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Multilingual Education in Canada and Egypt: North-south Dialogue in the Age of Migration and Globalization of Education

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Abstract

In an era characterized by major migrations, globalization of education, and multinational academic partnerships, multilingual education emerges as a core strategy for promoting social cohesion and global development. This research presents a theoretical comparative analysis to explore the role of multilingual education in Canada, based on official bilingualism (English and French) and the support of immigrants' native languages to promote social integration. This approach contrasts with Egypt as a model for the Global South, where language education is limited to academic skills without investing in its role in promoting East-West cultural dialogue or multiculturalism in society. The research adopts an interdisciplinary approach based on the theories of Kaplan and Baldauf (language policy), Bourdieu (cultural capital), and Vygotsky (social-constructivist model), while analyzing the role of translated diaspora literature in linking language to cultural identity. The study proposes adapting the Canadian model in Egypt through language immersion programs and teacher training to enhance internal cohesion and soft power. It explores how Canada can benefit from Egypt's experience in managing diversity under economic pressures. The study concludes that multilingual education, supported by diaspora literature, represents a global initiative for sustainable development and peace, highlighting the potential for North-South dialogue.

Keywords: Academic Partnerships; Diaspora Literature; Major Migrations; Multilingual Education; Multiculturalism; Northsouth-South Dialogue; Sustainable Development.