9:00 am – 11:00 am on July 22, July 21-23, 2017, Chunchu (Hong Yuan), Sichuan, China.

Jia, Luo. (2016). *A Critical Perspective on Recent Tibetan Preschool Education Issues in China* (in Tibetan Language), Invited Keynote presentation for **the Fourth Tibetan Education Seminar: Tibetan Preschool Issues**, organized by Jian Tsen Education Research Centre, on November 21, 2016, Chengdu, China.

Jia, Luo. (2016). *Global Perspectives on Bilingual Education Models and Practice* (in Tibetan Language), Invited lecture at the Department of Tibetan Language and Culture in Northwest University for Nationalities, on November 10, 2016, Lanzhou, China.

Jia, Luo. (2016). *A New Exploratory Perspective of Structuration Theory on the Relation of Education to Tibetan Social Structure and Social Development*, Invited lecture at the Department of Tibetan Language and Culture in Northwest University for Nationalities, on November 9, 2016, Lanzhou, China.

Jia, Luo. (2013). *The relation of three forms of education to local social structure in Tibetan society in China* (in English), Invited presentation at Wah Ching Center of Research on Education in China, University of Hong Kong.

Jia, Luo. (2011). *The challenges of Tibetan corpus and status planning in China* (in English), Invited speaker at Colloquium: Minority Language Situations in Today`s People Republic of China, Centre for Research on Language Contact Glendon College, York University, Toronto, October 18, 2011.

Jia, Luo. (2008). *The Village is a key for language survival in Tibetan society in China*, Invited presentation at TRACE Foundation, New York City. November 22th, 2008.

Jia, Luo. (2007). *Revitalizing Tibetan practical knowledge*, invited presentation at TRACE Foundation, New York City. April 1th, 2007.

INVITED SERIAL LECTURES IN MANDARIN(CHINESE):

- Jia, Luo. (2017). *A perspective on issues of minority education research from the structuration theory*, Invited Keynote lecture for the third China Council on Anthropology of Education Conference, on July 19-20, 2017, Lanzhou, China.
- Jia, Luo. (2017). *Methodological reinterpretation of education research*, Research Centre for Educational Development of Northwest Normal University, July 5, 2017, Lanzhou, China.
- Jia, Luo. (2017). *An introduction to critical pedagogy (A)*, Research Centre for Educational Development of Northwest Normal University, July 5, 2017, Lanzhou, China.
- Jia, Luo. (2017). *An introduction to critical pedagogy (B)*, Research Centre for Educational Development of Northwest Normal University, July 6, 2017, Lanzhou, China.
- Jia, Luo. (2017). *Method and applicability of social structuration theory to education research (part one)*, College of Education, Northwest Normal University, at 2:30-5:00 pm on September 6, 2017, Lanzhou, China.
- Jia, Luo. (2017). *Method and applicability of social structuration theory to education research (part two)*, College of Education, Northwest Normal University, at 2:30-5:00 pm on September 7, 2017, Lanzhou, China.
- Jia, Luo. (2017). *Method and applicability of social structuration theory to education research (part three)*, College of Education, Northwest Normal University, at 2:30-5:00 pm on September 11, 2017, Lanzhou, China.
- Jia, Luo. (2017). *Method and applicability of social structuration theory to education research (part four)*, College of Education, Northwest Normal University, at 2:30-5:00 pm on September 12, 2017, Lanzhou, China.
- Jia, Luo. (2017). *Method and applicability of social structuration theory to education research (part five)*, College of Education, Northwest Normal University, at 2:30-5:00 pm on September 13, 2017, Lanzhou, China.
- Jia, Luo. (2016). *A Dialogue towards Equity: A Case of Minority Higher Education issues in Contemporary China*, Invited Keynote presentation at the International Conference on the Development of Minority Education via the Action plan on the China-proposed Belt and Road Initiative, from October 22-24, 2016, Ying Chuan, Ning Xia University, China.

Jia, Luo. (2016). *Sociological Perspectives on School Recognition and Minority Education Issues in Contemporary China* (in both Tibetan and Chinese Language), Invited lecture delivered to the faculty of education as a part of serial lectures at the Graduate school of Education at the Qinghai Nationality University, on October 10, 2016, Xi Ning, China.

Peer Reviewed International Conference Papers Presented:

Jia Luo. (2019). *The Way of Interdependent and Independent Trends in the Tibetan Village Children's Spiritual Growth*, paper presented at The European Conference on Education (ECE 2019), as part of Primary & Secondary Education. Birkbeck, University of London & University College London, from Friday, July 19, 2019, to Sunday, July 21, 2019, London, UK.

Jia, Luo. (2019). *The Challenges and Opportunities of Tibetan Education in China*, paper presented at the 88th Congress of the Humanities and Social Sciences of Canada 2019, and 53rd Canadian Sociological Association (CSA-SCS) Annual Conference 2019, 7days, 73 associations, 200 events, 8000 people, from June 1- June 7, 2019 at the University of British Columbia, Vancouver, Canada.

Jia Luo. (2019). *Mother-tongue in the process of Sustainable Social Structuration*, paper presented as part of round table session of the challenges of approaching a sustainable minority education for the 63rd Annual Conference of Comparative and International Education Society (CIES 2019) at 3:15 pm to 4:45 pm on April 15, CIES from April 13-19, 2019, San Francisco, USA.

Jia Luo. (2019). *Striving for sustainability of Tibetan social-cultural identity: A critical proposal from a private school in China*, paper presented as part of a highlighted session: Rethinking learning sites, communities, and what is educationally valuable in Amdo and Kham Tibetan regions for the 63rd Annual Conference of Comparative and International Education Society (CIES 2019), at 3:15pm to 4:45pm on April 17, 2019, CIES from April 13-19, 2019, San Francisco, USA.

Jia Luo. (2018). *A holistic perspective on the Tibetan village children's spiritual growth*, paper presented for the Highlighted Session: Education in the Tibetan-Himalayan Region: Social Foundations, at the CIES, March 25-29, 2018, 2017, Mexico City, Mexico.

Jia Luo. (2017). *A Critical Relation of Diversified Education to Social Structuration in Tibetan Society in West China*, paper presented for the Challenging Boundaries:

- New Perspectives, Methods, and Sites for Research on Education in Tibetan Areas in China session at the CIES, March 6-9, 2017, Atlanta, Georgia, USA.
- Jia, Luo. (2016), *A Sociological Analysis of Tibetan Preschool Education Issues in China*, paper presented at the 14th International Association of Tibetan Studies, Seminar 19-25 June 2016 Bergen, sponsored by University of Oslo, Norway.
- Jia, Luo. (2016). *A Sociological Analysis of Language Dilemma in Tibetan Society*, paper presented at the 60th CIES Annual Conference from May 5-10, 2016 in University of British Columbia, Vancouver, Canada.
- Jia, Luo. (2016). *Indigenous Social Structuration in Canada: A Critical Lesson from Tibetan History*, paper presented at the 2016 CSA-SCS Annual Conference from May 30– June 3, 2016 in University of Calgary, Canada.
- Jia, Luo. (2015). *The challenges of language policy implementation in a multicultural urban context in western China: a case study of Tibetan primary school promotion issues in Xining, Qinghai*, paper presented at the 2015 Multidisciplinary Approaches in Language Policy and Planning, LPP 2015 Conference from September 18-21, 2015 in the University of Calgary, Canada.
- Jia Luo (2015). *Tibetan language policy issues in China*, paper presented at the Canadian Sociology Association (CSA) conference from June 1-5, 2015 in the University of Ottawa, Canada.
- Jia Luo & Olson, P. (2015). *A sociology of language perspective on the challenges of sustaining mother-tongue in a Tibetan village in China*, paper presented for a session on Education in the Maintenance of Heritage Language and Culture. Comparative International Education Society, June 9-13, 2015, Washington DC. USA.
- Jia Luo & Olson, P. (2014). *Sociological Problems and Educational Divergence*, paper presented as a Distributed Paper for the Research Committees session "Globalization, Development and Culture" at the XVIII ISA World Congress of Sociology, July 13-19, 2014, Yokohama, Japan.
- Jia, Luo. (2013). *Practicing Gesar as oral literacy in empowering Tibetan villagers' language capacity in China*, paper presented at the 13th Seminar of the International Association for Tibetan Studies, Sunday 21st July to Saturday 27th July 2013, Ulaanbaatar Mongolia.

- Jia Luo & Olson, P. (2013). *Uprooting indigenous societies: Resettled Tibetan communities in China*, paper presented at CCA Annual Conference at the University of Victoria, British Columbia, Canada, June, 2013.
- Jia, Luo. (2012). *Media and cultural communication issues in Tibetan areas, in China*, Presented as part of the panel: Media & Culture, Media Flows and Media Spheres. The Canadian Society for Studies in Education, May 30 - June 1, 2012, Wilfred Laurier University and the University of Waterloo, Waterloo, Canada.
- Jia, Luo. (2012). *The challenges of Tibetan language status planning and policy implementation in China*. Presented as part of the panel: Language policy and education: Comparative perspectives. The 56rd Annual Conference, Comparative and International Education Society, April 22-27th 2012 The Pennsylvania State University, College of Education, The University Office of Global Programs and the Comparative and International Education Program and The University of Puerto Rico U.S.A.
- Jia, Luo. (2012). *The Complexities of the Social Structuration Process in a Spiritual-centric Society: Tibetan Social Structure and Spiritual Institutions*, Paper presented at 2nd International Conference on Religion and Spirituality in Society, 20-22 February 2012, University of British Columbia, Vancouver, Canada.
- Jia, Luo. (2011). *Using Information technology to collect oral literature in indigenous language(s) for the development of mother-tongue community schools among non-dominant ethnicities in West China: Rationale, challenges, progress and prospects*. 16th World Congress of Applied Linguistics: Harmony in Diversity: Language, Culture, and Society. August 23-28, Beijing, China.
- Jia, Luo. (2011). *Dialogue between villagers and officials on Tibetan language-in-education policy in Qinghai province: Where were the scholars?* Comparative & International Education Society, McGill University, Montréal, Canada. 1 May to 5, 2011.
- Jia, Luo. (2011). *Towards mutuality in modernizing minority Higher Education Institutions in China*. Presented at the Education and Global Cultural Dialogue Conference: A Tribute to Dr. Ruth Hayhoe, Ontario Institute for Studies in Education of the University of Toronto, May 6, 2011, Canada.
- Jia, Luo. (2010). *Everything old is new again: Traditional Tibetan logical reasoning curriculum in state schools in Tibetan areas in China as an indigenous approach to developing analytical and problem-solving skills and creative thinking*. CSSE Annual Conference Concordia University, Montréal 29 May to 1 June 2010, Canada

- Jia, Luo. (2010). *Indigenous language, culture and education: 'language nests' and community schools in Aotearoa/New Zealand and a community-based Tibetan Village summer school*. The 54rd Annual Conference, Comparative and International Education Society, February 28-March 5th, 2010 College of Education, Michigan State University, in Chicago, Illinois, U.S.A.
- Jia, Luo. (2009). *Tibetan peace perspective*. Presented at the 8th Annual Conference on Peace Education in Canada, November 13-15th, 2009 Hamilton, Ontario.
- Jia Luo & Zhou Jia Ka, (2009). *Peace education: A Tibetan perspective – role plays learning in peace practice*. Presented at the 7th International Conference: Holistic Learning: breaking new ground, October 23th-25th, 2009, Jointly Sponsored by the University of Waterloo and OISE-UT at Geneva Park, Canada.
- Jia, Luo. (2009). *The realities of Tibet: from language policy to practice: the village is the key to maintenance and revitalization of Tibetan*. Presentation as part of the panel: ethnic minorities and the state. The 10th Annual Conference of Central Eurasian Studies Society, October 8th-11th, 2009 University of Toronto, Toronto, Canada.
- Jia, Luo. (2009). *Recognizing the three poisonous minds of greed, ignorance and hatred for peace education: A Tibetan perspective*. Presentation as part of the panel: Non-Western or post-modern: alternative cultural and moral visions in education. The 53rd Annual Conference, Comparative and International Education Society, March 22th -26th, 2009 University of South Carolina, in Charleston, U.S.A.
- Paul Olson & Jia, Luo. (2009). *Village movement and township school policy change in Tibet*. Presentation as part of the panel: From the village to the global city: Local and Urban setting of educational reform. The 53rd Annual Conference, Comparative and International Education Society, March 22th -26th, 2009 University of South Carolina, in Charleston, U.S.A.
- Jia, Luo. (2009). *Establishing a curricular content for the King Gesar epic: Why it is important for youth, Tibetans other Chinese and the World*. Presentation as part of the panel: King GeSar culture studies. The 16th congress of the International Union of Anthropological and Ethnological Sciences, July, 27th-31rd, 2009 in Kunming.
- Jia, Luo. (2008). *A Response to Tibet's Dilemma of Modernization: A Proposed Oral History Educational Research Project*. Presentation as part of the panel:

Language, Oral Histories and Education. Comparative and International Education Society of Canada / Canadian Society for the Study of Education, May 30th-June 3rd, 2008 University of British Columbia, Vancouver.

Jia Luo (2008). *Peace education: A Tibetan perspective*. Paper presented at conference, decolonizing the spirit: Making indigenous spirituality visible in research, learning, and praxis. April 11th, 2008. The Centre for Integrative Anti-Racist Studies (CIARS), OISE/University of Toronto, Toronto, Canada.

Jia Luo & Bahry, S. (2008). *Equity in Education for Small Linguistic Minorities in the PRC: The Case of the West Yughur of Gansu, Northwest China*. Presentation at Comparative and International Education Society Conference, March 17 th – March 21st, 2008, Columbia University. New York, USA.

Jia Luo & Bahry, S. (2008). *The Need to Gather Local Oral Histories and Lore as a Basis for the Development of Local Curriculum in Indigenous Languages in Support of Increased Equity in Education for Linguistic and Cultural Minorities in Northwest China*. Presentation at Comparative and International Education Society Conference, March 17th – March 21st, 2008, Columbia University. New York, USA.

Jia Luo & Bahry, S. (2007). *Challenges in minority education in the People's Republic of China: How can quality education & school-based curriculum are implemented in the mother tongue, Mandarin and English?* Paper presented as part of a panel Education for All in a Multilingual World: Is this Possible? Part II: Policy & Practice at Comparative and International Education Society Conference, February 25th – March 2nd, 2007, Baltimore, Maryland, U.S.A.

Jia, Luo. (2007). *Theorizing the Knowledge of Peace and Research in Educational Action through Tibetan Ethos*, paper presented as part of a panel Holistic Learning: Breaking New Ground: Sixth International Conference, October 26th-28, 2007, Ontario Institute of Studies in Education, University of Toronto.

Jia Luo & Ronald Silvers. (Monday November 6, 2006). *Rural Tibetans in China: their dilemma of modernization and the potential for remembering and applying their indigenous knowledge in school curriculum and adult learning library programs*, Presented to the Department of Sociology and Equity Studies in Education at OISE/ the University of Toronto.

ACADEMIC AWARDS, FELLOWSHIPS, AND SCHOLARSHIPS:

Ontario Graduate Scholarship 2008-2009: \$ 15,000

OISE/UT ACADEMIC EXCELLENCE AWARD 2008: \$ 2,000
UNIVERSITY OF TORONTO RESEARCH GRANT 2008: \$ 6000
SSHRC-Canada Graduate Scholarships-Doctoral 2009-2012: \$ 105,000
SSHRC- Michael Smith Foreign Study Supplement award 2010: \$ 6,000
OISE/UT ACADEMIC EXCELLENCE AWARD 2009/09 to 2010/09: \$ 2,000
OISE/UT ACADEMIC EXCELLENCE AWARD 2010/09 to 2011/09: \$ 2,000
The University of Toronto research travel grant 2011: \$ 6,000
The University of Toronto research travel grant 2012: \$ 6,000
George Sidney Brett Fellow 2012-2013: \$ 4,000
Trace Foundation Research Fellowship, New York 2012-2013: \$ 3,800
OISE/UT RECOGNITION AWARD 2013: \$ 11,000
Ontario Graduate Scholarship 2013-2014: 15,000
The University of Toronto research travel grant 2014-2015: \$ 3,000

LIST MEMBER OF ACDEMIC ASSOCIATION:

Member of the Canadian Sociological Association (continuing)
Member of the Canadian Communication Association (2011-2015)
Member of International Comparative Education Society (continuing)
Member of International Tibetan Studies Association (continuing)
Member of The World Sociology Association (continuing)
Member of European Education Association (continuing)

MAJOR RESEARCH AND DEVELOPMENT PROJECTS:

Social Sciences and Humanities Research Council (SSHRC) Partnership Development Grant: "Mapping an Epic: Religion and Healing in Inner Asia," I have participated in this project as a Research Fellow in the Department for the Study of Religion at the University of Toronto, from October 1, 2013-April 30, 2014.

Involved amount of \$ 7,000 Canadian dollars (CAD)

Trace Foundation Project: Tibetan Village-Based Preschool Cultural Foundation Development and Village Oral Literacy Research Project, 2012 to 2013.

I led and implemented the project: budget \$ 3,800 USD

Canada Fund Project: 2011, December; Co-Organizer of Gannan-Sunan Minority Language Preschool Feasibilities Conference, co-funded by Canada-Fund, Canadian Embassy, Beijing & Northwest Normal University, Lanzhou, China.

I co-led the project, with a budget of \$ 30,000 CAD

Canadian International Development Agency (CIDA) Project:

Women & Minorities Education Development in Northwest of China.

I was the Tibetan-Coordinator of a five-year CIDA Project to produce the first school books for Tibetan children in China (grades 4 to 6) based on traditional Tibetan knowledge. I organized 20 Tibetan scholars to write, edit and publish the book Tibetan Culture Readings. Five thousand of these books, published in Chinese and Tibetan, were distributed throughout Tibetan areas of China. Dates of the project: 1996 to 2001.

In the final phase of the CIDA project, I (2001) organized the original scholars together with 40 school teachers for a five-day Tibetan Local curriculum conference: Training and discussing for female Tibetan Elementary School Teachers to establish the best practices for using the book in village schools, the Northwest University for Minorities in Lanzhou, China.

I led the project, with a budget of \$ 20,000 CAD

Canada Fund Project, Canadian Embassy, Beijing: Culturally Relevant Readers for Tibetan Elementary Students in Western China, I produced a second school book of readings for children, grades 1 to 3. The book was published only in the Tibetan language. The grant was provided by the Canada Fund of the Beijing office of the Canadian Embassy, 2003.

I led the project, with a budget of \$ 30,000

COMMUNITIES WORK IN CANADA:

1. On a voluntary basis at the request of the St James Town Tibetan Community Association in Toronto, I established a Tibetan heritage language education program in Rose Avenue Public School for the Toronto District School Board. My responsibilities included conducting an initial needs assessment in the community, preparing the application, designing the curriculum, selecting materials, hiring and training teaching staff.
2. I have participated in The Visual Voices of SJT Residents: Neighborhood and Health photo-voice project in summer 2007 of St. James Town Initiative Wellesley Institute.
3. I identified Tibetan Objects at the Royal Ontario Museum as an invited Independent Researcher from 2006-2007.

PROJECT DESIGN, MANAGEMENT & REPORTING:

2011 Gannan-Sunan Minority Language Preschool Feasibility Conference, Lanzhou

- Funded by Canada Fund, Canadian Embassy Beijing; organized with Centre for Research on Minority Education and Development, Northwest Normal University, Lanzhou, China
- Mediated discussion between researchers, administrators, teachers and community representatives on minority village preschool education policy and practice.

Program design and management

- In collaboration with Northwest Normal University (NWNNU), Centre for Research on Minority Education and Development (CREMED) administration:
 - Identified priorities for the program & drew up a training plan for the program
 - Designed and implemented criteria for participant selection
- Reviewed Canada Fund model budget and designed budget in consultation with NWNNU/CREMED

2003 Culturally Relevant Curriculum / Textbooks for Tibetan Elementary Students in Western China (Qinghai, Sichuan and Gansu).

- Canada Fund project, Canadian Embassy Beijing; implemented by Northwest University for Nationalities, Lanzhou, China
- Project manager (Budget administered: 150, 000 Chinese RMB)
- Project Aim: Improve Minority Language Elementary Education for Tibetan students in West China

Produced culturally-relevant curriculum with local content to enhance learning through greater comprehension, engagement & mother tongue literacy, building on students' knowledge & identity

Use local textbooks as a means to reduce girls' absenteeism and drop out, increasing their attendance and literacy development and raising girls' status in minority society

Extended previous project to lower elementary school curriculum & textbooks (Grades 1-3)

Program design and management

- Identified project priorities, designed and implemented criteria for participant selection

- Drew up and administered budget according to Canada Fund guidelines
- Established criteria for assessment of program effectiveness:
 - Post-implementation reports by participating teachers on effectiveness of new textbooks, and what was learned through the project, and impact on their practice
- Wrote final report documenting activities & results, effectiveness; & making recommendations

2001-2003 Program Design and Chairman of Management Committee: Experimental Tibetan-Chinese Bilingual Education Programs in Grades 5 & 6 in 3 rural elementary schools, 3 township schools, 1 rural nomadic district elementary school.

- Overall project manager and chair of management committee of 7 different programs
- Funded by Gansu Province Education Department, implemented by Gannan Tibetan Autonomous Prefecture Education Bureau
- Project Aim: Improve balanced development of both mother tongue and second language proficiency and literacy; use of culturally familiar minority content to support learning of second language; Minority Language Elementary Education for Tibetan students in West China

Program design and management

- In collaboration with Gansu Province Education Department, and Gannan Tibetan Autonomous Prefecture Education Bureau selected overall program aims
- Together with administrators and teachers of participating schools
 - Identified challenges, priorities and responses for quality Second Language learning
 - Established criteria and principles for adapting second language teaching curriculum to local context using local culturally-relevant curriculum model developed in CIDA projects
 - Periodically evaluate student response and discuss further improvements with schools
 - Organized production of local second language curriculum and teacher training workshops

2001 Training Seminars and Workshops for Female Tibetan Elementary School Teachers in Western China (Qinghai, Sichuan & Gansu) on Implementing Culturally-relevant

local Tibetan Textbooks /Curriculum/ (Grades 4-6). Sub project, of CIDA-funded project, Women and Minorities as Educational Change Agents with Northwest Normal University; Qinghai Normal University; Sichuan Normal University; Gannan Tibetan Autonomous Prefecture Educational Bureau, Gansu; Agba Tibetan Autonomous Prefecture Educational Bureau, Sichuan; Xinghai Tibetan Autonomous County Education Office,

- Project manager (Budget administered: 80, 000 Chinese RMB)
- **Project Aims:** Improve Minority Language Elementary Education for Tibetan students in West China

Discuss with teachers the need for culturally-relevant curriculum featuring local, accessible content & language to enhance learning through greater comprehension, engagement and promotion of mother tongue literacy, building on students' prior knowledge & supporting their identity

Conducted training on appropriate pedagogies that go beyond typical **teaching:** increased student-centered approach, more active questioning by students, use of visual aids and regalia, including use of community members as a resource for local oral literature and culture

Emphasized importance of encouragement of girls' participation by teachers

Use local textbooks as a means to reduce girls' absenteeism and drop out, increasing their attendance and literacy development and raising girls' status in minority society

Program design and management

- Identified project priorities, designed & implemented criteria for participant selection with Northwest Normal University Minority Centre for Research on Minority Education and Development
- Established criteria for assessment of program effectiveness:
 - Post-implementation survey and interviews with administrators and participants on curriculum and textbook effectiveness, and what was learned through the project, and impact on their practice
- Oversaw budget of 80, 000 Chinese RMB; prepared financial reports for submission to CIDA
- Wrote final report documenting activities and results, assessing effectiveness; & making recommendations for inclusion in full project report

1996-2001 Development of Culturally Relevant Tibetan Language Curriculum for West China (Gansu, Qinghai, Sichuan). Sub project, of CIDA-funded project, Women and Minorities as Educational Change Agents in collaboration with Northwest Normal University; Northwest University for Nationalities.

- Project manager (Budget administered: 250, 000 Chinese RMB)
- Project Aims: Improve Minority Language Educational Foundations for Tibetan students in West China

West China Tibetan education suffers from low enrolment, high absenteeism and dropout, low achievement and low promotion to higher levels of education. Among other causes, national curriculum does not incorporate local knowledge and uses Tibetan translation of Chinese textbooks that differs very much from local Tibetan language and inadequately supports development of student identity and Tibetan literacy; difficult to understand not only for rural students, but also for some village teachers

- Rural Tibetan parents saw national curriculum as irrelevant and often kept girls out of school

Main focus of project is to develop bilingual curriculum written in Tibetan, with parallel texts translated into Chinese, based on local knowledge and oral literature to strengthen mother tongue literacy development and identity development increasing the capacity to participate in and benefit from education, while strengthening second language learning by increasing engagement, interest and comprehension by teaching Chinese using culturally relevant local content

- Local, more accessible, curriculum was designed to increase comprehension, engagement, identity development and literacy, thereby increasing enrolment and attendance, achievement and promotion of rural minority children, especially of girls, thereby raising their status in local society
- Sources for local curriculum were examples of local oral literature and cultural practices that would be understandable in a wide range of regions, and of great interest to Tibetan children, while providing opportunities to engage in problem solving, discussion, and moral reasoning
- A team of curriculum developers was selected according to several criteria: relevant teaching or administrative experience. Since the bulk of elementary school teachers and administrators are women, the team reflected this with about 2/3 female, 1/3 participants

The team was tasked to gather samples of local oral literature that met the guidelines for possible inclusion in local curriculum

Program design and management

- Identified project priorities, designed and implemented criteria for participant selection; designed work plan in consultation with NWNU CREMED and Gannan Education Bureau, supervised work of participants through three field visits to every site; organized workshops where participants presented and selected material for possible inclusion; conducted final selection of curriculum material, prepared and edited Tibetan texts, prepared parallel Chinese translations, after consultation with NWNU CREMED & Northwest University for Nationalities, submitted to publisher;
- Established criteria for assessment of program effectiveness:
 - Post-implementation survey & interviews with administrators & participants on effectiveness of new curriculum & textbooks, and project-based learning, and impact on their practice
- Wrote final report documenting activities and results, assessing effectiveness; & making recommendations for inclusion in full project report

1998 First Seminar on Tibetan-Chinese bilingual higher education in China, (Central University for Nationalities; The University of Tibet; Sichuan Provincial Tibetan School; Southwest University for Nationalities; Qinghai Normal University; Qinghai Minority University; Gansu minorities normal University; Northwest University for Nationalities)

- Designed, managed and led seminar with assistance from Tibetan Language and Culture Department, Northwest University for Nationalities (Budget administered: 50,000 Chinese RMB)
- Aims of project: Identify the challenges of Tibetan bilingual higher education teaching and learning.