# Table of Contents/Table de matières

Globalization and Post-Secondary Education Policy in Canada: a Review of Trends  
Dale Kirby (Memorial University of Newfoundland)  
1

Appropriations de la décentralization et régulation des systèmes éducatifs en Afrique subsaharienne: Une analyse comparée des cas du Bénin et Sénégal  
Doffouchi Madeleine Tchimou (Université de Montréal)  
18

Negotiating Tensions and Roles in International Development: A Workshop for Graduate Students  
Jennifer Hales (OISE of the University of Toronto)  
37

Operating under Erasure: Race/Language/Identity  
Awad Ibrahim (University of Ottawa)  
56

Learning to Teach, Learning to Play the Game: a Case Study of a Minority Teacher Candidate Teaching for Equity, Diversity and Social Justice  
Andrew Allen (University of Windsor)  
77

Book Reviews  
96
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Editor's Notes

This issue features articles related to the impact of globalization in several contexts. In addition, there are papers that deal with issues of diversity in Canadian education and implications for students as well as student teachers.

In *Globalization and Post-Secondary Education Policy in Canada: a Review of Trends*, Dale Kirby draws on system reviews in Newfoundland and Ontario to demonstrate how economic globalization has influenced educational policy to stress utilitarian goals. Hence rather than traditional support for liberal and humanities education, institutions at the tertiary level now concentrate far more on training for the workforce; marketization and privatization of higher education is now acceptable, and in the spirit of globalization there is more attention paid to internationalizing institutes whether by outreach programs or by increased recruitment of international students.

Doffouchi Madeleine Tchimou in *Appropriations de la décentralization et régulation des systèmes éducatifs en Afrique subsaharienne: Une analyse comparée des cas du Bénin et Sénégal* treats another impact on education of globalization; namely, a trend towards decentralization of education and consequent effects for access, curriculum, supervision of teachers and teaching conditions. The study shows that the extent of decentralization is also affected by practices in the previous colonial systems.

In an age with increasing contact between developed and developing countries, it is vital to prepare those who will be working in international development. Jennifer Hales in *Negotiating Tensions and Roles in International Development: A Workshop for Graduate Students* outlines a program she developed for students heading for international assignments. Tensions arose as students both local and international reflected on ethical issues of international work and questions of power and privilege. The paper...
demonstrates the value of such programs as preparation for work in an international setting.

The following two articles relate to educational practices in Canada’s diverse society. Awad Ibrahim in Operating under Erasure: Race/Language/Identity looks at a group of French-speaking immigrant and refugee youth from Africa now living in Ontario and how they negotiate their new identity. His study revealed that this group, despite being francophone and attending a French language high school identified with African Americans. The English they learned was Black English as a Second Language (BESL), drawing on rap and hip-hop culture in linguistic expression. To Ibrahim, such a phenomenon underlines the fact that language learning is neither neutral nor free of political implications.

Andrew Allen in Learning to Teach, Learning to Play the Game: a Case Study of a Minority Teacher Candidate Teaching for Equity, Diversity and Social Justice presents a case study of a minority student teacher attempting to incorporate critical antiracist pedagogy into his practicum. Despite his best intentions, he found himself discouraged from doing so by the practicing critic teacher who advised him to stick to the curriculum. This case illustrates the difficulty of teaching for equity, diversity and social justice, particularly for minority teacher candidates who are particularly pressured to “play the game”.

Volume 37: 2 includes its usual variety of topics in the hopes of addressing the varied interests of our readers. In future issues look for themed collections dealing with South East Asian Education as well as on Teaching for Tolerance and Understanding, along with volumes containing articles reflecting several themes in the comparative field.

The editor
Suzanne Majhanovich

Les deux articles suivants traitent les pratiques pédagogiques dans la diverse société du Canada. Awad Ibrahim dans Operating under Erasure: Race/Language/Identity considère un groupe de jeunes immigrants et réfugiés francophones venant d’Afrique et vivant en ce moment dans l’Ontario et cherche à savoir comment ces jeunes négocient leur identité. Son étude révèle que les membres de ce groupe, en dépit d’être francophones et d’étudier dans une école secondaire de langue française, s’identifient avec les Afro-américains. L’anglais qu’ils ont appris est l’anglais comme langue seconde des Africains, basée sur la culture du Rap et du hip-hop, dans l’expression linguistique. Pour Ibrahim, de tel phénomène souligne le fait que l’apprentissage de langue n’est ni neutre, ni indépendant des implications politiques.

Andrew Allen dans Learning to Teach, Learning to Play the Game: a Case Study of a Minority Teacher Candidate Teaching for Equity, Diversity and Social Justice, présente un cas d’étude dans lequel un enseignant stagiaire de la minorité cherche à incorporer de la pédagogie critique antiraciste pendant son entraînement. Malgré ses meilleures intentions, il se trouve dissuadé par son surveillant de ne pas le faire et qui le conseille de s’adhérer fidèlement au curriculum. Ce cas met en lumière la difficulté d’enseigner l’égalité, la diversité et la justice sociale, surtout pour les enseignants stagiaires de souches minoritaires qui se trouvent particulièrement poussés à "jouer le jeu."

Ce numéro 2 du volume 37 contient la variété habituelle des sujets, dans l’espoir d’adresser les intérêts divers de nos lecteurs. Dans les numéros à venir, nous publierons des sujets à thème portant sur l’enseignement des pays du Sud-est d’Asie ainsi que Enseigner pour la tolérance et l’entendement. D’autres volumes contiendront des sujets portant sur des thèmes divers dans le domaine d’éducation comparée.

La rédactrice
Suzanne Majhanovich
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The 53rd Annual Conference of the Comparative and International Education Society (CIES)
22-26 March 2009      Charleston, South Carolina
Theme: The Politics of Comparison
Call for Papers
There are two deadlines for submitting proposal abstracts. The ‘early bird’ deadline is November 1 and the final deadline is December 1. No proposals will be accepted after December 1. Notification of acceptance will take place by November 30 for the early deadline and January 15 for the final deadline.
Inquiries: Email: cies2009@tc.edu
Website: http://www.tc.edu/cies2009/index.htm

CSSE/CIESC Annual Conference 2009
23 - 26 May 2009      Carleton University, Ottawa
Pre-conference sessions: 22 May 2009
Theme: Capital Connections: Nation, Terroir, Territoire
The CSSE/CIESC Annual Conference is held in conjunction with the Congress of the Humanities and Social Sciences. This bilingual conference provides an opportunity for the discussion of educational issues among educational scholars from across the nation. 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).
Please check the CIESC Website for more details regarding the Michel Laferrière's and the Douglas Ray's Awards and the CIESC Travel grants.
Website: http://www.edu.uwo.ca/ciesc

The 7th International Conference on Comparative Education and Teacher Training
organized by the Bulgarian Comparative Education Society (BCES)
30 June - 3 July 2009      Sofia, Bulgaria
Call for Papers: 10 March 2009
The Conference thematic sections are:
1. Comparative Education as a University Discipline
Chair: Prof. Dr. Charl Wolhuter, South Africa, Charl.Wolhuter@nwu.ac.za
2. Pre-service and In-service Teacher Training
Chair: Dr. Bruno Leutwyler, Switzerland, bruno.leutwyler@phz.ch
3. Education Policy and Reforms
Chair: Assoc. Prof. Dr. Marinela Mihova, Bulgaria, marinela.mihova@gmail.com
4. Higher Education, Lifelong Learning and Social Inclusion
Chair: Dr. James Ogunleye, England, J.Ogunleye@gre.ac.uk
Website: http://bces.conference.tripod.com/