

**The Comparative  
and International  
Education  
Society  
of Canada**



**La société  
canadienne  
d'éducation  
comparée et  
internationale**

## **NEWSLETTER / BULLETIN de NOUVELLES**

### **SPRING/PRINTEMPS 2002**

Table of contents	Dear CIESC Members:
Editor's Note 1	We are glad to send you this Newsletter as we are getting ready for our annual conference at OISE of the University of Toronto, in Toronto, Ontario. On behalf of the CIESC Executive Committee, we would like to extend to all of you our warmest greetings. To those who will be with us at the Annual Conference, our best wishes for a successful and productive experience. You will find in this Newsletter a schedule of the CIESC Conference. The schedule is updated until May 18, so it is more accurate than the one printed by CSSE.
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President's message 3	We also publish the abstract of Sacha Innes, our 2001 Michel La Ferrière Award winner. We do have two Michel Lafferrière Awards Winners and a Douglas Ray Award Winner for 2002. We have recently sent out a survey regarding an addition to our constitution and a Call for Nomination for two Members-at-large. The results will be announced at our Annual General Meeting, on Sunday, May 26, 2002. Please plan to attend the meeting. Together we can make CIESC grow. Thank you .
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ISSN 07-05-4084	Nous sommes heureux de vous faire parvenir ce bulletin de nouvelles alors que nous sommes en train de nous préparer pour notre conférence annuelle à l'IEPO de l'Université de Toronto. Nous vous disons tous bonjour au nom du Conseil administratif de la société. Si vous participez à la conférence annuelle, nous vous souhaitons de tout cœur un séjour agréable et plein de succès. Nous avons inséré dans ce bulletin le programme de la Conférence SCÉCI. Il est plus à jour que celui de la brochure de SCEE.
SPRING/PRINTEMPS	Nous publions l'article de Sacha Innes, notre lauréate du Prix Michel Lafferrière de 2001. Nous avons deux lauréates pour le Prix Michel Lafferrière de 2002 et une lauréate pour le prix Douglas Ray. Nous vous avons demandé de voter sur un ajout regardant une clause de notre constitution et de nommer deux membres sans portefeuille. Les résultats seront annoncés à notre réunion générale annuelle le dimanche 26 mai. Soyez des nôtres. Nous pouvons travailler ensemble pour agrandir notre société. Merci.
2002	The editor/Le rédacteur
Editor/Rédacteur:	
Dien Tran, UWO	
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CIESC	SCÉCI
<p>The purposes of the Society are to encourage and promote comparative and international studies in Canadian education by:</p> <ul style="list-style-type: none"> <li>* Promoting and improving the teaching of comparative education in institutions of higher learning,</li> <li>* Stimulating research,</li> <li>* Facilitating the publication and distribution of comparative studies in education,</li> <li>* Interesting professors and teachers of other disciplines in the comparative and international dimensions of their work,</li> <li>* Encouraging visits by educators to study educational institutions and systems throughout the world,</li> <li>* Co-operating with those in other disciplines who attempt to interpret educational developments in a broad cultural context,</li> <li>* Organizing meetings,</li> <li>* Co-operating with Comparative and International Education Societies, and with governmental and private agencies in order to further common objectives, and by</li> <li>* Co-operating with other Canadian educational societies to further common objectives.</li> </ul>	<p>Le but de la Société est d'encourager et de promouvoir les études comparatives et inter-nationales en éducation canadienne, et ce de la façon suivante:</p> <ul style="list-style-type: none"> <li>* en favorisant et améliorant l'enseignement des méthodes comparatives en éducation dans des institutions de haut niveau,</li> <li>* en stimulant la recherche,</li> <li>* en facilitant la publication et la circulation des études comparatives en éducation,</li> <li>* en suscitant l'intérêt des Professeurs de l'université et du secondaire dans d'autres disciplines sur les étendues internationales et comparatives de leurs travaux,</li> <li>* en encourageant des éducateurs à visiter des institutions et des systèmes scolaires dans le monde entier,</li> <li>* en coopérant avec des confrères d'autres disciplines qui essaient d'interpréter les développements dans le domaine de l'éducation dans un contexte culturel élargi,</li> <li>* en organisant des rencontres,</li> <li>* en coopérant avec des Sociétés spécialisées dans des questions d'éducation internationales et comparatives et avec des agences soit privées soit gouvernementales, afin d'atteindre des objectifs communs, et</li> <li>* en coopérant avec d'autres sociétés canadiennes à vocation éducatives pour favoriser la réalisation d'objectifs communs.</li> </ul>

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The Executive - Le conseil administratif 2000 - 2001

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## Message from the President CIESC/ Message du Président SCECI

<p>Dear friends and colleagues, greetings.</p> <p>This year, there are many new contributors, and consequently new members, in our program. The scope of our CIESC presentations is also, starting with North America and the Natives, passing by Mexico, then continuing through Denmark, to China, Hong Kong, Taiwan, Viet Nam, and all the way to Fiji and the Philippines. Subjects also vary. On the last day we will have two panels with the Metropolitan Education Research Forum. The Citizenship Education Research Network (CERN) continues to be part of CIESC through the post conference forum on May 29. It's a very interesting conference.</p> <p>At the Annual General Meeting, we will have the participation of our two winners for the Michel Laferrère 2002 Awards and our winner of the Douglas Ray Award. It was a real pleasure to go through the submissions which all are of excellent quality. The Awards Committees had a very difficult task in doing their jobs.</p> <p>The journal, Canadian and International Education moved to Queen's University under the editorship of Dr. Eva Krugly-Smolka. We will have the first issue produced at Queen's soon (Vol. 30, No. 2). We thank Queen's for undertaking this important role, and, also thank CUHK for their invaluable contribution over the last few years.</p> <p>As we enter the second term, I extend my best regards to all in the national and international arena and hope for another successful year.</p> <p>Sincerely,</p> <p>Suzanne Majhanovich President, CIESC</p>	<p>Chers amis, chères amies, chers et chères collègues, bonjour,</p> <p>Cette année il y aura beaucoup de visages nouveaux à notre Conférence à l'IEPO de l'Université de Toronto. Le domaine des articles qui y seront présentés sont aussi élargi, traitant d'abord les problèmes de l'Amérique du Nord puis passant au Mexique pour continuer en Danemark, puis en Chine, en Hong Kong, en Formose, au Viet Nam pour ne s'arrêter qu'en Fiji et aux Philippines. Les sujets sont très variés. Au dernier jour de notre conférence, nous aurons deux séances de la MERF. Nos membres de la RRÉC se chargeront du Troisième Forum du Réseau de recherche sur l'éducation à la citoyenneté le 29 mai, 2002. En somme, se sera une conférence très intéressante.</p> <p>A la réunion générale, nous aurons le plaisir d'écouter les deux lauréates du prix Michel Lafferrère de cette année et la lauréate du Prix Douglas Ray. C'est un plaisir de lire les thèses et les articles soumis au concours. Les comités de sélection ont dû se faire face à une tâche difficile et énorme.</p> <p>Le journal <i>Éducation canadienne et internationale</i> est maintenant à l'Université de Queen's sous la direction de la docteure Eva Krugly-Smolka. Nous aurons bientôt le plaisir de lire la première parution à Queen's (volume 30, numéro 2). Nous remercions l'Université de Queen's d'avoir voulu entreprendre cette tâche et aussi CUHK de leur contribution inestimable pendant les dernières années.</p> <p>En entrant dans la seconde année de notre terme, je voudrais envoyer mes meilleurs sentiments, et mes souhaits à tous, aux arènes national et international, pour une année couronnée de succès.</p> <p>Bien à vous,</p> <p>Suzanne Majhanovich Présidente SCÉCI</p>
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A partir du 12 juin 2002 vous pouvez visiter le site web de la société:  
Starting June 12, 2002, you may visit the Society's Web-site:

<http://www.edu.uwo.ca/Ciesc>  
<http://www.edu.uwo.ca/Ciesc>

We have the pleasure to publish in our newsletter this article from Sacha Innes, our 2001 Michel Laferrière Winner  
**A Family Literacy Initiative Using Participatory Action Research in Manila, Philippines**

*Her Master thesis is outstanding in its breadth, approach and exemplary of the transformative potential of research in comparative and international education.*

While a University of Calgary Master of Arts student, I had the privilege of being supervised by Dr. Mathew Zachariah. I was also fortunate to be awarded a grant from the Canadian Bureau of International Education to conduct my research overseas and “on the ground”. Bukas Palad Foundation, a local NGO working in a squatter community in Metro Manila agreed to support my research. My thesis question was “**How does participatory action research (PAR) enrich the process of developing and implementing an effective family literacy program in an urban poor setting in the Philippines?**”. To address this question, I conducted a literature review on development studies and family literacy theory and practice. Then I went to Manila and worked with Bukas Palad consultants to develop, implement, monitor and evaluate our own version of a family literacy program. Through this experience, I learned the importance of small miracles and the “fine balance between hope and despair” (Mistry, 1995, p.268).

### **1. A Review of the Literature**

I conducted a literature review on present-day development theory and practice and on family literacy, adult literacy, and basic education. The work of John Martinussen (1997), Jane Parpart (1995), Serge Latouche (1993), and Paulo Friere (1970) formed my understanding of current development theory and its complexity.

I reviewed the broad-based works of PAR proponents including Budd Hall(1981), Rajesh Tandon (1981), O. Fals-Borda (1991), and R. McTaggart (1991, 1997). There were many themes that emerged from this review of PAR. For the purpose of my research, I focused on three themes: knowledge and power, participation, and the researcher/participant relationship. PAR proponents value popular knowledge and PAR is designed to enable local people to recover lost popular knowledge as well as produce new and valued knowledge. In terms of participation, PAR is essentially a group activity. Tandon (1988) outlines several ways PAR researchers can be sure individuals are participating authentically in the process. He suggests that local people must participate in setting the research agenda, deciding upon traditional and non-traditional research tools, and in collecting and analyzing data. The researcher-participant relationship is also discussed by PAR proponents. Freire warns PAR researchers of the complexities and vulnerabilities of the oppressed and their potential to become oppressors themselves. Rahman (1991) states that “it is not easy to establish a truly subject-subject relation at the very outset with people who are traditionally victims of a dominant structure ...” (pg. 17). Vio Grossi (1988) offers assurances that external PAR researchers frequently wonder what their role is in leading communities to conduct PAR by themselves.

The literature review included research on family and adult literacy and existing family literacy programs in Canada, the United States and internationally. There is no agreement about the definition of family literacy among researchers and practitioners and Morrow (1995) contends that “the complexity of the concept may keep it from ever having one definition that is embraced by all”. However, because critical terms such as these must not go undefined in research, my definition of family literacy became *the entire range of activities and practices that are integrated into the daily life of a family, including parents, children and extended family members, to promote literacy.*

H.S. Bhola’s (1996) critical analysis of the concept of family literacy both in the United States and internationally was particularly thought-provoking and influential to my work. Bhola advocates Emmanuel Todd’s 1987 study The Causes of Progress , a model outlining the progress of nations, as a foundation for a promising theory of family literacy that addresses cultural transformation. Todd renounces the economic model of development, stating that development cannot be measured by indicators such as GNP or energy output. Development is intellectual, not material. Todd replaces the economic model with an anthropological model where the “family structure” is considered primary. According to Todd’s findings, individuals who have time and opportunity to acquire knowledge accumulate “cultural capital”. Possessing cultural capital enables individuals to challenge the literate agent of the state, the church, and civil society. These individuals not only invest cultural capital into their own lives but into the lives of the families in which they are part of as well as the ones they will raise. Progressive family types ( for example, where women postpone motherhood) positively impact cultural development which correlates significantly to literacy rates in society. Improved literacy rates lead first to political, then demographic, and *finally* economic transformation.

Extrapolating from Todd's anthropological research, Bhola argues for an "ideal practice of family literacy" by focusing on the family more than, but not to the exclusion of, its individual members. Among other considerations, Bhola suggests that practitioners chose the *family* as the preferred social space for the delivery of the program. Social space may include families' homes, schools, churches, community halls, etc. Curriculum should view the family – the *whole* family – as the learner, foster cultural and knowledge capital of the family, and critique power relationships within the family with respect to gender and age, as well as those relationships that exist at an institutional level between the family, the school, and the workplace. It is Bhola's work that I turned to again and again while conducting my own research.

## **2. Methodology – On the Ground**

Partnering with Bukas Palad Foundation to develop a family literacy program was fortunate as it is a well-established NGO in the Pasay community. It has two active social centres and eight programs providing thirty-three services. Services include micro-credit initiatives, job training programs, medical and dental clinics, and nutrition and herbal medicine programs. One of the largest, most effective services offered is the early childhood education program serving four hundred children. This program proved to be an ideal link to parents with young children in the community.

The first few weeks of my field work involved designing the project with three Bukas Palad social workers: Fern, Zedna, and Sharon. These women had been appointed by the director of the organization as my counterparts. They functioned as both co-facilitators and cultural interpreters of the community for me. Before my arrival, they had identified several families who were potentially interested in participating in a family literacy program.

During the design phase, we conducted "walkabouts" which allowed me to get a physical sense of the community. We interviewed several of the mothers who had been identified as potential family literacy candidates. I drafted the interview schedule and the other consultants either translated interviews I conducted or conducted the interviews themselves. Though this activity provided capacity building among the consultants, more practice in developing interview schedules and conducting and analyzing interviews would have been beneficial to the consultants. They did go on to use these tools for their own data collection needs, but not as effectively or as confidently as they have might. I also soon realized that mothers were much more candid when being interviewed by local facilitators alone and without my presence.

Also during this reconnaissance period, I provided training to Fern, Zedna and Sharon around family literacy principles and practices. We reviewed potential local and Canadian resource materials and literature and developed program planning templates. As a group, we decided to structure the family literacy program in the following way: Parent Talks; Child Care; and Family Activities. We used [ABC, 123: A Family Literacy Handbook](#) to guide our discussions around appropriate session themes and activities. During this period, we also established a small library that would be accessible to parents attending family literacy sessions.

Within a month of my arrival, we had identified four or five families willing to attend a family literacy session at the Bukas Palad Social Centre. Fern, Zedna and Sharon were very keen to begin the program. Through word of mouth, we informed the targeted families and hosted our first family literacy session in early October.

Overall, we facilitated 30 family literacy sessions during the research period. Themes for sessions included pre-writing/pre-reading/pre-numeracy skills, safety, herbal medicine, nutrition, child rearing practices, holiday celebrations, etc. For example, for our safety theme, discussions during the Parent Talk included how to access the fire department; during Child Care, children read books on fire engines and being fire safe. During the Family Activity, we toured the local fire station and rode in the fire truck.

We held ten sessions before Christmas and by the last session five families were attending consistently. After the thirtieth session at the end of April, eight families were attending regularly. During several sessions, we had thirteen families participating. As facilitators, we noticed bonds developing among several mothers. Mother-child interactions generally "improved" in families that had been attending often. In some instances, children across families were developing friendships through Child Care activities.

## **3. The Influence of Literature**

Much of the literature reviewed influenced my work on the ground. However, it was H.S. Bhola's work that I consistently turned to again and again over those seven months. Is his support of Todd's definition of "development" merely an ideal? As much as the mothers in the squatter community where I worked responded to life's challenges "intelligently" and in creative and amazing ways, they did not have enough rice to feed their children nor sufficient

access to clean water. These women lacked all forms of material goods... even a roof over their heads in some instances. They had developed a spiritual strength that gave them enough hope to start the next day. But were they “developed”? Would literacy really lead them to political, then demographic, and *finally* economic transformation ... in their lifetimes. I concluded that perhaps their lives would not be significantly different, but their children’s lives might be ...

I also felt uncomfortable as a family literacy practitioner “critiquing power relationships” within and outside of the families. We had heated discussions about the mother’s vs the father’s role of promoting family literacy in the home; of parents’ roles in working *with* teachers to educate their children; and of parents’ methods of disciplining their children when they misbehaved. What right did I have, as a *Canadian* family literacy practitioner, to challenge their cultural power hierarchies? As practitioners, were we not being invasive and discussing matters well within the private domain? After reflecting on many of these discussions, I concluded that family literacy practitioners should be prepared to facilitate discussions as they emerge but should remain as objective and neutral as possible throughout.

#### **4. Merging Theory with Practice**

##### **4.1 Program Findings**

Planning and participating in the family literacy sessions was, without question, the highlight of my master’s program experience. Watching the change in the capacity of the local consultants to plan, prepare and facilitate these sessions was rewarding. Equally rewarding was seeing positive changes in the mothers’ knowledge and attitudes about their *own* literacy. Some mothers asked us to provide simple adult books that they could take home to read. The Chicken Soup for the Soul series were much-appreciated by several mothers. Many mothers eagerly completed homework assignments which they proudly presented to other participants each week. Most satisfying of all, though, was the childrens’ response to the program. They were intensely engaged in activities such as making pretzel letters and Christmas decorations, were delighted in being read to at the end of each session, and enthusiastic about taking home books from the program library each week.

In the end, the Bukas Palad Family Literacy Program was effective in confirming, increasing, and/or acquiring family literacy practices within the home by members of all six families who participated in at least half of the thirty sessions. Mothers started reading to their children; children read to each other; and families read to their neighbours. Mothers began practising literacy skills and wanted to improve these skills. Through implementation of this program, contextually-appropriate recruitment and retention strategies were developed. However, broad-based efforts to include fathers in this program failed. Sex-disaggregated roles and responsibilities may have precluded fathers from participating in the program as women are primarily responsible for childcare and childrens’ education in the Philippines.

##### **4.2 PAR Findings**

The research question for this thesis was “**How does participatory action research (PAR) enrich the process of developing and implementing an effective family literacy program in an urban poor setting in the Philippines?**”. Using participatory action research as a methodological research tool enriched the process of developing and implementing the family literacy program in Manila in several ways including the following:

- ◆ Participation led to trust between and among the local consultants, the families and myself
- ◆ Local facilitators considered themselves as full participants in the project plan and implementation and were committed to the notion and importance of family literacy in their community
- ◆ The merging of my knowledge about family literacy together with the facilitators’ and mothers’ knowledge about the culture, community, and related literacy needs led to the production of *new* knowledge around building a contextually-appropriate family literacy program
- ◆ Conducting PAR’s principal of praxis – the reflection – action – reflection cycle – through daily journal entries, reflective sessions at the end of each family literacy activity, homework assignments, etc. led to improved program design and implementation

Despite the many ways PAR enriched the process of designing and implementing the family literacy program, PAR does have its limitations as a philosophy and research methodology. These include the following:

- ◆ Effectively implementing PAR is time intensive. A quantitative data collection phase may only take a few weeks. Working through a PAR process in seven months was not sufficient time to maximize the potential benefits of PAR. Though new knowledge was produced, it did not lead to sustained social transformation

- ◆ The external researcher-local participant relationship is challenging. Indeed, I suggest that it is not possible to establish a true subject – subject relationship because of the inherent preexisting cultural and social barriers. My log entries reflect a daily struggle with how much direction I should have been providing the local facilitators and families. Was I really an equal participant? The entries also indicate my struggle with making suggestions that were not endorsed by the local facilitators. In many instances, this led to sessions being poorly organized.

### **5. Lessons Learned**

Many methodological and personal lessons were learned through participating in this family literacy program. One reason for choosing PAR as the methodological philosophy guiding this research was my interest in the sustainability of the initiative. Factors supporting sustainability seemed to be in place for this project: knowledge and skill attainment among local facilitators; significant financial support; and a commitment on the part of the families to continue the program. However, the local facilitators assigned to this project had many competing priorities such as teaching at the preschool or caring for the elderly in the community. Once I left Manila, these priorities took precedence over the continuation of the family literacy program. The lesson learned here is that at the beginning of the research process, an existing (or specifically hired) employee should have been relieved of all other responsibilities and become fully responsible, as my counterpart, in developing and implementing the family literacy program.

The second lesson learned is the recognition that family literacy programs are effective as “stand alones”, but they may be more effective as part of an adult literacy program. Mothers initially became interested in the family literacy program for the sake of their children but they quickly became dedicated to further developing their own basic literacy skills. We did not have the capacity to provide that type of structured program as well as a program that addressed children’s and family’s literacy needs. The lesson learned here is that family literacy should be a large component of any adult literacy program and should include literacy activities for children and their families.

### **6. Conclusion: A Last Word on Development**

Within three weeks of my arrival, we had planned and begun the implementation of a family literacy program... a notion that I had dreamed up as *perhaps* plausible 10 months earlier one dark snowy morning at the University of Calgary library. In my current job, as an education and social dimensions/gender advisor on large CIDA-funded bilateral projects, we take months, sometimes years, to get to the implementation phase of any project. Even then activities may show few results. The question remains... which form of development ... micro initiatives which work directly with local populations and require small financial inputs, or bilateral arrangements through national governments that focus on policies, plans and programs ... leads to more efficient, effective and sustainable improvements in a countries economic and social development?

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<p>Nous avons appris avec un très grand plaisir que la Professeure Marie McAndrew a reçu le Prix Donner pour cette année. Son œuvre “Immigration et diversité à l’école, le débat québécois dans une perspective comparative” est le premier livre en français à recevoir ce prix depuis sa création en 1998. Congratulations!</p>	<p>We learned with great pleasures that Professor Marie McAndrew has won this year Donner Prize. Her “Immigration and Diversity at School: The Quebec Debate in a Comparative Perspective” is the first book published in French to win the prize since it was created in 1998. Toutes nos félicitations!</p>
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CIESC PROGRAMME SCECI

Annual Conference

2002 25 - 28 May / 25 - 28 mai 2002

OISE/UT, Toronto, Ontario – Canada

Day 1/ premier jour: Saturday May 25, 2002 / samedi, 25 mai 2002

**1.13 CIESC/SCECI**

**8:30-9:45**

**Room 2-289**

Multiple paper/Plusieurs communications

**Issues in the Third World / Des questions relatives au tiers-monde**

Chair/Prés: K. P. Binda, Brandon University.

Public education in sub-Saharan Africa: The challenge to EFA/ Le système d'éducation public dans l'Afrique subsaharienne : le défi du programme L'éducation pour tous

- Ailie Cleghorn, Sharmila Pillai, Concordia

Towards a cross-cultural, collaborative approach to community-based social-educational resource development in the third and fourth worlds: The social frameworks of knowledge / Vers une approche de collaboration interculturelle en vue du développement communautaire des ressources pédagogiques/sociales dans le tiers-monde et le quart-monde : les cadres sociaux du savoir

- Helen Berger, David Benson, Houston Preparatory Academy

Students' perceptions of school ecumenical services in promoting harmony in a multiethnic-multicultural third world country / La perception des élèves pour les services œcuméniques à l'école visant à promouvoir l'harmonie dans un pays multiethnique/ multiculturel du tiers-monde

- K. P. Binda, Brandon University

**2.01 CSSE/SCEE**

**10:00-11:15**

**Auditorium**

**CSSE Plenary Session**

Chair/Prés: Donald Fisher, UBC. Eamonn Callan, Stanford University

**3.01 CSSE-CADE/SCEE-ACDE**

**11:30-13:00**

**Room 2-214**

Information-Display/

**Job Fair/**

An opportunity to meet with representatives of faculties of education

**3.17 CIESC/SCECI**

**11:30-13:00**

**Room 2-289**

Multiple paper/Plusieurs communications

**Women's issues/ Des questions relatives aux femmes**

Chair/Prés: Nuzhat Amin, OISE/UT

Minority women ESL teachers and discourses of accent, race and gender / Les enseignantes d'ALS faisant partie des minorités et les discours sur l'accent, la race et les sexes

- Nuzhat Amin, OISE/UT

Teaching from the margins: The experiences of four female non-native ESL teachers / Enseigner quand on vient de l'extérieur : les expériences de quatre enseignantes non autochtones d'ALS  
- Rosette Burakari Adera, UWO

Perceptions of Inuit Women Educators of the Principal's Role / Les enseignantes inuites : leurs perceptions de la direction d'école  
- Caroline Thompson, UWO

**4.16 CIESC/SCECI** **13:15-14:45**

**Room 2-211**

Keynote Address

Chair: Suzanne Majhanovich

**Globalization and recolonizing immigrant women in Canada: Implications for education/**

- Roxana Ng, OISE/UT

**5.16 CIESC/SCECI** **15:00-16:15**

**Room 289**

Multiple paper/Plusieurs communications

**Teachers' issues/ Des questions relatives aux enseignants**

Chair/Prés: Suzanne Majhanovich, UWO

Comparing Teacher and Student Experiences in Canadian and Japanese Schools / La comparaison des expériences des enseignants et des élèves dans les écoles canadiennes et japonaises  
- Mitsuyo Sakamoto, UWO; Elaine Chan, OISE/UT

Intersection of race, class, religion and culture in the lives of women teachers in the 20th Century Ontario / La croisée de la race, de la classe sociale, de la religion et de la culture dans la vie des enseignantes au XX<sup>e</sup> siècle en Ontario  
- Suzanne Majhanovich, Goli Rezai-Rashti, UWO

**5.17 CIESC/SCECI** **15:00-16:15**

**Room 3-310**

Multiple paper/Plusieurs communications

**Curriculum issues / Des questions relatives aux programmes d'études**

Chair/Prés: Shaheen Shariff, SFU

Comparing curricula: Methodological issues/ Comparer les programmes d'études : des questions méthodologiques  
- Allan Pitman, UWO

Leadership, Diversity and New Technologies in the Public Education  
- Alnaaz Kassam, Toronto District School Board

Re-Thinking Responses to School Violence: Moving from a Culture of Fear to a Culture of Care/  
Repenser les réponses à la violence dans les écoles : passer d'une culture de la peur à une culture de l'empathie  
- Wanda Cassidy, Linda Larocque, and Shaheen Shariff, Simon Fraser University

**6.16 CIESC/SCECI** **16:30-17:45**

**Room 2-289**

Symposium/Colloque

**Equity, globalization and education/ L'équité, la mondialisation et l'éducation**

Chairs/Prés: Cecilia Reynolds, OISE/UT & Allison Griffith, York University

This symposium brings together the editors (Reynolds and Griffith) and chapter authors for a new book *Equity and Globalization in Education*, 2002, Calgary: Detselig.

Participants: Yvette Daniel (York U.), George Sefa F. Dei (OISE/UT), Karen Edge (OISE/UT), Goli Rezai-Rashti (UWO), Patrick Solomon (York U.), and John Willinsky (UBC).

**Day 2/ deuxième jour Sunday May 26, 2002 / dimanche, 26 mai 2002**

**7.15 CIESC/SCECI**

**8:30-9:45**

**Room 2-289**

Multiple paper/Plusieurs communications

Globalization / La mondialisation

Chair/Prés: Goli Rezai-Rashti, UWO.

Fijian perceptions of education as an investment for the future / L'éducation comme un investissement pour l'avenir : le point de vue des Fidjiens

- Marilyn Hoar, UBC

Globalization and the spread of English in China / La mondialisation et la progression de l'anglais en Chine

- Lanlin Zhang, UWO

Connecting the dots in the real 'www' of globalization: Education for a caring citizenship / Relier les points entre le vrai 'www' de la mondialisation : l'éducation et la citoyenneté compatissante

- A. Davidson-Harden, UWO

**7.16 CIESC/SCECI**

**8:30-9:45**

**Room 2-281**

Multiple paper/Plusieurs communications

**Multicultural issues/ Des questions relatives aux multiculturalisme**

Chair/Prés: Cecille DePass, University of Calgary.

"All of Us"? A comparative analysis of multicultural perspectives in selected social studies curricula / « Nous tous » ? Une analyse comparative des perspectives multiculturelles dans certains programmes de sciences humaines

- Kathy Bradford, UWO and co-author Lynn Lemisko, Nipissing University

Teaching science from a multicultural perspective / L'enseignement des sciences et la formation d'une perspective multiculturelle

- Kamal K. Johal, University of Calgary.

**8.17 CIESC/SCECI**

**10:00-11:15**

**Room 3-311**

Multiple paper/Plusieurs communications

**Educational issues/ Des questions pédagogiques**

Chair/Prés: Grace Feuerverger, OISE/UT

Trilingualism by design? An investigation into the educational experience of Kurdish children enrolled in the Danish public *folkeskole* system / Le trilinguisme (dé)voilé? Une analyse de l'expérience d'élèves kurdes inscrits dans le système du « folkeskole » danois  
- Shelley Taylor, UWO

Community teaching and learning programs: a non-formal educational alternative to public education / Les programmes d'enseignement et d'apprentissage communautaires : une option pédagogique autre que celle du système d'éducation public  
- Cheryl Cottle, Pier Junor, OISE/UT

Peacemaking through emancipatory discourse: A reflective inquiry into a Jewish-Palestinian school in Israel / La recherche de la paix au moyen d'un discours qui favorise l'émancipation : une réflexion sur une école juive-palestinienne en Israël  
- Grace Feuerverger, OISE/UT

### **8.18 CIESC/SCECI**

**10:00-11:15**

**Room 2-289**

Multiple paper/Plusieurs

communications

**Minority/Canada/Aboriginal education/ L'enseignement aux minorités/au Canada/aux autochtones**

Chair/Prés: Jeff Orr, Saint Francis Xavier University (SFXU)

Discussant: George Sefa F. Dei (OISE/UT)

African Nova Scotian life stories on and off the school landscape / Les récits de vie africano-néo-écossais : à l'intérieur et à l'extérieur du paysage scolaire

- Agnes Calliste, Agassou Jones, Jeff Orr, and Ann Sherman, SFXU

Decolonizing white educators' perspectives on race and inequity in rural Nova Scotia / Décoloniser les points de vue des éducateurs blancs sur la race et l'injustice dans les milieux ruraux de la Nouvelle-Écosse

- Joanne Tompkins, SFXU

Mi'kmaq Educators and the de-colonization of schooling / Les enseignants mi'kmaq et la décolonisation de l'école

- Jeff Orr SFXU and John Jerome Paul, Mi'kmaw Kina'matnewey

### **9.12 CIESC/SCECI**

**11:30-13:00**

**Room 2-289**

Meeting/Réunion

**Annual General Meeting / Assemblée générale annuelle**

Chair/Prés: Suzanne Majhanovich, OISE/UT.

**Prix Michel LaFerrière Awards,**

**Prix Douglas Ray Award**

**Lunch**

### **10.14 CIESC/SCECI**

**13:15-14:45**

**Room 2-289**

Multiple paper/Plusieurs communications

**Knowledge and curriculum issues/ Des questions relatives aux connaissances et aux programmes d'études**

Chair/Prés: Reva Joshee, OISE/UT

Factors and themes in the implementation of indigenous knowledges in elementary education / Les facteurs et les thèmes en jeu dans l'implantation de connaissances autochtones au primaire

- Umar Pantaleon-Umangay, Queen's University

Reconceptualizing the Other in the curriculum: Representations of race and ethnicity in Americans All, Immigrants All and Canadian All, 1938-1947 / La reconceptualisation de l'« autre » dans les programmes d'études : les représentations de la « race » et de l'ethnicité dans « Americans All, Immigrants All » et dans « Canadians All », 1938-1947

- Reva Joshee, OISE/UT

**10.15 CIESC/SCECI****13:15-14:30****Room 2-281**

Multiple paper/Plusieurs communications

**Issues in teaching and culture/Questions relatives à l'enseignement et à la culture**

Chair/Prés: Mel Lall, Brandon University.

Visioning our way: The circle of effective teaching for Aboriginal students / Imaginer notre propre voie : le cercle de l'enseignement efficace pour les étudiants autochtones

- Linda Goulet, University of Regina

Problems and blessings: A white woman teaching Toni Morrison's Beloved to Mexican children / Problèmes et bienfaits : une blanche enseignant Beloved de Toni Morrison à des enfants mexicains

- Marney Rosen, UWO

Site-based management: Myth or reality / Une gestion issue de la base : mythe ou réalité

- Mel Lall, Garry Nicol, John Shaw, Brandon University

**11.15 CIESC/SCECI****15:00-16:15****Room 2-289**

Multiple paper/Plusieurs communications

**Educational concerns and reforms/ Les défis et réformes pédagogiques**

Chair/Prés: George Sefa F. Dei, OISE/UT.

Childhood, Schooling, Family and Community: Reflections of Mothers/L'enfance, l'école, la famille, et la communauté : des réflexions de mères.

- Aguiar, Margarida, OISE/UT

Education in the Socialist Republic of Viet Nam: 1976 - 2000/ L'éducation dans la République socialiste du Vietnam de 1976 à 2000

- Dien Tran, UWO

**11.16 CIESC/SCECI****15:00-16:15****Room 2-286**

Multiple paper/Plusieurs communications

**Teachers' issues and measuring tools / Questions relatives aux enseignants et aux outils d'évaluation**

Chair/Prés: Nombuso Dlamini, Mount St. Vincent University (MSVU)

The development of an empirical evaluation instrument for measuring the success of educational and training programs in multicultural awareness / La sensibilisation au multiculturalisme : l'élaboration d'un

outil d'évaluation empirique en vue de mesurer le succès de programmes d'éducation et de formation en ce domaine

- Howard Doughty, Seneca College

The empire has new clothes: teacher education, difference, and the transnationalization of curriculum studies /

- Ursula Kelly, Memorial University

On being the new race missionary: The politics of border crossing in teacher education/ Une nouvelle race de missionnaires : les politiques des passages transfrontaliers dans la formation à l'enseignement

- Nombuso Dlamini, MSVU

### **12.11 CIESC-CAFE/SCECI-ACEFE**

**16:30-17:45**

**Room 2-289**

Multiple paper/Plusieurs communications

#### **Cultural issues/ Des questions relatives à la culture**

Chair/Prés: Agnes Apusigah, Queen's University.

Cultural foundations of education: International perspectives / Les fondements culturels de l'éducation : une perspective internationale

- Ali A. Abdi, University of Alberta

Cultural concepts of disability and parent participation in special education / Les concepts culturels de la déficience et la participation des parents dans les programmes d'enseignement à l'enfance en difficulté

- Kathryn Underwood, OISE/UT

Cultural issues in learning to read: The case of Bahrain / Les questions culturelles reliées à l'apprentissage de la lecture : le cas de Bahreïn

- Margaret Thompson, Queen's University

Reception

**Room 2-211**

**18:00 - 20:00**

**\*\*\*\*\* CIESC Wine and Cheese \*\*\*\*\***

## **Day 3/ troisième jour Monday May 27, 2002 / lundi, 27 mai 2002**

### **13.11 CIESC/SCECI**

**8:30-9:45**

**Room 2-211**

Multiple paper/Plusieurs communications

#### **ESL success issues/ Des questions relatives aux succès de l'enseignement de l'ALS**

Chair/Prés: Suzanne Majhanovich, UWO

Language and identity: Two too many tongues in Hong Kong? / Le langage et l'identité : trop de langues à Hong Kong ?

- Teresa Van Deven, UWO

Factors contributing to the success of first nations secondary school students in an urban prairie school division / Les facteurs contribuant aux succès des élèves autochtones au secondaire dans une division scolaire urbaine des Prairies

- Matilda Roulette-Behm, Brandon University

English teaching and Anglo-orientations: Perspective from Hong Kong and Singapore / L'enseignement de l'anglais et les anglo-orientations : des points de vue en provenance de Hong Kong et de Singapour  
- Margaret So, UWO

**13.12 CIESC/SCECI**

**8:30-9:45**

**Room 2-212**

Multiple paper/Plusieurs communications

**Race, minority, idea formation / Les races, les minorités et la formation des idées**

Chair/Prés: Enid Lee, University of California, Santa Cruz

Idea formation in a South African place: Narrative writing explorations through a Canadian landscape / La formation des idées en Afrique du Sud : des explorations de récits narratifs à travers un paysage canadien

- Gail Matthews, OISE/UT

The development of a community-based woods Cree Dictionary and transcripts of the memoirs of seventeen elders of Pukatawagan, Manitoba, with suggestions for use as a resource in Native language teaching / L'élaboration d'un dictionnaire communautaire de cri des bois et les transcriptions des mémoires de dix-sept sages de Pukatawagan, au Manitoba, avec des suggestions pour son utilisation comme ressource dans l'enseignement d'une langue autochtone

- David Westfall, Brandon University

Still at the bottom: The limits and possibilities of professional development and leadership models in addressing racial inequality in schools / Toujours au bas de l'échelle : les limites et les possibilités des modèles de perfectionnement professionnel et de leadership en vue de lutter contre l'inégalité raciale dans les écoles

- Enid Lee, University of California, Santa Cruz

**16.17 CIESC/SCECI**

**13:15-14:45**

**Room 2-289**

Multiple paper/Plusieurs communications

**Educational issues in the Caribbean and South America / Les enjeux de l'enseignement dans les Antilles et en Amérique du Sud**

Chair/Prés: Deo Poonwassie, University of Manitoba.

Building local capacity in education for local living in Guyana. / Bâtir des ressources locales en éducation pour les personnes habitant en Guyane

- Deo Poonwassie, Jan Draper, Raj Beepat, University of Manitoba

Challenges Confronting Secondary Level Education Expansion In An Emerging Society: Double-Shifting, Policy Borrowing And Colonialism In Trinidad And Tobago /Les défis du développement du système d'éducation secondaire dans une nouvelle société : roulement des classes, emprunt de politique et colonialisme à Trinidad-et-Tobago

- Paul Aniceto, UWO

The impact of global research agendas on national education policy. The case of Trinidad & Tobago / Les défis du système d'éducation public dans une nouvelle société : une analyse de l'enseignement secondaire pour tous à Trinidad-et-Tobago

- Daphne Heywood, OISE/UT

**17.18 CIESC/SCECI**

**15:00-16:15**

**Room 2-289**

Multiple paper/Plusieurs communications

## **International cultural issues / Des questions relatives à la culture à l'échelle internationale**

Chair/Prés: Sonia MacPherson, University of Alberta

Cultural Creativity in International Education Context: The case of Tibetan refugees, Canadian Indigenous Youth and Guyana Community leaders / La créativité culturelle dans un contexte pédagogique international : les réfugiés tibétains, les jeunes canadiens de souche et les leaders communautaires guyanais

- Christine Wihak, Sonia MacPherson, University of Alberta

Bilingualistic sustainability in international educational development: The language-culture-biology connection and education / La viabilité bilinguistique dans le développement de l'éducation interculturelle à l'échelle internationale : la filière langage-culture-biologie et l'éducation

- Sonia MacPherson, University of Alberta

### **18.11 CIESC-CAFE/SCECI-ACEFE**

**16:30-17:45**

**Room 3-311**

Multiple paper/Plusieurs communications

**Educational issues: Minority, investment, anti-colonial / Des questions relatives à l'éducation : minorités, investissement et anticolonialisme**

Chair/Prés: George Sefa F. Dei, OISE/UT

Minority education in comparative contexts / L'enseignement aux minorités dans des contextes comparatifs

- George Sefa F. Dei, OISE/UT

Indigenous knowledge and anti-colonial thought: Making strategic connections / Les connaissances des autochtones et la pensée anticoloniale : établir des liens stratégiques

- M. Chishti, K. Oka, Njoki N. Wane, A. Okolie, Judy M. Iseke-Barnes, George Sefa F. Dei, OISE/UT

### **18.12 CIESC/SCECI**

**16:30-17:45**

**Room 2-212**

Multiple paper/Plusieurs communications

**Students' issues / Des questions relatives aux étudiants**

Chair/Prés: David N. Wilson, OISE/UT

Academic adaptation: International students in Canadian post-secondary educational systems / L'adaptation à l'université : les étudiants étrangers au postsecondaire au Canada

- Stephanie Xiao Liang, University of Calgary

The challenge of immigration for education: A comparison of the policy framework and the educational programs, projects and services available in Canada and Italy to address the needs of a diverse population / Le défi de l'immigration pour l'éducation : une comparaison entre les cadres de politiques et les programmes, projets et services offerts en matière d'éducation au Canada et en Italie en vue de répondre aux besoins d'une clientèle diversifiée

- Grazia Scoppio, OISE/UT

A comparative study of academic and mission drift in post-secondary education / La dérive de la mission du postsecondaire : une analyse comparative

- David N. Wilson, OISE/UT

**Day 4/ quatrième jour Tuesday May 28, 2002 / mardi, 28 mai 2002**

**19.13 CIESC/SCECI**

**8:30-9:45**

**Room 2-289**

Multiple paper/Plusieurs communications

**The socio-cultural dynamics of comparative education / La dynamique socioculturelle de l'éducation comparée**

Chair/Prés: David N. Wilson, OISE/UT

The socio-cultural dynamics of comparative education - perspective from 159 teachers, 42 students and 3 researchers / La dynamique socioculturelle de l'éducation comparée : les points de vue de 159 enseignants, de 42 élèves et de 3 chercheurs  
- Penny Kinnear, OISE/UT

British Columbia and Japanese Secondary Teachers' Values: A Cross Cultural Comparative Study  
- Edward Howe, OISE/UT

**21.15 CIESC/SCECI**

**11:30-13:00**

**Room 2-289**

Panel/Forum

**What Can Educational Research Contribute to the Complex Challenge that is Immigration for Schooling and for Society? Part I: Focus on the Research Agenda / L'apport de la recherche pédagogique face au défi complexe qu'est l'immigration pour l'école et la société. Première partie : Pleins feux sur le programme de recherche**

Chair: June Beynon (Leader, Education Domain, RIIM; Simon Fraser University)

*Research on Negative Attitudes, Discrimination, Racism and Immigration,*

Dr. Terry Carson (University of Alberta)

*Research on Citizenship and Immigration*

Dr. Michel Pagé (Université de Montréal)

*Research on Language, Literacy and Immigration*

Dr. Françoise Armand (Directrice, Immigration et Métropole, U Montréal)

*Research on Youth and Immigration*

Dr. Marie McAndrew (Directrice sortante, IM, Université de Montréal)

**22.16 CIESC/SCECI**

**13:15-14:45**

**Room 2-211**

Panel/Forum

**What can educational research contribute to the complex challenge that is immigration for schooling and for society? Part II: Focus on possibilities for educational research / L'apport de la recherche pédagogique face au défi complexe qu'est l'immigration pour l'école et la société. Deuxième partie : Pleins feux sur les possibilités offertes à la recherche éducationnelle**

Chair-Disc/Prés-Comm: Yvonne Hébert, University of Calgary

*Educational research possibilities on negative attitudes, discrimination, racism and immigration*

- Terry Carson, University of Alberta; Kenise Kilbride, Mehrunissa Ali, Ryerson University; Blye Frank, MSVU;

*Educational research possibilities on citizenship and immigration*

- Michel Pagé, Université of Montréal; Yvonne Hébert, University of Calgary; Daniel Schugurensky, OISE/University of Toronto

*Educational research possibilities on language, literacy and immigration*

- Françoise Armand, Université de Montréal; June Beynon, SFU; Tracey Derwing, University of Alberta; Sandra Kouritzin, University of Manitoba

*Educational research possibilities on youth and immigration*

- Marie McAndrew, Université of Montréal., Ingrid Johnston, University of Alberta; George Sefa Dei, OISE/University of Toronto

**23.11 CIESC/SCECI**

**15:00-16:15**

**Room 2-212**

Panel/Forum

**Comparative international perspectives on inter/multicultural and multilingual education / Une comparaison des perspectives internationales sur l'enseignement inter/multiculturel et multilingue**

Chair and Discussant: Jagdish Gundara, University of London

Cultural diversity and school equality: intercultural education in Spain from a European perspective.

- Teresa Aguado and Beatrix Malik, Universidad Nacional de Educacion a Distancia, Madrid.

What can one course do? Attitudinal Orientation and Development of Pre-service Teachers towards Immigrant Language Learners in Mainstream Classrooms

- Lisa Taylor, OISE/UT

Education for Cultural and Linguistic: the experience in Quebec.

- Mary Maguire, McGill University

Globalisation, interculturalism and linguistic diversity

- Jagdish Gundara, University of London

Troisième Forum du Réseau de recherche sur l'éducation à la citoyenneté (RRÉC)  
Where are we at in citizenship education?  
May 29, 2002  
(OISE) - University of Toronto

**8:30 - 9:00 am** Introduction and welcome (CERN National Team)

**9:00 - 10:30 am** PANEL 1: Citizenship, multiculturalism and immigration  
Chair: Ian Donaldson (Multiculturalism Program, Canadian Heritage)

Neyda Long (University of New Brunswick): *Conceptions of Political Participation among Recent Latin-American Newcomers to Canada: A Phenomenographic Examination of Prior Knowledge*

Luc Vigneault (Université de Moncton): *Le Conflit du Critique et du Civique*

Pilar Folgueiras (Universidad de Barcelona): *From Tolerance to Recognition. Teacher Training Programs for Intercultural Citizenship*

Yvonne Hébert, Jennifer Wenshya Lee, Shirley Xiaohong Sun (University of Calgary) and Chiara Berti, (Università di Genova): *Citizenship as Social Capital: Immigrant Youth*

**10:45 am - 12:15 pm** PANEL 2: Students' perceptions of citizenship and citizenship education  
Chair: Marie McAndrew (University of Montreal)

Michel Pagé (University of Montreal): *Students' Perceptions of Citizenship: A Comparative Study of Québec, New-Brunswick and Alberta*

Ian Davies (University of York, UK); Mark Evans (OISE/UT); Graham Pike (University of Prince Edward Island); and Alan Sears (University of New Brunswick): *Perspectives on Citizenship Education: European Student Teachers' Perceptions of the Education of Canadian Student Citizens*

Stephane Lévesque (University of Western Ontario): *Becoming Citizens: High School Students and Citizenship in BC and Québec*

**12:15 - 2:15 pm** Keynote Presentation

David Selby and research team (OISE/UT): *Education for Global Citizenship: A Comparative Analysis of Eleven Countries*

**2:30 - 4:00 pm** PANEL 3: Citizenship Education in School Settings  
Chair: Rowena Arshad (University of Edinburgh, Scotland)

Sylvie Courtine Sinave (Université de Sherbrooke): *La Relation Problématique Entre L'objet (L'éducation à la Citoyenneté) et la Personne (L'étudiant/étudiante de Formation Initiale en Enseignement)*

Grace Feuerverger (OISE/UT): *A 'School for Peace': Conflict Resolution and Citizenship Education in Israel*

Larry Bencze (OISE/UT): *Towards a Just Science Education: Subverting Corporate-Friendly Social Engineering*

**4:15 - 5:45 pm** PANEL 4: Citizenship education, democracy, and global-local dynamics  
Chair: Kathy Bickmore (OISE/UT, and Visiting Professor, Peace University of Costa Rica)

Adam Davidson-Harden (University of Western Ontario): *Education, Globalization and Citizenship: Toward an Additional Component of Citizenship Based on Problematizing Economic Globalization*

Alnaaz Kassam (Toronto District School Board): *The Role of Responsibility in the Canadian Identity, Citizenship and Democracy: The Case for Internet Technologies*

Larry Kuehn (British Columbia Teachers Federation and UBC): *Educating for Citizenship on a Networked Globe*

Daniel Schugurensky (OISE/UT): *Citizenship Learning, Social Engagement and Participatory Democracy*

**7:00 pm** Play (TBA)

**8:30 pm** Dance, hosted by the band of the Transformative Learning Centre and friends.

**This is a CERN post-conference Forum within CIESC**

## EDITORIAL POLICY

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## POLITIQUE ÉDITORIALE

Le Bulletin de Nouvelles SCECI est une publication dans laquelle les membres sont invités à partager des nouvelles, d'information et des découvertes qui ont trait aux intérêts de la Société et sont en accord avec ses buts énoncés.

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Le Bulletin de Nouvelles SCÉCI est publié deux fois par an.

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CIESC also publishes the Canadian & International Education twice a year. Dr. Eva Kruly-Smolkska of Queen's University will be the New Editor from December 2001. We wish to thank Dr. Jack Lam for his excellent editorship from 1998 to 2001 and the Chinese University of Hong Kong its generous support.

SCECI publie également la revue L'éducation canadienne et internationale deux fois par an. Dr. Eva Kruly-Smolkska de l'Université Queen's est la nouvelle rédactrice à partir du mois de décembre, 2001. Nous voudrions remercier le Dr. Jack Lam, le rédacteur de la revue de 1998 à 2001 pour son excellent travail et aussi l'Université chinoise de Hong Kong pour son généreux soutien.

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Please refer to the Notes for Contributors in the Journal if you want to send your paper for publication.

*Si vous désirez soumettre un article à la Revue, veuillez consulter l'Avis aux auteurs dans la revue.*

### **Prix Michel Laferrière Award - 2002**

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The 2002 Michel Laferrière Award, Ph.D. and Ed.D. level goes to Daphne Heywood, OISE/UT for her thesis entitled "Alternative Paradigms of Educational Development: Indigenous Models of Schooling for Developing Countries." The 2002 Michel Laferrière Award, Master Degree level goes to Matilde Bernabei, SFU for her thesis entitled "'Born on Tongues': Education, Identity and Agency of Tibetan Youth in the Indian Diaspora."

Kanwaljit (Kamal) Johal is the Douglas Ray Award's winner for her presentation at the 2001 CIESC Conference in Laval, Quebec. Her paper title is paper "Oral History: Perceptions of Sikh Immigrants regarding Alberta Schools."

Daphne Heywood. IÉPO/UT est la gagnante du prix Michel Laferrière 2002 au niveau des thèses du doctorat avec sa thèse "'Alternative Paradigms of Educational Development: Indigenous Models of Schooling for Developing Countries.'" Matilde Bernabei, SFU, est la gagnante du prix Michel Laferrière 2002 au niveau des thèses de maîtrise. "'Né par les langues': éducation, identité et agence pour la jeunesse tibétaine dans la diaspora indienne"

Johal Kemal est la gagnante du prix Douglas Ray pour son article "*Histoire orale: Perceptions des immigrants sikhs sur les écoles de l'Alberta* présenté à la conférence SCÉCI en 2001 à Laval, dans la province de Québec.

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## A Tribute to Edmund King

Born 1914 in Accrington, Lancashire, UK.  
BA then MA at the University of Manchester.  
Awarded First Class Honours in Classics, three Open Prizes  
Won a graduate research scholarship and an Open Exhibition to Merton College, Oxford.

After having obtained a Teacher's Diploma, taught Classics in London grammar schools for 10 years. He took evening classes during this time.

Then he became principal of an evening institute catering for young people.

Promoted to Assistant, then to Senior Assistant to the Director of Extra-Mural Studies in the Universities of London until 1953.

In 1953 he was appointed to King's College London to follow Nicolas Hans and stayed there for 26 years. (A first connection to Brian Holmes here as Holmes admired and was influenced by Hans).

He got his Ph.D. in 1955 and continued to publish leading to his D.Lit. awarded in 1966.

In 1964 he co-founded (with Alec Peterson and Bill Hall) the journal "Comparative Education." He eventually became Chairman of the Board and Editor of that journal (1978-1992)

At the University of London, he created and directed a Comparative Research Unit. Published (with C.H. Moor and J.A. Mundy) a two-volume report on "Post-Compulsory Education in Western Europe" after three years of field investigation in five countries (1974-1975).

A prolific writer with wisdom and rigour in his research methods, his first academic work was "Other Schools and Ours (1st edition in 1958, fifth edition in 1979). In 1963 in the height of the Cold War he published "Communist Education" bringing a much needed insight into the education behind the Iron curtain (another connection with Brian Holmes who passed away before having finished "Education in Russia", co-written with Gerald Read and Natalia Voskressenkaya).

On the British national scene, King contributed hugely to the extension of programmes planned and created at the LEA (Local Education Authority). He provided a positive and rewarding experiences to the teachers and students involved in many studies and projects. King, despite his renowned position as an international scholar in comparative and international education remarked that "each country's representatives always take ... observations back to their own national context." (King et al. 1974, p. 382 - Post-Compulsory Education ...)

To his students, King, a distinguished and outstanding comparative scholar, provided wise counsel and distinctively shrewd insights into international trends in post-compulsory education. "He truly represented everything an academic supervisor should be to, and for, his research students." (William, Vivian, Comparative Education 30:1, pp. 5-11)

To us, King lived the life of a wise man, according to Voltaire's definition. His first two published works (1950 and 1952) were on horticulture. He didn't wait until his later years to follow the advise "cultive ton jardin!"

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### **Upcoming Conference/Prochaines conférence :**

Worldwide Comparative Education Forum:

Economic Globalization & Education Reforms

14-16 October 2002

Beijing Normal University

Some keynotes speakers: Philip Altbach, Mark Bray, Gu Ming Yuan, Ruth Hayhoe, Lee Byung-Jin, Toru Umakoshi, Jorgen Schriewer, Zhou Mansheng . . .

Please visit the website [http://www.hku.hk/cerc/Beijing\\_Forum/forum.htm](http://www.hku.hk/cerc/Beijing_Forum/forum.htm) for more details. Registration form can also be downloaded from this website.