

# Fifth HSDNI's International Sustainability conference-2021 (Virtual)

*Theme: SOCIAL INCLUSION & DIVERSITY*

*Date and Place: Saturday, October 02, 2021, 10am to 4pm*

Zoom link: <https://us02web.zoom.us/j/81763129168>, Meeting ID: 817 6312 9168



**OCTOBER 2ND**  
**AT 10 AM TO 4 PM**

**5TH**  
**INTERNATIONAL SUSTAINABILITY**  
**CONFERENCE**  
**2021**

Theme of the year

**SOCIAL INCLUSION & DIVERSITY**

Deadline for abstract submission: **SEPTEMBER 20TH, 2021**



**DR. RATNA GHOSH**

Distinguished James McGill Professor  
& William C. Macdonald Professor of  
Education at McGill University,  
Montreal, Canada.

**OUR**  
**SPECIAL**  
**GUESTS**



**DR. GABRIELA SABAU**

Professor, Economics /  
Environmental Studies, Memorial  
University of Newfoundland,  
Canada

**ZOOM LINK:** <https://us02web.zoom.us/j/81763129168>

**Meeting ID:** 817 6312 9168

**Contact:** +1 (437) 345-6722 or, [hsdn2014@gmail.com](mailto:hsdn2014@gmail.com)

Hosted by **HSDN International and Collaborative Partners.**

## SCHEDULE

### SESSION-1

TIME	PRESENTATION/ ACTIVITY	NAME
10.00 AM-10.05 AM	Land Acknowledgement/ opening the event	Srija Biswas, Board Secretary, HSDN International
10.05 AM-10.10 AM	Land Acknowledgement/ opening the event	Dr. Nasima Akter, Chair, HSDN International
10.10 AM-10.25 AM	Presentation on HSDN International	Siddhertha Saha, Member of Board, HSDN International and Jannatul Islam, Founder and Executive Director, HSDN International
10.25 AM-10.40 AM	Role of Toronto Bangla School on Social Inclusion and Diversity	Nuran Nawar and Reanna Chowdhury, School Student and Toronto Bangla School Youth Volunteers
10.40 AM-10.55 AM	Vulnerable people can build a better society by helping each other in an equitable eco-village system where both human and non-human will be treated with respect and values accordingly	Sadeq Ahmad Chowdhury, MBA, Edinburgh Business School, UK; MSc Financial Management, UK; PhD/DBA (Studying), UK; Core member, PROYASHEE Project

## **SESSION-1** **(Continued)**

<b>TIME</b>	<b>PRESENTATION/ ACTIVITY</b>	<b>NAME</b>
10.55 AM-11.30 AM	Keynote speech on Theme: Social Inclusion and Diversity	Dr. Ratna Ghosh, Distinguished James McGill Professor and William C. Macdonald Professor of Education at McGill University, Montreal, Canada
10.30 AM-11.50 AM	Break-out/socialization/ sharing complementary or critical views on the presentations	Facilitated by discussant of the session Diane Dyson, Vice Chair, HSDN International Senior Director, Research, leading and amplifying work among urban thinkers for vibrant, equitable, livable, and resilient cities and Srija Biswas, MC of the conference
11.50 AM-12.00 PM	Discussion on presentation and audience shared outcome	Diane Dyson, Vice Chair, HSDN International Senior Director, Research, leading and amplifying work among urban thinkers for vibrant, equitable, livable, and resilient cities

## SESSION-2

TIME	PRESENTATION/ ACTIVITY	NAME
12.00 PM-12.15 PM	Life and Fitness Cycling: An experience in Social Inclusion and Diversity	Samuel O. Enochoghene, Teacher, Electrical Engineering, Lead City University, Nigeria and Dr. Adebisi Enochoghene, Teacher, Biological Science Studies, McPherson University, Ogun State, Nigeria
12.15 PM-12.30 PM	Towards Gender Inclusiveness: Exploring Women Science Teachers' Identities in Bangladesh	Shamnaz Arifin, Lecturer, MEd Programme, BRAC University, Dhaka, Bangladesh; Incoming PhD student, Department of Integrated Studies in Education, McGill University, Montreal, Canada
12.30 PM-12.45 PM	Sustainable Community: Renewable Energy Impact on African Women	Toyin Adekanmbi (Corresponding Author), Research Assistant/Graduate Student, Environmental Sciences (Climate Change Modeling Specialization), School of Climate Change and Adaptation, University of Prince Edward Island, Canada
12.45 PM-1.00 PM	Urban Development and its implications on diversity of Ecosystem services in Lokoja, Nigeria	Balogun Joseph Olabode, PhD. Department of Urban and Regional Planning, Faculty of Environmental Design, Ahmadu Bello University, Zaria, Nigeria

## SESSION-2 (Continued)

TIME	PRESENTATION/ ACTIVITY	NAME
1.00 PM-1.35 PM	Keynote speech on Sustainability as Justice: Beyond Distributive Justice	Dr. Gabriela Sabau, B.A., Ph.D. (Academy of Economic Studies, Bucharest, Romania)
1.35 PM-1.55 PM	Break-out/socialization/ sharing complementary or critical views on the presentations	Facilitated by discussant of the session AKM Alamgir, PhD, Scientist, Department of Research and Evaluation; and Manager, Quality and Accountability Systems, Access Alliance Multicultural Health and Community Services and Srija Biswas, MC of the conference
1.55 PM-2.05 PM	Discussion on presentation and audience shared outcome	AKM Alamgir, PhD, Scientist, Department of Research and Evaluation; and Manager, Quality and Accountability Systems, Access Alliance Multicultural Health and Community Services
2.05 PM-2.10 PM	Closing speech	Diane Dyson, Vice Chair, HSDN International; Senior Director, Research, leading and amplifying work among urban thinkers for vibrant, equitable, livable, and resilient cities

## SESSION-3

TIME	PRESENTATION/ ACTIVITY	NAME
2.30 PM-4.00 PM	Workshop on conference evaluation and HSDNI's future directions	Board members and board authorized individuals only

## CLOSING

## Overview of the conference

HSDN International is a non-profit organization registered under Canada nonprofit act has been operating with the goal of raising awareness and promoting practical models for sustainable development through cooperation and collaboration and in doing so, striving to reconcile economic growth with environmental interests and the protection of unique societal practices, cultures, and traditions. We have been organizing all over outreach activities on sustainable communities to share the experiences, find out the challenges and to facilitate follow up plans for a better society.

As a growing international organization, it is with great enthusiasm that we seek collaboration with diverse stakeholders to attract scholars and social workers from around the world to submit their abstract in facilitating the goal for a holistic sustainable society. This conference has no registration fee and no TA/DA is applicable as virtual.

Cultural diversity represents universal values that strengthen the unity and cohesion of societies. The conference for the year of 2021 will focus on the issues, causes and challenges of cosmopolitan and multicultural societies and how social inclusion may happen and impact a better society.

Presenters of the conference also included diversified research, projects, age groups as a part of our practice of inclusion. For example, we have school children to present their project they are working on at the same time we have keynote speakers who are the well known researchers of the country and at the same time we have speakers from academia, practitioners and social workers.

**We believe only inclusive society can be better sustainable and every step counts so take the role to be a changemaker.**

## Speakers and presentations introduction

### KEYNOTE SPEAKER

#### Dr. Ratna Ghosh



Dr. Ratna Ghosh has been leading a research team at the Faculty of Education in McGill University named Preventing Extremism through Educational research (PEER). She was the Dean of the Faculty of Education from July 1998 to December 2003. She was appointed a Member of the Order of Canada (C.M.) in 2000, Officer of the Order of Quebec (O.Q.) in 2005, and was elected as a Fellow of the Royal Society of Canada (F.R.S.C.) in 1999. She is also a Full Member of the European Academy of Arts, Sciences and Humanities. She has been honored as a Membre Émérite (Eminent Member) of the Order of Excellence in Education by the Government of Quebec. Her publications in books, journals and encyclopedias, her prestigious grants and teaching reflect her varied research interests. She has done research in Canada, Asia, Africa and Latin America. Professor Ghosh was featured in the Canadian Edition of Time Magazine, October 13, 2003 issue as one of "Canada's Best in Education". In 2009 she was selected for the Power List published by India Abroad. She is the recipient of the YWCA Woman of Distinction Award in 1996.

### ABSTRACT

#### Social Inclusion and Diversity

Human beings are diverse in multiple ways, and the recognition of the fundamental diversity of human beings has very deep consequences, especially in relation to the concept of social inclusion. My presentation will discuss the concepts of diversity and social inclusion and Canada's policies to manage diversity in society to foster social cohesion. Recognition and inclusion are fundamental to human dignity. I will touch on the idea of inclusive education in which each student is validated, recognized, and feels cared for as well as intellectually challenged. This implies a paradigm shift both in the education system as well as in teacher education programs because it implies looking at difference (diversity) as strength and not a problem or deficiency. Social inclusion is a worldview. It needs to be developed in children at home and in schools where it should permeate all subjects and areas. The pandemic has highlighted the imperative to be socially cohesive if we want to survive on this planet: we must fight together for survival, we are all global citizens.



[\[FULL PRESENTATION\]](#)

## KEYNOTE SPEAKER

### Dr. Gabriela Sabau



Since 2003, Dr. Gabriela Sabau has been teaching Economics and Environmental Studies at Grenfell Campus, Memorial University of Newfoundland. In 2013 she was awarded the Grenfell Campus Teaching Award. Gabriela's research interests are sustainability, sustainable development, fueled by scientific knowledge and value judgements; unjust un-economic growth; demand-side management of water resources; and sustainable management of fisheries, with a focus on small-scale fisheries. She is a member of the international research network "Too Big to Ignore", dedicated to global revival of small-scale fisheries. In the last two years, Gabriela has led a committee for the development of a PhD in Transdisciplinary Sustainability program proposal.

## ABSTRACT

### Sustainability as Justice

Beyond Distributive Justice Sustainability, defined as the ability of planet Earth to persist and to provide a lasting life-support system for all living things, has an inherent principle of justice embedded in it. We define justice as just action of "rendering to each his or her ius - that is his or her right, his or her due" (Wolterstorff, 2013). The UN concept of 'sustainable development' "Meeting the needs of the present generations, without jeopardizing the abilities of future generations to meet their own needs"(Brundtland, 1987) included a generous intergenerational distributional justice component. However, today 160 million children (1 out of 10) are in child labour globally (ILO-UNICEF Report, 2020). This is unsustainable. This paper critically analyzes the concept of 'justice as fairness' in equal distribution of rights and liberties by basic social institutions (Rawls, 1999), the predominant way Western liberal-democracies and free markets secure just distribution in an ideal, "well-ordered society". This concept narrowly understands human rights as primarily economy-oriented freedoms (to have an income), and ignores the fundamental human rights to "elementary preconditions of freedom", such as life, health, subsistence (food, water), security, climate stability, education, absence of war, etc. (Ekardt, 2020). The paper proposes a normative universal theory of sustainability as justice (primary and reactive), rooted in the dignity-account of human rights. According to this theory, all human beings have inherent rights to food, clothing and shelter by just being human beings. But humans are more than food-eaters, cloth-wearers and house-dwellers. "To be human is to be a creature who is treated with disrespect if she is deprived of education" (Wolterstorff, 2013), or if she is not allowed to set her own course of life, or if she is forced to live in squalor. Based on this normative sustainability theory of justice, the paper proposes two effective implementation measures, one concerning endogenous economic growth and one concerning climate change.

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[\[FULL PRESENTATION\]](#)

## DISCUSSANTS INTRODUCTION

### Dr. AKM Alamgir



PhD, Scientist, Department of Research and Evaluation; and Manager, Quality and Accountability Systems, Access Alliance Multicultural Health and Community Services.

A mixed-method community-based researcher at a non-profit healthcare agency serving vulnerable communities including immigrants, refugees, and newcomers. Having a doctoral degree in evaluation, a master's degree in epidemiology, and a bachelor's degree in medicine, he promotes co-design research and realistic evaluation standards. His current research is on the impact of family loss and separation on refugee youth in Canada (CYRRC funded), and parenting experience of Syrian refugee neo-mothers.

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### Diane Dyson



Vice Chair, HSDN International. Senior Director, Research, leading and amplifying work among urban thinkers for vibrant, equitable, livable, and resilient cities.

She is a social researcher, activist, and blogger interested in issues of neighbourhoods, schooling, and poverty. She was the Director of Research & Public Policy at the Neighbourhood Group, a large multiservice agency in Toronto. Prior to this, Diane worked at Woodgreen Community Services, United Way of Greater Toronto, overseeing a portfolio of member agencies at Ryerson University. Diane's community contributions include work with the Federation of Metro Tenants Association, where she was on its Executive, Social Planning Toronto, the Ralph Thornton Centre, the Toronto District School Board's Equity Policy Advisory Committee and Inner City Advisory Committee, the Centre for Urban Health Initiatives. She has also worked with Action for Neighbourhood Change to provide training on non-profit board governance.

## PRESENTER INTRODUCTION

### Sadeq Ahmad Chowdhury



MBA, Edinburgh Business School, UK. MSc Financial Management, UK. PhD/DBA (Studying), UK.

Sadeq Ahmad Chowdhury is working as a Commercial Finance Manager in London. Mr. Chowdhury is a core member of PROYASHEE POLLI Project. He is involved with the Water Aid project, UK as a volunteer and involved with the choir group. Mr Sadeq is a core member of World Literature Centre, UK and loves Philosophy. His hobby is to read books and watch cinema.

### ABSTRACT/ THEME

#### PROYASHEE Polli: A conceptual model village of an inclusive society

The presentation is based on a planned project named PROYASHEE. PROYASHEE (Priority-based Radical Organization for Youth-Adolescent-Senior's Holistic and Equitable Eco-village) is a model of charitable eco village where all the beneficiaries will be people of two age groups. Group-A is the people of age 50+ and the Group-B are the people of age 5-7 years. Both group-A and group-B do not have anyone to look after and they are the financially vulnerable position in the society for example war affected refugees. The expected outcome of the village is to see whether entirely vulnerable people can build a better society by helping each other in an equitable eco-village system where both human and non-human will be treated with respect and values accordingly.

The village will be eco based, structurally developed with accommodation, alternative school for skill development and education, active life centre to facilitate quality life and revenue generating activities for self-sustainability.

We believe every human being has the right to live a quality life regardless of their class in the society.

## PRESENTER INTRODUCTION



### Toyin Adekanmbi

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Research Assistant/Graduate Student,  
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## ABSTRACT

### Sustainable Community: Renewable Energy Impact on African Women

Climate change is one of the biggest challenges of the world in present times impacting all sectors directly or indirectly, causing physical, economic, social and liability risks, among others. According to the recently-published sixth assessment report of the Intergovernmental Panel on Climate Change (IPCC), each of the last four decades has been successively warmer than any decade that preceded it since 1850. Global surface temperature in the first two decades of the 21st century (2001-2020) was 0.99 [0.84-1.10] °C higher than 1850-1900. The global surface temperature was 1.09 [0.95 to 1.20] °C higher in 2011–2020 than 1850–1900. Alongside energy efficiency, renewable energy is one of the leading sustainable energy pathways to combat climate change, yielding a variety of interwoven environmental (e.g. the sources are not as dirty as coal and gas, and are abundantly available in Africa), economic (e.g. complementing diminishing petroleum reserves, creating local jobs, enhancing consumer choice) and social (e.g. readily accessible to people at the grassroots, facilitating community development and creating social bond) benefits. Comprehensive studies have specified its benefits in Africa (Belward et al 2011, 10), for instance the reduction of household carbon footprint through small-scale renewable energy (Wassie and Adaramola 2019, 377-379). However, while several studies (Thompson and others 2002; International Institute for Environment and Development 2004; Maathai 2007; Saunders 2008; UNEP Division of Communications and Public Information, 2012; Scott and others 2012; Kala, Kurukulasuriya and Mendelsohn 2012; the IPCC 2014; Dassanayake and others 2018; Alagidede, Adu and Frimpong 2016) address multiple climate change impacts in Africa, they largely accept or assume renewable energy as a sustainable energy solution that has positive impacts on everyone, including vulnerable groups such as the poor, women and children. We take a step back to ask: what are the impacts of renewable energy on women in Africa? Drawing on the literature and field experience, we find that renewable energy is not without its ills in Africa. Some studies (Karekezi and Kithyoma 2003; Vezmar et al 2014; Pradhnya 2015) have identified negative impacts across jurisdictions. Most do not specifically focus on women. Notable problems include flooding from hydro, destruction of habitats through bioenergy, bird accidents caused by wind turbines, soil erosion from solar, and earthquakes triggered by geothermal (Pradhnya 2015). Combined, these negative impacts of renewable energy and others are substantially greater for women. We illustrate with livelihoods, disaster, and displacement, as recurring impacts of various renewable energies. Given these impacts, we submit that renewable energy reinforces environmental justice challenges.



[\[FULL PRESENTATION\]](#)

## PRESENTER INTRODUCTION

### ABSTRACT

Urban Development and its implications on diversity of Ecosystem services in Lokoja, Nigeria.

Wetlands provide a diversity of ecosystem services (provisioning, regulatory, supporting and cultural services) which are essential for the human society. This is particularly necessary in cases where large urban agglomerations exist. These services are increasingly coming under pressure as a result of rapid and uncontrolled urban development which remains phenomenal in the developing world. Nigeria can boast of a number of wetland environments particularly, the Lokoja flood plain, the wetlands of the Bakassi Peninsula, Calaba main port and the Badagry Plains. The wetland ecosystems of the Lagos Plains have increasingly come under pressure as a result of urban development which is mirrored in population growth, housing and other infrastructural developments. While significant research works have been undertaken on aspects related to wetlands, agriculture and climate variability in the Lagos plains, there is insufficiency scientific information on the implications of urban development on wetland ecosystem services. Using questionnaire (where we systematically sample 140 households) and Landsat images which were complemented by field observations, relevant data were generated. With the aid of SPSS (version 21), the correlation between wetland ecosystem services and urban development at 0.05 level of significance was analysed. Our results reveal a significant negative relationship ( $r = -0.551$  and  $-0.682$ ) between urban development and the state of wetlands and their ecosystem services. This was further buttressed by geospatial data which revealed that the Lagos urban space increased from 3.7km<sup>2</sup> in 1999 to 11.7km<sup>2</sup> in 2017. In this regard, we suggest that the coordination of the urban development process through land use planning and zoning is imperative in the face of unabated urban development. We equally suggest the need to implement wetland management policies in line with the Ramsar convention's paradigm on the "wise use" of wetlands.

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### BALOGUN JOSEPH OLABODE



Balogun, Joseph Olabode (PhD) is a Senior Lecturer in the Department of Urban and Regional Planning, Ahmadu Bello University, Zaria. His specialization is in Urban Development and Environmental Management. He is a member of Nigeria institute of Town Planner and member of Nigeria Environmental Society. Happily married with beautiful family.

[\[FULL PRESENTATION\]](#)

## PRESENTER INTRODUCTION

Samuel O. Enochoghene is a Teacher of Electrical Engineering at Lead City University, Nigeria. and passionate educator about human capital development and this has led him in various



**Samuel O. Enochoghene**

areas such as a holistic cycling drive with the life and fitness cycling, e-waste and zero-waste with Zoe-Integrated Waste Solutions (ZIWAS) etc. Together with a few acquaintances, started life and fitness cycling club (LFCC), the first cycling club in the prestigious Obafemi Awolowo University Nigeria. They also started 3Rs (Read, Ride and ReCreate) a cycling outreach to children. Email: samuelenochog@gmail.com

Adebisi Enochoghene holds PhD in Ecology and Environmental Science and teaches related courses to Biological Science students at McPherson University, Ogun State, Nigeria. She conducts ecology research in agro-ecology, waste management, microbial ecology. She also mentors students in the field of STEM and loves nature related activities such as cycling, waste management, bee-keeping etc. Email: enochoghene.samuel@lcu.edu.ng



**Adebisi Enochoghene**

## ABSTRACT

### Life and Fitness Cycling: An experience in Social Inclusion and Diversity

What started as a few (less than ten) cyclists coming together on weekends to encourage cycling in a university community, turned out to be a very wildfire that burned away physical laziness and brought in a measure of social inclusion, diversity and multifaceted innovation. Cycling is said to be a sustainable transport system and a very energy efficient transport system. However, we argue that sustainability is a fruit of the creative human spirit and that cycling (like many other activities) is a good platform to express this. From competitive to recreational (which dominated), to marathon supports, tech participation etc, we learned a few important lessons about human behaviour viz social inclusion and diversity.

Whilst there are many sides to a sustainable (and successful) cycling community such as financing, technology, our experiences point to one key factor, which acts as a pivot around which all other factors revolve. This article highlights some of our most important lessons as well as challenges and outlook on the journey ahead. We look at the multidisciplinary interactions that our involvement with cycling brought us into as well as the multidisciplinary impacts of our cycling activities.

Connection to the community via pertinent issues such as health and wellness, but not limited to these as different groups within different communities required different strategies: the elderly, the youthful and the children alike.

All of these groups were found to be reachable through cycling and in some cases at the same time

We conclude that the life and fitness cycling approach as we experienced it is doable around the world. And that, to make this world a better and happier place to be, initiatives like this should be encouraged, many times not necessarily with money but other forms of support, the key factor earlier mentioned.

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**[FULL PRESENTATION]**

## PRESENTER INTRODUCTION

### ABSTRACT

### Shamnaz Arifin

Lecturer, MEd Programme, BRAC University, Dhaka, Bangladesh. Incoming PhD student, Department of Integrated Studies in Education, McGill University, Montreal, Canada.



She is a Gold Medalist from University of Dhaka and recently has been awarded with Dean's Excellence Fellowship from the Faculty of Education, McGill University. She holds a strong academic background in science education and social justice perspectives with a specialization on women and gender studies. Her primary research interests focus on gender and socio cultural issues in science teaching, teacher education, teacher identity, equity in science education, and qualitative research methodology.

#### Towards Gender Inclusiveness: Exploring Women Science Teachers' Identities in Bangladesh

Women are severely under-represented in science careers around the world. The lack of women in science increases the gender pay gap and economic insecurity of women and enhances the biases in these fields and services they produce. One of the reasons for this persistent under-representation is a lack of women science teachers who can encourage young women to enter science fields. These problems are especially stark in Bangladesh; there, women are strongly under-represented in science careers and only 14% of all science teachers are women. There is a clear and urgent need to conduct in-depth and engaged qualitative research on these teachers' experiences due to the global significance of the representation of minority teachers for students' success. To capture their narratives, and to understand the role that sociopolitical structures play in the experiences of women science teachers, I will ground this research in sociocultural perspectives on gender and identity in science learning. By adopting an intersectional approach, I aim to examine how science identity intersects with other identities (i.e., teacher identity, gender identity, motherhood, religious identity and social-class identity) and shapes recognition.

To contribute to a gender-inclusive science education and career path, the objective of this research is to explore the identity narratives of women science teachers regarding their challenges and aspirations and to examine the role of recognition in the formation of their science identities in institutional and cultural contexts. Thus, my research questions are: 1. How do women science teachers narrate stories of recognition that shaped their identities as science teachers?; 2. How do women science teachers narrate obstacles to recognition or barriers to the formation of their science teacher identities?; 3. What are the institutional and cultural contexts that influence possibilities for recognition? To dig deep into the meanings of the narratives, I will take a qualitative approach to data collection in ten secondary schools in Dhaka and Gazipur, Bangladesh. Sampling across schools will permit an analysis of the institutional contexts within which women science teachers pursue their careers. The participants and schools will be selected purposefully using a maximal variation sampling technique. I will conduct three rounds of audio-recorded semi-structured interviews (60-minutes each) with 10 women science teachers (one per school). The outcomes of this study will provide: 1, recommendations for how teacher education programs in Bangladesh can incorporate gender-inclusive programming for future science teachers and 2, Policy recommendations for school and government administrators for institutional supports for women teachers. It is hoped that science teachers, teacher educators, and policy makers will benefit from this research.

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**[FULL PRESENTATION]**

## PRESENTER INTRODUCTION

### Reanna Chowdhury



Reanna is in grade 11, and is very passionate about helping out in her community. Some of her hobbies include biking, baking, and coding. She has been volunteering at Toronto Bangla School since December 2018.

### Nuren Nawar



Nuren is in grade 9 and attends Bloor CI. Her hobbies and interests include math, writing, reading and playing volleyball. She has been volunteering with Bangla School for almost 2 years

## ABSTRACT

### Role of Toronto Bangla School in Social Inclusion & Diversity

Toronto Bangla School was established in 2016 to keep the value of the mother tongue up and facilitate Bengali language and cultural learning to an approximate 100,000 Bengali people of Greater Toronto. Toronto Bangla School has been running as a symbol of the mother language movement which is expected to contribute to greater linguistic and cultural diversity in Canada and all over the world.

**Prepared by**

**Jannatul Islam,  
Executive Director  
and**

**Abul Haider Shipar,  
Project Coordinator**

**HSDN International**

