Editor's Notes and Front Matter

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Book Reviews

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Canadian and International Education, the official journal of the Comparative and International Education Society of Canada, is published twice a year and is devoted to publishing articles dealing with education in a comparative and international perspective.

Correspondence concerning the journal, including the submission of manuscripts, subscriptions and inquiries should be addressed to:

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Canadian and International Education is indexed in the Canadian Education Index and Sociology of Education Abstracts

L'éducation canadienne et internationale est répertoriée dans L'education canadienne et internationale est la revue officielle de la société canadienne d'éducation comparée et internationale, publiée deux fois par an, ses articles traitent de l'éducation dans une perspective internationale et comparatiste.
Editorial Comment

The Canadian and International Education Journal publishes articles in a variety of areas concerned with studies of education in Canada and in international settings, including those focused on aboriginal or multicultural programs. As Andrew Skinner noted in the very first issue it is not surprising to find in such a journal a degree of focus on education in Canada, since “Canada itself... offers wide scope and opportunity for enlightening comparative studies in education” (p. 5). He goes on to note that “other papers offer international content and sustain international perspective” (p. 5). Volume 34:2 continues in that tradition with articles representing a number of our interest areas.

Yatta Kanu’s article “Decolonizing Indigenous Education: Beyond Culturalism: Toward Post-cultural Strategies” addresses the issue of reclaiming Indigenous knowledges in education. She reports on a study carried out in a Manitoba school attempting to promote Indigenous interests by integrating Indigenous knowledge into the school curriculum. She also discusses five effective approaches to the inclusion of Indigenous perspectives into the curriculum as well as effective instructional techniques that can affect academic achievement, attendance and school retention among aboriginal students.

The second article by Donatille Mujawamariya and Susan Judith Ship, “La guerre et le génocide de 1994: Impacts et nouveaux espoirs sur l’éducation des jeunes filles au Rwanda” moves to the international arena. This paper reports on under-schooling of girls in Rwanda since independence and especially as a result of the 1994 upheaval and genocide. The authors argue that women’s organizations can be vital in achieving gender equity through raising awareness of gender problems as well as through the promotion of innovative programs and activities.

Lanlin Zhang’s paper, “Privatization Chinese Style: Tuition Reform in China’s Post-secondary Education” deals with an important issue in education worldwide;

Note de la rédactrice

La revue Education canadienne et internationale publie des articles dans différents domaines ayant un rapport avec des recherches sur l’éducation au Canada ou dans un cadre international, y compris des recherches centrées sur les programmes autochtones ou multiculturels. Comme Andrew Skinner a remarqué dans le premier numéro de la revue, les lecteurs ne devraient pas être surpris de trouver dans une telle revue, un certain degré de concentration sur l’éducation au Canada, parce que “le Canada offre en soi-même ... une large étendue et une grande possibilité pour illuminer les recherches comparées en éducation.” (p. 5). Il continue à écrire que “d’autres articles offrent un fond international et soutiennent une perspective internationale.” (p. 5). Le numéro 2 du volume 34 continue cette tradition avec des articles représentant un bon nombre de domaines qui nous intéressent.

L’article de Yatta Kanu “Decolonizing Indigenous Education: Beyond Culturalism: Toward Post-cultural Strategies” s'adresse au problème de la réclamation des connaissances autochtones dans l'éducation. Elle présente son rapport sur une étude complète dans une école du Manitoba où l'on a essayé d'encourager les intérêts des Autochtones par l'intégration des connaissances autochtones dans le curriculum de l'école. Elle a aussi examiné cinq approches qui peuvent se montrer efficaces dans l'inclusion des perspectives autochtones au curriculum et des techniques d'instruction qui apportent un effet positif au succès académique, à l'assiduité, et au redoublement scolaires chez les élèves aborigènes.


Lanlin Zhang, dans son article “Privatization Chinese Style: Tuition Reform in China’s Post-secondary Education,” traite d'un problème de l'éducation dont l'importance s'est fait sentir
namely, the growth and effects of privatization on education. He elaborates on the problems experienced by potential students and their parents in China when they are unable to pay for the rising costs of post-secondary education. He indicates that part of the problem derives from a system that has decentralized some elements of university administration to private interests while retaining central control of others, resulting in serious difficulties for disadvantaged students.

The fourth paper by Atlanta Sloane-Seale, "New Immigrants' Barriers to Participation in Society and the Economy" returns to the Canadian perspective, and outlines the situation of a number of recent highly-educated immigrants to Canada and their attempts to find employment commensurate with their experience and qualifications from their country of origin. An all too familiar and disturbing trend of difficulties faced, especially by visible minorities and women as they seek employment in Canada is documented. The usefulness of new technology and the Internet to immigrants as they familiarize themselves with the new environment as well as search for employment opportunities is also discussed.

The final article by Lizanne Lafontaine and Catherine Le Cunff, "Recherche comparée sur la prise de parole de certains élèves du préscolaire au primaire en français langue maternelle en France et au Québec" offers a comparative study between Quebec and France on the way children are taught oral skills, explanation, turn-taking in conversations, respecting peers when they speak and so on.

As can be seen from the brief review of the papers included in this issue, the topics range over several of the Journal’s areas of interest. It is hoped that our subscribers will find much to interest them among these studies.


Suzanne Majhanovich - Editor/Rédactrice
Effective September 1st, 2005, the editorial and business office of the Journal Canadian and International Education has moved from Queen's University to the Faculty of Education, The University of Western Ontario. The new Editor is Dr. Suzanne Majhanovich. All correspondence regarding subscriptions, submission for publication, and other matters relating to the Journal should now be addressed to the new editor, Dr Majhanovich (smajhano@uwo.ca), with an Email copy to be sent to the Administrative Assistant, Dien Tran (dtranciasc@yahoo.ca)

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UPCOMING CONFERENCES/FUTURES CONFERENCES

CSSE/CIESC Annual Conference (27-30 May 2006), York University
Theme: Mapping the Educational Landscape: Diversity, Democracy and the Future.
The CSSE/CIESC Annual Bilingual Conference is held in conjunction with the Congress of the Humanities and Social Sciences. CSSE encourages participative sessions in various formats including themed, symposium/panel, small round table, multiple paper, single paper, and poster (featuring the use of graphic or other multimedia material).
Website: http://www.csse.ca/ or http://www.edu.uwo.ca/ciesc

30th International Conference of the French-speaking Association of Comparative Education (AFEC), (22-24 June 2006), Villeneuve d'Ascq, France
Theme: L'école, lieu de tensions et de médiation: Quels effets sur les pratiques scolaires? Analyses et comparaisons internationales
Website: http://afecinfo.free.fr/Lille06/index.html

XXII Comparative Education Society in Europe (CESE) Conference 2006 (3-6 July 2006), Granada, Spain
Organized by the Comparative Education Society in Europe (CESE) Society Granada
Theme: Changing knowledge and education: communities, information societies and mobilities
Further information: Dr. Jose Luis Ortega: ortegam@ugr.es
Website: http://www.cese2006.org
Please consult the Website for the different Workshops.

X Congreso Nacional de la Sociedad Española de Educación Comparada, (6-8 September 2006), San Sebastian, Spain
Theme: El Derecho a la Educación en un Mundo Globalizado
Enquiry: seec@sc.ehu.es
Luis Mª Naya Garmendia: luisma.naya@ehu.es
Pauli Dávila Balsera: pauli.davila@ehu.es
Deadlines:
Pre-conference registration: until 28th February 2006
Early-bird registration by 15th June 2006
Papers until 1st May 2006
Confirmation of accepted papers: 31st May 2006
Details in http://www.sc.ehu.es/sfwseec/con2006.htm

The Asia-Pacific Educational Research Association (APERA) Conference 2006, (28-30 November 2006), Hong Kong
Organized by APERA, HKIEd and HKERA
Theme: Educational Research, Policy, and Practice in an Era of Globalization: The Asia Pacific Perspectives and Beyond.
Interested educators, scholars and researchers are invited to make submissions by completing the Proposal Submission Form posted at the conference website, for paper/poster/symposium/workshop presentations. All Submissions should be sent to the Conference Secretariat by 30 June 2006.
Website: http://www.ied.edu.hk/apera2006/