

A REVIEW OF THE STATE OF THE FIELD OF ADULT LEARNING

SOCIAL MOVEMENT LEARNING

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CHAPTER ONE:

Introduction

The compilation of a State of the Field report on social movement learning has never been done before. Much has written over the years on adult education and social change. Much has been written on social movements. Quite a lot has been written on the educational and learning aspects of specific social movements such as education in the labour movements, the women's movements or the environmental movements. Given that this is the first report of its kind that we have been able to discover, we are both excited and pleased to be able to have pulled this together, but also nervous and tentative, as we are painfully aware that in the several months of work, we have missed much. We therefore offer this study in the spirit of sharing and hope that characterizes the work of all of the social movements themselves. We believe profoundly that a deeper understanding of the educational dimensions of social movements will be of use to social movement organizations and activists. We offer this as an invitation to others. Tell us what is missing. Send us your stories of learning in social movements. Tell us whose writings or whose actions have inspired you!

Social movements are universally understood by political scientists, sociologists and specific social movement scholars as powerful instruments of social, institutional and political change. Social movements, we are told, are engines of change. Social movements, in all their diversity, all their range of political intension and all their locations, are about women and men and sometimes girls and boys working together to make a change in the communities, the regions, the nations or the worlds they inhabit. And while there is a vast literature both in Canada and around the world on social movements themselves, it may surprise many of readers to know that, as far as we can determine, a definitive or even preliminary study on the state of field of a discourse called social movement learning has never before been attempted.

Our team consisted of Budd Hall (University of Victoria) and Thomas Turray (St. Francis Xavier University) as the lead academics with Winnie Chow as the Team Leader and Ellie Parks and Cornelia Dragne (all three from the University of Victoria) completing the group. Each of us has an active research interest in the topic with Budd and Thomas essentially as career social movement learning scholars, practitioners and activists and Winnie, Ellie and Cornelia being currently engaged scholar-activists in specific social movement contexts themselves. We were pleased to be one part of the eight-part State of the Field in Adult Education proposed and coordinated by Jim Sharpe, Dean of Education at Mount Saint Vincent University in Halifax, Nova Scotia. We have worked within the guidelines provided by Dr. Sharpe and are grateful to the Canadian Council for Learning for the original invitation to consider attempting such an exercise.

The bibliography is likely the strongest contribution of this state of the field study. In the short time available and given the very wide range of descriptors, we have put most of our time and energy into developing a comprehensive and fairly definitive set of references from both Canada and key references internationally. Our list of English-language journals is strong, our list of Canadian research and training centres likewise. Our notes on key researchers both in Canada and internationally will be very useful in spite of the fact that we will have missed many key authors from non English-language environments. We have also contacted by email or telephone many of the key social movement researchers around the world to seek their inputs. The act of contacting so many is in and of itself a strong contribution to the building of a possible Canadian and international network in this field. There is strong interest by many in the research community in continuing to be involved in this type of work.

Social Movement Learning Framework

Many of us working in adult education in Canada associate ourselves with that stream of adult education that has been closely aligned to some of the major social movements of the 19th, 20th and 21st centuries. We draw inspiration from the educational activities associated with the rise of labour organizing in Canada, with the

suffragette and women's movements, with the peace movements of the many wars, with economic development in the Atlantic Provinces in the mid-20th century, with the environmental movements, with Indigenous struggles for self-determination, and with social justice movements of anti-racism, HIV/AIDS, class privilege, diverse sexualities, dis/ability and anti-globalization. And while we often speak of adult education having as one of its roots, the social movements of our times, what this state-of-the-field report demonstrates is that in-depth empirical studies of learning in and because of social movements are scarce. Many claims are made for social movement learning. In the 2005 *International Encyclopedia of Adult Education*, the index contains several hundred references to adult learning associated with social movements. Jenifer Sumner writing in the same Encyclopedia on social justice notes that, "adult education has been an integral part of these social-justice movements" (2005: 583). Angela Miles, quoted in the same text, notes that "When people are engaged in a collective struggle that they define themselves they also decide what and why they need to learn" (2005: 83) Because of the centrality of learning within and because of social movements in the international field of adult education, the kind of initial state-of-the-field report that we have put forward is long overdue.

What is a social movement?

What is a Social Movement?

It goes on one at a time

It starts when you care

To act, it starts when you do it again after

They said no

It starts when you say we and know what

You mean, and each

Day you mean one more

Marge Piercy, *The Low Road*

The poetic definition above by Marge Piercy is, to our minds, the clearest and most easily communicated statement about how we understand a social movement. For readers seeking a more conventional definition David Snow, Sarah Soule and Hanspeter Kriesi, Editors, in their Introduction to the authoritative *Blackwell Companion to Social Movements*, note that,

"Social movements can be thought of as (italics original) collectivities acting with some degree of organization, and continuity outside of institutional or organizational channels for the purpose of challenging or defending extant authority, whether it is institutionally or culturally based, in the group, organization, society, culture or world order of which they are a part (2004:11).

Donatella Della Porta and Mario Diani have, in synthesizing an enormous variety of European and North American literature, noted that most social movement scholars share a concern with four characteristics of movements: "informal interaction networks; ...shared beliefs and solidarity; ...collective action focusing on conflict; ...use of protest". (1999, pp. 14-15)

What is social movement learning?

Social movement learning refers to:

- a) learning by persons who are part of any social movement; and
- b) learning by persons outside of a social movement as a result of the actions taken or simply by the existence of social movements (Hall and Clover, 2005 pp 584-589).

Learning by persons who are part of a social movement often takes place in informal or incidental ways because of the stimulation and requirements of participation in a movement. Membership in social

movements is particularly difficult to define. In some of the older and more established social movements such as the labour movement or the movement of the World Federalists, membership is clear and refers to someone who is a fee or dues paying member. Some of the more recent movements such as the Anti-Globalization movement have not fixed membership structures. One is a member if one considers him or herself to so be! To make it still more complicated, one may consider oneself to be a member of the environmental movement in a general sense, but might also be a paid up member of the Western Wilderness Committee or something similar. What this points to is the need for much more precise study of the linked phenomena of learning and social movements or social movement learning. When one becomes involved in a movement to counter homelessness, statistics about how many people are homeless, or the impact of living without fixed shelter, are learned quickly simply through interaction with others in the movement or through the literature of the movement or the movement's opponents. What we all know as facilitators of learning is that nothing is as powerful a stimulus to learning as the necessity to teach or inform others. The organizational or communicative mandate of all social movements is a necessarily educational concern. And while much of the learning within social movements is informal or incidental in nature, organized or intentional learning also takes place as a direct result of educational activities organized within the movement itself. Our project therefore has sought out as wide variety of mostly qualitative, descriptive and quantitative studies as possible in the interest of deepening our theoretical and evidence-based understanding of social movements, education and learning.

The Impact of social movements on learning in broader society

A most powerful form of social movement learning (we use SML throughout this text) and one often neglected in the literature, is the learning that takes place by persons who are not directly participating as members of a given social movement; by people outside of a given movement. Canadian men, for example, have learned much about gender and power relations as a result of the women's movements, not necessarily because we were part of the movements themselves. Our mothers, partners, daughters and friends created a learning environment where we *learned* in experiential ways as we negotiate/d our daily lives. The actions of social movements, be they large scale media events such as Greenpeace and other environmental groups have staged, or benefit concerts for victims of HIV/AIDS, or the creation of quilts by women to protest the building of an unwanted power station on Vancouver Island (Clover, 2003), create rich environments for learning by large numbers of the public.

Theoretical traditions

Which ideas show the most promise as theoretical building blocks? Eyerman and Jamieson are unique among social movement scholars in their recognition of the creative and central role of learning processes in what they call cognitive praxis. Their thoughts were drawn first to the attention of adult educators by John Holford and have subsequently been referred to by others when seeking to theorize learning in social movements (Holford, 1993; Foley, 1999; Walters, 2005). Eyerman and Jamieson state that, "There is something fundamental missing from the sociology of social movements" (1991, p 45). North American social movement theory, they suggest, focuses on what movements do and how they do it and not on what its members think. Knowledge is seen to be largely outside the sociologists' areas of competence according to them. Their own work is informed by the writings of Jurgen Habermas (1987), an adult education favourite, Jean Cohen (1985) and Alberto Melluci (1988) They suggest that it is, "through tensions between different groups and organizations over defining and acting in that conceptual space that the (temporary) identity of a social movement is formed" (1991, 22). Through the notion of cognitive praxis, they emphasize the creative role of consciousness and cognition on all human action, individual and collective. They focus simultaneously on the process of articulating a movement identity (cognitive praxis), on the actors taking part in this process (movement intellectuals) and on the context of articulation (politics, cultures and institutions). What comes out of social movement action is neither predetermined nor completely self-willed; its meaning is derived from the context in which it is carried out and the understanding that actors bring to and/or derive from it.

Alberto Melucci offers some useful concepts for further developing theories of social movement learning. Social movements make power visible. They challenge the dominant meaning systems or symbols of contemporary everyday life. The, “movements no longer operate as characters by as signs...They do this in the sense that they translate their action into symbolic challenges that upset the dominant cultural codes” (Melucci 1988, p. 249). Social movements contest ownership of specific social or political problems in the eyes of the public, “imposing their own interpretation on these” (Della Porta & Diani, 1999, p. 70) and, in cases when they are successful, actually change the way that we understand knowledge and the relations of power. The Clayquot Sound summer of protest over clear-cutting on Vancouver Island, for example, not only challenged forestry practices, but changed our understanding of the relations of the rest of nature to human community and industrial exploitation. This changed understanding, which we *learned*, led eventually to public policy changes and legislation in British Columbia, and to many innovations in areas of social forestry.

Mario Danni among others offers the notion of “interpretive frames” as another way of understanding social movements that has value for a knowledge or learning agenda (1996, pp 1053-1069). An interpretive frame is a generalized conceptual structure that allows one to make sense of daily lived experiences and locate actions within an understanding of the world. Social movements offer a variety of interpretive frames, alternative frames to the public in the contestation over meaning. Paulo Freire of course referred to practice, speaking from the perspective of marginalized peasants, as naming the world. The various namings of the world or interpretive frames, according to Della Porta and Diani, can be usefully categorized as: “antisystem frames, realignment frames, inclusion frames and revitalization frames” depending on their specifics. (1999, p 80)

Rolland Paulston, the American of Danish ancestry, was the first person to use the term social movement learning. He did so in his study of the folks colleges of Denmark, Norway, Sweden and Finland called *Other Dreams, Other Schools: Folk Colleges in Social and Ethnic Movements* (1980)

Adult educators, not surprisingly, have been the major contributors to theorizing social movement learning. While much of the writing has been descriptive, documenting practices and sharing stories, there is a growing body of more analytic and theoretical writing that has surfaced over the past 15 years. Mathias Finger, the Swiss adult educator and ecologist, and Jose Manuel Asun, a colleague from Spain see new social movements as the catalysts for personal transformation, and the environment within which transformation occurs. (2001) Social movements define the future topics of adult education. Learning within social movements, according to Finger, has a more powerful impact on society than does all of the learning that takes place in schools. Social movement learning is viewed within a framework of endogenous knowledge creation, not dissimilar from Eyerman and Jamieson’s cognitive praxis notion. Learning is seen as a people’s tool (a political dimension); a democratic right (learning by all) and as learning from the world (epistemological dimension). They contrast this with exogenous knowledge transmission, which understands education (rather than learning) as a tool for maintaining the status quo, a package for all, and about the world. (Finger, 1989)

Michael Welton argues that social movements are both personal and collective in form and content. He sees them as ‘privileged sites’ of transformative learning or emancipatory praxis. He ponders what adults are learning, particularly in the new movements of self-discovery or identity creation and poses the question, “Is something of great significance for the field of adult education occurring within these sites? (1994). Clearly, the answer is yes. Welton’s historical writings specifically *Knowledge For the People, Father Jimmy* and his biography on the life of Moses Coady, *Little Mosie From the Margaree* chronicle the educational dimensions of some of our best-known Canadian social movements. Both Tompkins and Coady believed in the innate abilities of ordinary people working together to transform their conditions. Their writings about education and learning within the era of the already mentioned Antigonish movement most often focused on the role of education as a kind of tonic to awaken in people a desire to make change and to provide them with the tools to do so. Their discourse varied from deep poetic expressions of faith in ordinary people, to bellowing exhortations to take up adult education to gain the skills needed for the modern age. The substantial work of David Livingstone, and others, on informal learning tell us much about social movement learning even though informal learning is by no means limited to social movements. Most of the

documented forms of informal learning, which Livingstone's (2004) surveys have revealed, relates to learning about both paid and unpaid work. This includes voluntary work in social movement organizations (see Schugerensky, Slade & Luo, 2005). The Livingstone data documents and substantiates an important finding that people from across class structures engage to similar degrees in informal, self-directed learning. The most recent national surveys of informal learning indicates that a cross-section of all Canadian learners devote on average 12 hours per week to what they recognize as learning (Livingstone: 2004. 341). The vast majority of Canadian adults engage in substantial informal learning related to jobs, housework and general interests. Only around a third are involved in volunteer work-related informal learning, but this learning appears to be more closely related to the time given to volunteering than other learning is to more compulsory forms of work. The application of these methods to understanding learning within and because of social movements would seem to offer much potential.

Budd Hall, Darlene Clover, Edmund O'Sullivan from OISE, Moema Viezzer from Brazil and others carried out the most extensive empirical work that we have found on social movement learning in Canada within the past 20 years. The study was the Transformative Learning Through Environmental Action Project. It was an 18 month in-depth study of the learning dimensions of nine environmental action campaigns in nine different countries (OISE, 1994) The questions explored in that study were: a. How could the learning dimension of the environmental movement be strengthened? b. What can be learned from social movement environmental action campaigns about the ways in which learning takes place? c. Which combinations of pedagogical practice hold out the most promise for transforming relations of power and perception? (Hall, 2003). Refer to the findings section of this report for these findings .

Griff Foley, of Australia, is often drawn on by Canadian adult educators as he directly addressed the informal learning that happens within social movements in his book, *Learning and Social Action* (1999). He notes that informal learning emerges from, as well as advances, social action by contributing to building alternative organizational forms, by making links between the spiritual and the political, by illuminating the power of a small group of committed people, and by showing how expertise can be brought in from outside. He notes, in the context of several diverse social movement settings: a Brazilian women's organization, an environmental campaign and an African liberation movement, that learning deepens in the process of taking action. He writes on the nature of learning and emancipatory struggle from an historical materialist theoretical framework. "A critique of capitalism must be at the heart of emancipatory adult education theory" (1999, p. 138).

Shirley Walters is another international adult education writer whose work is well known and respected in Canada. Her feminist explorations of learning and gender in the context of popular education on an international scale are particularly well known (Walters & Manicom, 1996). In the context of co-teaching a course on social movement learning with Shirley Walters, I gained some new insights on social movement learning which have since been partially reflected in a chapter in the Nesbit collection on *Adult Education and Social Class* (Nesbit, 2005; Walters pp 63-71). Based on her experience within the South African anti-apartheid struggle, Walters makes the case that the form of social movement learning is in part determined by the material conditions of the class structures from where the social movement activists emerge. The white South African allies of the anti-apartheid struggle were able to produce sophisticated policy briefs and research papers, and create a huge network of organizations. The forms of social movement learning within this class of activists involved workshops, retreats, and reading of theory from other parts of the world. For South African Blacks working, when they had jobs, at low paying and insecure settings or living long distances from the city centres in poor housing with poor transportation, the predominant form of social movement learning took place at the large rallies, the funerals and the demonstrations where masses of people were able to be present. Leaflets, handbills and speeches were the dominant forms of social movement learning. With the exception of work done within the Canadian labour movement which has looked at differences between union and management educational strategies, I at least have not thought as much about how different class, gender, race locations influence the forms which learning takes.

John Holst, of the United States, has added a substantial critique of much of the recent social movement and civil society learning theorizing and issues a call to adult educators to return to a deeper reading of Gramsci within the body of Marx and Lenin's writings. He argues in his book, *Social Movements, Civil Society and Radical Adult Education* (2002) similar to Foley, that there has been insufficient fidelity to socialist roots in the past several decades of social movement and civil society theorizing. "A theory and practice", he notes, "of revolutionary or radical adult education must explore the pedagogical nature of the most widely adopted and successful form of revolutionary organization of the in the 20th century...the revolutionary party" (2002, p 113). His work speaks less of the forms of social movement learning but more to the focus. He notes that attention to social movements and civil society structures in the absence of clarity about the ultimate goal being the transfer of power from capital to the working people, is misplaced at best and at worst facilitates the very weakening of capitalist control over democratic practice that we seek as adult educators.

Limitations of this study

As we have said, our study has been done quickly, essentially a work of two months between September and November of 2005. The focus of the study is on social movement learning in Canada, but as social movements themselves are often connected to global movements or responsive to global influences, so too is the research that is done on social movement learning. This study, however, is severely constrained by drawing almost exclusively on English language materials. While we acknowledge work in Quebec, we have not in this first study been able to look deeply into the research reported in the French language. On an international level, we have left out perhaps some of the most important research in the world that might be coming out of Brazil or other countries in Latin America. We have combed the English language databases and web sites, but know that much of the knowledge about learning in social movements does not exist within the academic realm. It exists within the movements themselves or is captured in other forms.

It is also the case that the specific construct of "social movement learning" is not yet a common way to describe the universe of adult education and social movements. Readers will note from our list of key words that we have had to cast our nets exceedingly wide to be able to pull in some fish that we label "social movement learning". And so we are working within a paradox. Education has been a part of the entire history of social movements. The social movement tradition in Adult Education is arguably the foundational element of Canadian adult education. So while adult education and social movements have long been associated, the number of in-depth studies are surprisingly few and the number of quantitative studies rare as the proverbial 'hen's teeth'. The vast majority of empirical studies in the field of adult education have been done on formal adult education in the context of continuing education, adult literacy, workplace learning or continuing professional education.

Our work has a social science, education and community development bias. The backgrounds of the research team and the very short length of time devoted to these studies meant that we had to work from what we knew best. We know that much more work is still to be done. The social movements associated with health are not covered in our work. This means that we have little of the educational lessons from the community-based HIV/AIDS movements of the 1980s and 1990s. The women's health movement is not well covered. The healthy community movement is similarly not well covered. Finally the Canadian Institutes for Health Research has not been reviewed systematically leaving this a strong area for future work. Without more time, we felt that opening up a perfunctory window on health movements would do more harm than good.

Finally while SSHRC funding is the major source of most of the research which has found its way to publication, we have not done an historical analysis of all SSHRC funded research over the years to have a more precise idea about the relative coverage of social movement research and social movement learning research covered by the various programmes. The SSHRC database itself is not a fully searchable one which it a distinct limitation for Canadian researchers.

List of Databases Searched:

Amazon
 Education: A Sage Full Text Collection (1968- Current)
 ERIC CSA
 ERIC Ebsco Host
 FindArticles
 National Library of Canada (AMICUS)
 National Library of Scotland
 Online Catalogs and Databases searched with RefWorks (aprox. 300 connections) and EndNote 9 (561 connections)
 PhdData (universal index of doctoral dissertations in progress)
 Social Work Abstracts
 Sociological Abstracts
 Sociology: A SAGE Full-Text Collection
 Theses Canada
 University of Victoria Libraries Catalog
 Women and Social Movements in the United States 1600-2000
 Personal collections of Budd Hall, Darlene Clover, Ellie Parks and Winnie Chow

Why were these databases selected?

We chose the databases noted above because taken together, they represent the richest sources of social science research information. Amazon.com provides access to a vast array of new book titles. Sage Full Text has tracked the social and historical fields since 1968. The ERIC databases are the gold standard for US educational research. RefWorks and EndNote are tools that enabled us to tap into a large pool of journal data. PhdData and Theses Canada gave us information on graduate student research. The women’s movement is one of the most significant of the 20th Century, so we wanted to see what we could find there related to learning.

KEYWORDS:

Paired With "Adult Education" Or "Popular Education" Or "Social Movements"

| | | |
|--------------------------------|-------------------------------|--------------------------|
| Aboriginal Self-Determination | Labor Union Members Education | Proletarian Hegemony |
| Adult Education | Canada. | Protest Movements |
| Adult Education Congresses | Labour Activists Canada | Radial Pedagogy |
| Adult Learning Case Studies | Labour Community Alliance | Radical Adult Education |
| Anarchism-Utopianism | Labour Education | Relational Learning |
| Anti-Racism Education | Labour Educators Canada | Social Action |
| Canadian Adult Learning | Labour Movement | Social Change |
| Canadian Labour Movement | Labour/ Union Education | Social Justice |
| Civil Society Networks | Gay/Lesbian- Rainbow Movement | Social Movement |
| Civil Society Theory | Global Social Action | Social Movement Learning |
| Community Organizing Education | Gramsci | Sociology Of Education |
| Critical Pedagogy | Hope | Student Movement |
| Critically Reflective Learning | Human Rights Movement | Youth Movements |
| Economic Justice | Indigenous Sovereignty/ | Sustainable Development |
| Education And Activism, | Governance | The Community Economic |
| Éducation Des Adultes Congrès. | Learning And Activism, | Development Movement |
| Educational Forecasting | Learning For Social Change | Theatre Of The Oppressed |
| E-Learning | Learning Process Of Social | Transformative Learning |
| Emancipatory Education | Movements | Transgressive Knowledge |

| | | |
|--|--|---|
| Environmental Adult Education, Environmental Educators Future Studies Informal Learning Informal Online Learning In Labour Movements Information Society Canada. Labor Union Members Canada | Learning/Education And Civil Society Liberation Theology Meaning-Making Neoliberalism Non-Formal Education Non-Vocational Adult Education Online Learning Organized Learning Participatory Action Research Peace Education Popular Education Theories Popular Praxis Praxis | Union Courses Union Education Union Movement Union Training Welfare State Women's Movement Women's Social Action Worker Education Programmes Canada Workers' Educational Association History Worker's Knowledge Working Class Education Canada |
|--|--|---|

A note about the key words

The concepts of adult education and adult learning are under reported in indices and databases. The field of adult education understands adult education as the educative dimension of life itself. We speak of lifelong and lifewide learning. Lifelong means that learning begins in the early years and continues to the day we die. Lifewide means that we learn in all aspects of our life, in relationships and families, in neighbourhoods and communities, in schools, colleges and universities, the work place, on our own with books, media or the internet and most assuredly with the voluntary associations and social movements that we are drawn to or which are thrust upon us. Social Movement Learning is a more recent concept, a sub-set of adult and lifelong learning and is therefore underconceptualized. We have identified some of the major social movements and some of the diverse terms used to describe adult education. Because of time and expertise in the group we have not covered all possible terms nor all possible movements, from what we have been able to examine, this study is the most exhaustive of its nature ever done.

Layout of Report

This report is the initial compilation of the state of the field in Social Movement Learning. As stated in our introduction, this is the first study of its kind and there is huge room for growth. The research team put together the most recent research that is being carried out in Social Movement Learning primarily in Canada but there are rich sources of knowledge at the international level this report could not include due to time limitations. This report is broken up into chapters that highlight our findings that primarily paint the current state of social movement learning inclusive of academia and community organizations.

Chapter one provides the historical and theoretical framework for Social Movement Learning. Chapter two provides a brief review of the data that summarizes our findings in the following areas: Analysis of the Bibliography; Research currently conducted in Social Movement Learning; Data bases- websites, journals and conferences; Academic Programs and Centres, Academic Researchers; Community Based Research Centres and Organizations providing Education, Training and Support for Activism. Chapter three provides a summary of the research teams Generalizations and the Major Gaps. Chapter four highlights Recommendations based on our findings and the Conclusion.

The appendices demonstrate the breadth of the search the research team put together in the span of two months. It has the potential to be expanded to include French Canadian and International research. Each appendix has a summary of the research team's findings and then a snapshot of the data amassed for the reader to link or connect with the appropriate sources. In our search we discovered ample information and the great work people are engaged in, but there was a lack of connectivity and knowledge mobilization to make

this knowledge usable. We hope this report will provide an opening to help us network with each other to bring exposure to this dynamic field of study.

CHAPTER TWO:

A Brief Review of the Data

Based on our personal and professional experience in the field of social movement learning, we knew the search for qualitative and quantitative data would take some creative searching. We started off with a broad brush in hopes of identifying new sources of data that are outside our professional practice. We used the following guidelines and parameters to compile the data in this report. Following the methods sections is a detailed summary of each section that will link to the Appendices in this report.

Methods for Identifying Data

Personal Experience

From work in the area/ professional practice

Knowledge of the terminology commonly known in the field

Brainstorming with a group of researchers (i.e. discussions with students and faculty)

Classroom teaching

Surveying tables or contents and indices (i.e. handbooks)

Trial and Error

Survey of key informants in the field to suggest sources, websites, authors, and words

Emerging Search Strategies

Opening new categories for comprehensive coverage

Narrowing and combining categories

Oscillating between databases of literature and original key words and themes.

Selection Criteria of Material for Data Base:

Decided on the parameters of “what is” social movement learning. See page 4 for definition.

The material made an explicit link between social movements or the movement itself and adult education/ learning. (Example: Polaris Institute concentrates its work around social movement activities and training) English language- Due to language limitations of research team of French and Spanish we were neither able to access French Canadian nor Brazil sites that are rich in social movement learning activity. Materials most immediately accessible due to time limitation. Therefore, there is no archival search). Divided materials into three categories (scholarly refereed literature, government and non-government sources and reports, and community based organisational literature)

DataBases

We covered all major English language education specific databases and the major social science databases as well. Adult education in general is under-reported compared to the formal educational system within academic research. Social Movement Learning is still less visible in the academic work. Within the social sciences, references to learning and social movements are almost nil.

Key Words

While social movement learning did not, in and of itself, bring us many matches in the various data bases, when adult education or popular education were linked to other concepts such as social justice, labour movements, civil society, human rights and so forth we found a fairly rich set of materials. We used 91 key words in all to achieve the breadth that felt comfortable. The descriptors adult education and popular education, when combined with social change, community development, and social movements turned out to be the most generative.

University-based Research Centres

During the preliminary search, we focused on Canadian University Based Research Centres that had a social movement and adult learning focus, as this report is on the current Canadian state of the field. To do an International comparative analysis, time limitations and language barriers would be considerations. We found 48 university-based research centres that study various aspects of social movements. We used the following selection criteria to identify the 48 centres.

In the academic environment, social movements and adult learning have a limited to non-existent presence in the research radar. Therefore, our search needed to isolate key social movements in civil society that made a tremendous impact on its citizens in the last 70 years. We felt that established social movements in society would have the history and the recognition of the universities in order to set up research centres. In our search, we used the keywords amassed and narrowed down the list to the following key social movements: Women's movement, Indigenous Governance, Environmentalism, Peace/ Anti-War, Labour movement, Globalization, and the Gay and Lesbian movement.

The team then divided the country into 3 sections, West/North, Prairies and the East, made a preliminary search on the Internet to identify university-based research centres in all the universities in each region. Based on the team's second language limitation, we were not able to search French websites or initiate phone conversation. Therefore, certain Quebec university-based research centres were not included in this search. We searched for centres that had a society focus on research within specific social movement contexts, such as the Institute of Indigenous Governance or the Feminist Institute for Studies on Law. Others such as the Liu Institute for Global Issues or the Community Development Institute of the UNBC cover issues across many social movement sectors. Once identified, the team directly contacted each centre's director or administrator via phone conversation or e-mail, to inquire if the research has an adult learning component. We asked specific questions pertaining to the centre's previous and current research that would make a linkage to adult learning. Such as:

- Are there researchers/ research projects at your centre that look at the learning that takes place in "social movement" (we would put in the centre's focus, such as women's movement, environmental, etc)?
- In your research methodology, do you assess the learning that is a result of participating in "social movement"?
- In the research design is there a section that evaluates the learning of the participants in the social movement?

Using the snowball technique, we also inquired about current researchers in their centre that would help us broaden our search and other centres in their radar that would fit the criteria of research centres studying social movements and the learning that takes place in the movement.

Based on our search, we only identified three research centres that specifically carry out research on social movement learning: the Coady International Institute (linked to the Adult Education Department at the University of St. Francis Xavier), the Transformative Learning Centre and the Centre for the Study of Education and Work both at the Ontario Institute for Studies in Education at the University of Toronto. Please refer to Appendix D for information on the three centres and Appendix D.1 for the 48 Canadian University-based research centres.

Community-based, Non-governmental or Independent Research and Training Centres

We identified 22 Canadian centres with an interest or potential capacity to work on social movement learning. Our criteria for selection included availability of a web-site, history of either publications or conference relating to social movement learning, an expressed openness to sharing knowledge and/or resources with others, and at least some full-time staff. The 22 Canadian Centres were identified by the researchers through

their personal knowledge, and by web search using search words, social justice, social movements AND training and research.

Few of the non-university based research centers were looking directly at learning in social movements. All provided examples of research and learning activity in support of social movement objectives. These organizations are demonstrating social movement learning, not studying it. They may not self-define the educational activity they provide as being within the boundary of social movement learning. Most are small non-profit organizations providing education activity because they must to advance their cause or the capacity of their population. The potential to evaluate the work they are doing, adding a layer of reflection and learning about the learning is a real opportunity. A research study evaluating and linking these community-based centers would be very instructive.

The Centres range from the Centre for Social Justice in Toronto to the National Anti-Poverty Organisation in Ottawa and the Tatamagouche Centre in Nova Scotia. These are all small organizations with church, labour or other forms of membership based funding. Of these the Tatamagouche Centre, The Catalyst Centre, Food Share and the Metro Labour Education Centre could all be said to be engaged directly in reflection on social movement learning as part of their work. Three additional independent social policy centres also have capacity and from time to time work on learning and social movement issues: Tamarak Centre, Caledon Social Policy Institute (both in Ontario) and the Pembina Institute (Alberta).

Several international centres are worth mentioning: The Highland Centre in the USA (legendary social movement learning centre), the Centre for Research and Action (CREA) at the University of Barcelona (Spain) and the Society for Participatory Research in Asia (PRIA) based in New Delhi, India which may be the largest NGO research and training institute in the world. Refer to Appendix F., F.1. Research Institutes & F.2 Canadian Centres for Activism, Training and Education.

A Global University of Social Movements

Boaventura de Sousa Santos, a Professor of Sociology at the University of Coimbra and a Law Professor at the University of Wisconsin, has been promoting the idea of a Popular University of Social Movements. This effort has much visibility within the World Social Forum. The original proposal for the PUSM can be found at www.ces.fe.uc.pt. The project is designed to serve, "to educate activists and leaders of social movements, as well as social scientists, scholars and artists concerned with progressive transformation". This proposal has been discussed within the educational circles of the World Social Forum in Porto Alegre, in Mumbai, India, in Caracas recently, and will be again on the platform at the next WSF in January, 2007 in Nairobi, Kenya. The International Council for Adult Education, among other organizations, is playing a role in the technical secretariat of this initiative.

The Popular University of Social Movements is meant to contribute to filling the gap between theory and practice in alternative global movements. On one hand, it aims to educate activists and community leaders of social movements and NGOs by providing them with adequate analytical and theoretical frameworks. On the other hand, it aims to educate social scientists/scholars/artists interested in studying the new processes of social transformation. The goal is to tackle the problem of the scarcity of reciprocal knowledge between movements and organizations as well as to facilitate shared knowledge among movements and organizations. Websites: www.ces.fe.uc.pt, also see Paulo Freire Institute www.paulofreire.org and International Council for Adult Education www.icae.org.uy

Websites

The internet is a powerful tool to connect the research world to the broader community and vice versa. Using the keywords amassed, we searched the Internet for websites that had information on social movement learning in relations to training or research centres, academic scholars, journals, grassroots organizing events, research reports, and sites for knowledge dissemination. There are limited websites to date that produce information on social movements and adult learning. The two best web-sites in Canada are the Catalyst Centre

site and the Transformative Learning site with both sites offering links to research reports, international centres, and access to on-line journals. The Women, War, Diaspora and Learning site is also fascinating and provides a good example of one method of knowledge dissemination. There are, however, a strong group of international sites which are extremely useful. The top sites include: Popular Education News; Highlander Research and Education Center; Paulo Freire Institute; Institute for People's Education and Action; Centre for Popular Education and Participatory Research and the International Council for Adult Education. Refer to Appendix C.1.

Academic Conferences

Social Movement Learning is systematically reported through an international network of adult education research conferences. The Canadian Association for the Study of Adult Education has been meeting annually since 1985. The Adult Education Research Conference is the major United States of America venue. The Standing Committee on University Teaching Research and Administration (SCUTREA) covers the UK. The European Society for Research on Education of Adults (ESREA) covers Europe, and many other national and regions conferences provide good venues for sharing research findings. There have also been a significant number of specialist conferences including the First International Conference on Social Movement Learning held in Toronto in March of 2001, and an International Gathering of Social Movement Researchers and Educators in Barcelona in 2004. Refer to Appendix C.3.

Journals and Bibliography

At the present time there is no functioning Canadian adult education journal. The Canadian Association for the Study of Adult Education Journal, which was last published at the University of British Columbia, has apparently ceased publication. This is clearly a major problem for academic knowledge mobilization. Canadians are forced to publish largely elsewhere. Convergence, the journal of the International Council for Adult Education has been the favoured journal for those with an interest in social movement learning with 73 articles on the topic. The U.S. based Adult Education Quarterly has been the home of 22 articles with others publishing 10 or less. Refer to Appendix C.2.

Our bibliography covers 138 books, 26 conference proceedings, 27 reports, 12 Ph.D. thesis and 303 articles. The Canadian authors with the most articles about social movement learning are Darlene Clover, Budd Hall and Michael Welton (10 articles each). The international authors with the largest number of articles which focus directly on social movement learning, are Shirley Walters (South Africa) and Griff Foley (Australia) followed by Jane Thompson (UK), and Mae Shaw (Scotland). Refer to Appendix A and B.

Canadian and International Researchers

Through sifting through the internet databases and through direct contacts with known Canadian scholars and persons working in education dimensions of social movements, we identified 37 researchers currently working on aspects of social movement learning in Canada. By looking over the list of references in Appendix A and B, the reader will see that some of those identified are writing directly about social movement learning (i.e. Welton, Hall, Walters) and others are writing about the educational dimensions of specific social movements (i.e. Spencer, Martin on Labour Education; Clover and Lange on environmental adult education). We are aware that in this first cut we have left out many who may be doing research in this field, but whose research has not yet been published or who have not been funded externally. Our list is of largely English-speaking persons, although given more time, we would like to extend our work to those working in Quebec. Significant is that 12 of the researchers are community-based or, in the case of one, foundation-based. From our database scan and direct contact with known international scholars, we have identified 22 researchers from outside Canada with a special interest in social movement learning. Of interest is the fact that 8 of the scholars/intellectuals are community-based. Refer to Appendix A and B.

CHAPTER THREE

What generalizations may be reliably drawn from the empirical evidence?

Based on the dates of social movement publications identified from the databases, there is an increase over the past 5-10 years in scholarly writing on social movement learning in Canada. We identified 45 Canadian academic and community-based researchers who have been active in SML over the past years (see appendix E). The social movement learning tradition, an important foundation of the adult education movement in Canada, continues to attract research and knowledge mobilization across both the university and community-based intellectual community. And although our study focused primarily on Canada, our research also looked for major international contributors as well. The number of persons working on SML in Canada appears to be higher than in other parts of the world

Many researchers note the importance the educational activities within social movements, but do not go on to do in-depth studies.

There are few contemporary Canadian researchers doing quantitative studies on social movement learning in Canada. The most extensive international study of the learning dimensions of the environmental movement in the years immediately following the Earth Summit in Rio de Janeiro in 1992, was carried out by Budd Hall, Darlene Clover and Edmund O'Sullivan of OISE and Moema Viezzer of CEMIMA in Brazil. Of particular interest was the methodology employed to derive results. A collective analysis workshop was convened with participation by both academic and movement based activists. The principles for what we termed "transformative environmental adult education" resulting from the study included: 1. Recovery of a sense of place; 2. Recognition of the importance of biodiversity; 3. Reconnection with nature; 4. Awakened "Sleepy Knowledge"; 5. Acting and resisting; 6. Building alliances and relationships; 7. Learning skills; 8. Recognition of historical struggles and resistance; 9. Valuing messiness in learning; 10. Understanding relations of power. While these principles apply specifically to SML within an environmental movement, they contain core pedagogical elements that might be applied to other movements.

Also of interest is the list of indicators for measuring success in SML derived from that work: the development of new practices; increased participation or mobilization; changes in gendered roles or behaviours; linking between local and global contexts; production or recovery of knowledge; new legislation or policies; f. increases in self-sufficiency and bioregionalism; (Hall, 2003) Again these indicators could be adapted to other settings.

In the field of SML and work, the most prominent Canadian researchers are David Livingstone and Peter Sawchuck (see appendix B for references) both of the University of Toronto. Their work looks at learning in the lives of working class Canadians in the workplace, the union and in the workplace. The SSHRC New Approaches to Lifelong Learning Project (NALL) (see appendix C for website URL) laid the foundations for an empirical understanding of informal learning in the lives of working people. The trademark of their work is the use of national random sampled surveys of adults and focused studies of learning in specific trade union and workplace settings. The initial work of the NALL network has expanded to the current Centre for the Study of Education and Work where they have been joined by Dr. D'arcy Martin, the first trade unionist in Canada to get a Ph.D. while still working within the labour movement.

Kjell Rubenson of the University of British Columbia has a history of quantitative research on learning in social movements, but with more emphasis on the Swedish, Nordic and European scene. His work on participation of working class adults and his long recognized role in lifelong learning and post-secondary education policy circles, both at the Provincial levels in British Columbia and at the Federal Government levels, are valuable resources to the future development of social movement learning in Canada. Most of the research is in the form of case studies, historical treatments, theoretical, philosophical and descriptions of community-development activities. There is much emphasis on methods, tactics and

approaches to teaching and learning in social movement settings. The descriptive studies of learning in the labour movements, the women's movements, the environmental movements, and the peace movements are extremely useful and provide a solid base for further empirical work as this field is further developed.

Canadians, regardless of class locations, learn independently and on their own in an informal basis for between 12-15 hours per week. (Livingstone et al).

Few books or articles focused specifically on the term social movement learning. Of the books and articles that do refer directly to SML, they are for the most part theoretical elaborations of lived experiences.

The older social movements, such as labour and credit unions, and cooperatives, have more formal, intentional and organized educational processes. These organizational forms often focus on member education, the skills of collective bargaining or other aspects needed to sustain the organizational life of the movements and their organizations. Importantly Labour Movement education at some levels almost always includes aspect of critical social issues such as anti-racism, gender relations, globalization. (Spencer, Martin) In the newer social movements, education and learning is more ad hoc.

There is a wide variety of descriptors for social movements and adult learning. For example the term "popular education", from people's education originating in Latin America, is widely used in the contemporary labour education circles and in anti-globalisation movement work. But it is not widely understood or used in health movements (who might refer to similar processes as health promotion) or in the majority of the environmental movements. This has implications in terms of learning across the movements. How can movements learn from each other if they use different descriptors or language for their work? Can a set of SML principles, derived from further analysis of the field serve to bring movements and movement educators closer?

There is a gap in both the forms of knowledge and the recognition of systematized knowledge between the academic world and the movements. (See Eric Shragge) Social movement educators do not have the long-term financial security for the most part to develop the kinds of reflections on their own work that would allow them to advance their practices by this means. Persons who are not living the day-to-day experiences of movement life most often do academic research on SML. The development of the SSHRC Community-University Research Alliance model has advanced the possibilities of co-creation of knowledge and offers much promise to further work in SML.

Most funding of academic research and community-based alliances with universities is from the Canadian Government research bodies SSHRC, CIHR and NSERC. With the exception of the CURA grants and a similar funding envelope within CIHR, most of the Tri-Council funding goes to university-based scholars who are not obligated to involve community or movement leadership in their research design or analysis. In contrast, grassroots organizations are funded by private contributions, fundraising and volunteer sector. In order to apply for foundation monies, organizations need a charitable tax number, which stipulates only 10 per cent of the organization work can be used for advocacy. This limits the funding available to social movement organizations with more time needed to mobilize funding and less time available for reflection and attention to learning. Very little funding is available to social movements themselves (outside of the labour movement or some faith-based organizations) to do their own research. The impact of this on SML literature to-date is to restrict the role of SML organizations themselves in the analytic process of knowledge generation in the field of SML. The CURA or some other forms of funding are needed to build the capacity of social movements to do some of their own systematic reflections.

There is still a limited flow of information from the universities back to the communities. The cultures of the universities and the community-based organizations is such that language, timelines, objectives and diverse accountabilities mean communication is as yet largely constrained. While nearly all of the universities in

Canada have structures for technology transfer and entrepreneurial development, we do not have the parallel structure for the social side. It may be instructive that the University of Victoria has created a Task Force on community-based research (see www.research.uvic.ca/majorinitiatives/CBR) which has as one of its goals, the strengthening of research capacity in communities.

There is debate within social movement research circles themselves about how social movements actually impact on society. Do they operate primarily through creating new imaginaries, in the form of what Eyeman and Jamieson call “cognitive praxis” or are they, as many social movement theorists note, political forms that create policy changes? We know that the educational forms which social movements take are, at least in part, determined by the material and cultural conditions where the social movement is based (Shirley Walters)

Participatory and interactive learning methods, which engage both the intellect and the emotions, are the most effective in building social movements (Arnold et al, 1991). This is an important finding for strengthening the educational dimensions of social movements.

Most of the scholarship in SML is linked to community development, the women’s movement, the environmental movements, the labour movement and the anti-globalisation movements. Aboriginal self-determination, Gay and Lesbian movements, Peace movements and Anti-racism movements have little work done from a SML perspective.

Out of 72 research centres looking aspects of social movement in Canada only three are working on aspects of SML. There is capacity potentially for more knowledge mobilization based on the work in these centres.

The most common research approach being used in SML studies is participatory action research. PAR emphasizes engagement, multiple methods, and solidarity with the movement in question. In what ways could PAR and more quantitative approaches be combined to learn more about SML? Could a large-scale study make use of both qualitative action-oriented approaches and survey instruments under the control of a movement-based team?

We found two, but there may be more, scholars whose interest in social movement learning went from learning about the issue from community partners, to using a participatory research approach, sharing the results with the community, and working with the community to the building of actual social movement organizations. These two scholars are Jo Anne Lee of the University of Victoria working with racialized adolescent girls in Victoria, whose work has resulted in the founding of Anti-Dote, an independent NGO, and Shahrzad Mojab working with Kurdish women in war and diasporic settings who has created the International Kurdish Women’s Research Network. These kinds of direct links and sustained involvement of university-based scholars in the creation of new social movement organizations, is important to know more about. It is more common in medicine, engineering or business that an academic will have a direct link with the launching of a new business. The equivalent on the social side is more rare.

What are the major gaps?

Given the rise in interest in both the field and the academy and the diversity of language/terms used, a social movement learning website or portal would be helpful, and given the international basis of the Internet, it would serve a wide audience. Perhaps the wikipedia style of ‘open source’ contributing would be an interesting modality to explore.

Social Movements are influential in Canadian society, yet there is little adult education focus on how they operate. There are 161,000 charitable and nonprofit organizations in Canada. On average, Canadians hold an average of four memberships in charitable and nonprofit organizations per person. Canada's nonprofit and voluntary organizations employ two million part and full time employees. *Source: Imagine Canada 2004 Annual Report*

There are many non-profits doing education and training working an understaffed, under-funded fashion. They could benefit from collaborations and peer learning on learning approaches.

We need:

Follow-up studies about the effects of social movement learning (for ex., how patterns of consumerism changed as a result of environmental awareness, or how recycling habits were formed, or how attitudes vis-à-vis a certain minority changed, etc.)

Studies to identify the best practices in organizing media campaigns that reach a broad audience (TV, radio, newspapers, etc.)

Studies about the effects (over time) of adult education and social movement learning on the curriculum (especially post-secondary); how 'sensitive' is the academia to the social movements and how quickly it adapts to change.

If the goal of a social movement is to change policy, what are the 'best practices' to induce such changes; case studies of successful practices (for ex., how environmental lobbyists in Europe managed to impose more drastic pollution limits, etc.)

We need more detailed knowledge of the impact of different types of membership in social movements on learning. For example, a paid staff member in a movement might have opportunities and responsibilities that generate learning at a faster pace than someone who is simply a volunteer with limited responsibilities.

We do not have any systematic studies that look at the role of social movements in facilitating learning amongst community members or the public at large. And yet we posit from the theoretical work that social movements create alternative frameworks for us to understand the world that we live in.

CHAPTER 4: RECOMMENDATIONS

Create a SML knowledge mobilization group of David Livingstone, Kjell Rubenson, Adrian Blunt, Darlene Clover, Shirley Walters (South Africa), Marjorie Mayo (UK), Budd Hall, Michael Welton to look at systematizing the methodical approaches to study and knowledge exchange dimensions of SML. Combining the participatory action research approaches used by Hall, Clover and others in the 1994 study of global environmental action projects, with the more quantitative approaches of Rubenson and Livingstone, could result in a very robust and much needed research strategy. Such a meeting would help to develop a knowledge mobilization strategy on outcomes of the primarily informal learning that goes on in social movements. What are the implications for formal adult education institutions? How can formal institutions tap into this 'market', people highly motivated to learn in order to change their lives? (CCL, UBC, OISE, SSHRC).

Continue to build an agenda for social movement learning knowledge mobilization and exchange. As part of the state-of-the-field process, the team contacted social movement educational researchers and asked them for suggestions for research and knowledge mobilization in social movement learning. The names were selected from those writing in the field in Canada and from others that they suggested (a snowball sampling). The group which made suggestions includes: Rani Khan (independent scholar, Toronto), Donna Chovanec (University of Alberta), Sue Scott (University of Alberta), Gary Kinsman (Laurentian), Jim Sharpe (Mt. St. Vincent), Sharhzad Mojab (OISE/UT) and Nora Angeles (UBC). These themes could be taken up at the suggested Second International Conference on Social Movement Learning mentioned above.

- What is the role of funding in silencing advocacy and public discourse on social issues and social movements, which in turn affects learning?
- How people develop a critical consciousness and combine this with action (praxis).
- How is critical consciousness developed? How can it be facilitated within and outside of social movements?
- Most social movements are single-issue organizations. What impact did they seem to have on policy legislation?
- To what extent is social cohesion promoted by participation in a social movement?
- To what extent is federal government willing to support (and modestly fund at least matching funds) budding social movements without strings attached? (It doesn't take a lot of money to get social movements going, in fact, it's important not to have too much money.) To what extent does federal government see the value of promoting social movements and why? (I cannot see the provinces supporting these, or even the various foundations. They're all strapped for money and many charities depend on foundations already.)
- How can we most effectively map out the social relations of struggle to provide knowledge for strengthening the social movement side of struggles and to develop more effective activism?
- How can we overcome the academic and institutional barriers to doing research for and producing knowledge for social movements and struggles?
- How can knowledge from social movements be mobilized?
- What communication strategies (web, mass meetings, social forum conferences, etc) do social movements use to share learning?
- How social movements are using culture, arts and artistic forms of expression in adult learning to build the capacities and effectiveness of social movements;
- How can the links/communication between social movements and social policy be made more effective?
- How best to problematizing and address racism, sexism, homophobia, and ethno-centrism within the context of social movement learning?

Conduct a feasibility study on the creation of a web-based journal on social movement learning for both academic and community interest which might be part of a larger SML portal. (See appendix A for more on this) (CCL)

Organize a second International Conference on Social Movement Learning which might include bringing together a working group to explore new models of funding for social movement learning composed of academics, community-based scholars, community foundation representatives, SSHRC, CIHR, the Anti-Poverty Organisation, Labour and the Peace movements. (CCL, SSHRC, McConnell Foundation)

Put out an RFP for studies by joint teams of community-based or university scholars to examine what knowledge can be mobilized or exchanged as a result of the work of the 20 or so Canadian centers and/ or summer camps for activists education and training. What is being learned by whom, and for what end?

Similarly, put out an RFP for a Knowledge Exchange/Mobilization strategy to share what has been learned on diversity and working across differences, not only class, race, ethnicity and gender, but across sectors and borders. Many coalitions exist, learning from members, reframing the causes, building new capacity. What educational practices exist that respect diversity?

What knowledge exchange potential exists in the experiences of the World Social Forum Processes where several hundreds of thousands of people are involved in 'learning' about alternative ways to live together? Convene a meeting of the several social policy and networking organizations identified in F.2 such as the Canadian Community Economic Development Network, the Canadian Centre for Policy Alternatives, The Tamarak Centre, Caledon Centre for Policy Development to look at the potential for enhancing knowledge exchange in the areas of social movement learning (CCL, Foundations, SSHRC)

Undertake a State-of-the-field study SML in Quebec (CCL)

CONCLUSIONS

Social movements are a broad and important topic of social science and humanities research. Social movements are a critical element in the achievement of democratic societies and are a continuing source of major transformative action in all of our societies. Social movements exist on many sides of the political spectrum. They are not by any means all positive. But they are also arguably one of the richest sites for learning outside of the formal school systems. In spite of the influence, the impact, the potential, the promise and the perils of social movements, the rigorous understanding of how learning occurs (formally and informally) within social movements and the understanding of the capacity of social movements to stimulate learning within all aspects of society remains exciting. An understanding of motivation and learning that happens in and because of social movements, would dramatically expand our understanding, teaching, learning and education in society as a whole, including those who are not members of the movement remains surprisingly under researched.

Matthis Finger, the Swiss adult education researcher who was one of the first scholars in the past 20 years to draw attention to the importance of SML asserts that social movements have more impact on society than all the schooling which takes place in formal settings (1990). We have no evidence that this is the case, but in a society that is continuing to explore the ways in which learning can strengthen social cohesion, citizen engagement and democratic life, it is time to devote both time and resources to the proper understanding of this phenomena.

APPENDIX A: ANALYSIS OF THE BIBLIOGRAPHY

As a result of the research for the existing major works in the literature, a bibliography with more than 500 entries was produced.

Below are several statistics and observations drawn from the data:

Types of referenced work:

Books:

edited: 17

section: 14

whole: 107

Conference Proceedings: 26

Dissertations/Theses: 12

Generic: 6

Journal articles: 303

Reports: 27

Web pages: 3

It does not come at a surprise that scholarly work has been primarily found in academic journals and books. However, it seems little has been done to disseminate scholarly work about social movement learning on the Internet, especially on web sites that are freely accessible to the general public (that do not require user names/passwords) such as the web sites related to popular education.

Researchers with the most numerous entries (Key Researchers):

Canada:

Clover, Darlene E. – 10

Hall, Budd – 10

Livingstone, D.W. – 3

Martin D’Arcy – 4

Sawchuk, Peter H. – 4

Schugurensky, D. – 3

Scott, Sue M. – 3

Shragge, Eric – 3

Taylor, Jeffrey – 4

Welton, Michael R. – 10

International:

Foley, Griff – 8 (Australia)

Holst, John D. – 4 (USA)

Lovett, Tom – 3 (N. Ireland)

Martin, Ian – 3 (UK Scotland)

McAdam, Doug – 4 (USA)

Newman, Michael – 4 (Australia)

Paulston, Roland G. – 4 (USA)

Shaw, Mae – 5 (UK Scotland)

Tandon, Rajesh – 3 (India)

Thompson, Jane – 6 (UK)

Walters, Shirley – 9 (South Africa)

Journals with the most numerous entries (Key Journals):

International:

Adult Education Quarterly – 22

Adults Learning – 10 (UK)

Convergence – 73 (published by the International Council on Adult Education)

International Journal of Lifelong Education – 17

Studies in the Education of Adults – 9 (published by NIACE (UK))

New Directions for Adult and Continuing Education – 8 (USA)

Studies in Continuing Education – 6 (e-journal published by Taylor & Francis Group)

Journals that generously offer their content (including recent content) on the Internet tend to gain more audience and to become more salient in research.

The most numerous descriptors (keywords):

Adult education 154

Adult learning 28

Anti-globalization movement 12

Change agents 12

Change strategies 10

Citizen participation 18

Civil society 12

Community development 48

Community education 28

Community involvement 10

Community organizations 11

Democracy 16

Developing nations 16

Education 21

Educational change 11

Educational history 19

Elementary secondary education 10

Empowerment 16

Environmental education 26

Females 11

Foreign countries 69

Globalization 18

Higher education 13

Lifelong learning 17

Non formal education 23

Participatory research 11

Popular education 24

Postsecondary education 11

Poverty 13

Protest movements 10

Public policy 12

Rural areas 16

Social action 33

Social change 77

Social justice 11

Social movements 53

Unions 14

According with our bibliography, the literature has given considerable importance and visibility to Community Development. Our findings suggest that community development is the key area of research among the variety of social movements that became salient in our bibliography. This is also suggested by the frequency of the descriptors related to community development. Second as importance given in the literature, comes the Women's movement, followed closely by the Environmental and anti-globalisation movements, especially in the Canadian literature. Another well-represented social movement in our bibliography is the labour movement, especially in the international literature.

At the opposite pole, 'poorly' represented in terms of number in our bibliography, are the anti-war and the gay & lesbians movements. These are only quantitative observations; they say nothing about the quality of research.

Looking at the bibliography, it becomes evident that research about social movements learning is done mainly in countries with long democratic tradition. However, our references suggest that India and South America are also fertile terrains for social movements and social movement research. References suggest that there is an important level of cooperation between adult educators in N. America and adult educators in India and Latin America. They also suggest that the pedagogy of Paulo Freire has been influential in the field of adult education.

The frequency of the descriptor 'foreign countries' suggest that adult educators have been well aware of the process of globalization of social movements 'from below'.

There is not even one research study in our bibliography, conducted in Africa by a researcher or team of researches affiliated with an African University, with the exception of South Africa. It is obvious they lack the resources needed for conducting research and for disseminating the findings.

The reference list suggests that there has been a fruitful effort from Canadian adult educators (Canadian researchers such as Darlene Clover, Leona English, Budd Hall, Michael Welton) to theorize social movement learning. There are approximately as many theoretical contributions from Canada as from the rest of the world. A term that was preferred during the '90s for this type of learning is 'transformative'. Our references suggest the term is not used with the same frequency in the last five years.

Topics specifically targeted by theory testing research are:

Informal and incidental learning (learning from life): Illustrative research: In "Learning How they Learn: International Adult Educators in the Global Sphere" Leona M. English (2002) uses aspects of informal and incidental learning theory to examine the informal learning that occurred in contexts as varied as Asia and Africa, in the lives of women doing international adult education work.

Transformative learning: Illustrative research: The report from a qualitative international study in seven countries, "Awakening Sleepy Knowledge: Transformative Learning in Action" by Hall & O'Sullivan (1995) documents through a series of case studies various experiences of transformative learning.

Emancipatory praxis: Illustrative research: Michael R. Welton (1993), in "Social revolutionary learning. The new social movements as learning sites" tests the theory of emancipatory praxis leading to the crystallization of social movements through analyzing a series of specific movements.

Popular education: Illustrative research: Griff Foley (1998) in "Clearing the Theoretical Ground: Elements in a Theory of Popular Education" puts forth a theory of popular education and tests the theory through a case study of Australian workers.

The following bibliography is a portion of our search. We compiled over 500 references and narrowed the bibliography to include the work of the most referenced Canadian and International scholars in the field of

social movement learning. Once we established the list of researchers, we analyzed the quality of the work in relation to relevancy to social movement learning, recency of publication, balance of theoretical orientation and ideological perspective, and scholarly refereed literature. Then we looked at the type of scholarly work and divided the references into sections: historical review of social movements, social movement learning theory, social movement theory, case studies, participatory action research, ethnographies, and comparative studies. There were additional references included in the bibliography based on the researchers' personal and professional knowledge of the social movement, or author's work in the field of social movement learning, such as Carole Roy's (2000) *Raging Grannies and Environmental Issue: Humor and Educative Protests*. This bibliography is the initial compilation of social movement learning to date but is only inclusive of work in the English language. With time and resources, we can develop a richer picture of the Canadian context in relation to International work in the field of Social Movement Learning.

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APPENDIX B: SUMMARY OF THE STUDIES AND RESEARCH

Types of research:

Based on the research amassed, we identified the following types :

From the point of view of funding:

Collaborative research

Sponsored research

Consultancy

From the methodological point of view, in social movement learning, the research is basically empirical and qualitative in nature. We were unable to find any relevant quantitative study.

Based on the amassed bibliography, the methodologies employed in social movement learning research are:

Comparative

Case study(ies)

Participatory/Action Research

Ethnography

Historical

Internationally, by far the most employed methodology for the studies involving social movement(s)/social movement learning is Participatory/Action Research, often employed on a specific case (hence, employed within the framework of a case study). In US, UK and Australia, participatory research in SML is often encountered. In Canada, there are only few researchers (B. Hall, D. Kapoor, G. Hudson, R. Kidd & M. Byram, E. Lange) who promote participatory/action research. However, although not always overtly stated, majority of research studies conducted in Canada have as starting point a community-based, grassroots research interest and the researchers are community activists as well. This explains the preponderance of case study and action research methodologies.

In Canada, the most employed framework is case study research. The dominant theories are Mezirow's Transformative (or Transformational) Learning Theory, Critical Social Theory and Freire's pedagogy.

Research studies amassed suggest that there is a tendency among Canadian adult educators to acknowledge in their research that more than one social movement manifests itself in a setting, or community of action. For example, in a community development effort, environmental concerns and concerns about social justice may well play a part.

Here are few considerations about the overall quality of research conducted to date: in terms of relevancy – one can safely say that research amassed thus far proves attuned to the daily realities of society. Adult educators have been generally prompt in attacking the issues that have become salient in the public sphere. However, this is the case mainly in Canada and in the more democratic parts of the world; in others, such as South Africa and South America, research has a more retrospective character, even historical. Building on the previous work in adult education, which produced some theoretical foundations, there is a small degree of empirical, 'theory testing' research in progress. In terms of methodology, generally researchers prefer the safer claim to case study research rather than raising claims to ethnography or grounded theory. However, case studies are often very elaborated and the scope of analysis very broad. Often the researcher is an active participant. In terms of dissemination, the research reports are still to be found predominantly in the academic literature. This is not exactly the most frequented medium for the majority of people. Besides, access to academic publications is in general either restricted to subscribing organizations and individuals, or involves some costs. Hence, there is much to be done to reduce the obscurity of the research findings in the eyes of the general public.

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APPENDIX C: LIST OF DATABASES SEARCHED

Appendix C.1 Websites

The following websites are not an exhaustive listing of the vast number of links to organizations doing work related to social movements. They are not reflective of organizations specifically highlighting social movement learning. These sites are a broad spectrum of the electronic knowledge dissemination currently in use today. We included links to grassroots organizations, federal and international agencies, academic papers, research centres, activist training centres, conference proceedings, and reports that link to social movement learning.

Canadian Research Centers

Catalyst Centre: <http://www.catalystcentre.ca/index.htm>

Transformative Learning Centre (OISE/UT) <http://tlc.oise.utoronto.ca>

New Approaches to Lifelong Learning <http://www.nall.ca/index.htm>

The Changing Nature of Work and Lifelong Learning in the New Economy:
National and Case Study Perspectives <http://www.wallnetwork.ca/index.html> (2005-2006)

GroundWorks <http://gworks.ca/site/index.php>

GroundWorks is a public learning centre that provides resources and training for creating healthy communities. The focus is community-based mapping and planning, agriculture-food entrepreneurship & youth empowerment. The space is open to anyone interested in helping improve the social, economic and ecological health of the region.

Conference Proceedings

Adult Education Research <http://www.edst.educ.ubc.ca/aerc/proceed.htm>

Canadian Association for the Study of Adult Education
<http://www.oise.utoronto.ca/CASAE/cnfmain/maincnf.html>

Thinking through Action: Twentieth Century Social Movements and their Legacy.
<http://www.sfu.ca/~thinkact/proceedings.html>.

The conference brought together a diverse group of over 200 scholars and organizers from across North America to discuss how the history of social movements in Canada and the United States can broaden our vision of the challenges facing today's struggles, including the globalization of social justice issues, the ongoing retrogressive clawback of twentieth-century social movements' policy achievements, and a hostile political climate.

1999 Adult Education Research Conference (AERC) Proceedings Paper
Informal Learning of Homeless Women: A Feminist Study of Surviving the Everyday
<http://www.edst.educ.ubc.ca/aerc/1999/99pearce.htm>

The purpose of this study was to examine how homeless women learned to survive in their daily lives. Their relationships contributed to many years of unsettling experiences and continuous transitional situations. Each woman followed a progression of sophisticated street smarts, but eventually faced a devastating decision, which served as the impetus for a learning experience that resulted in an empowering change.

Reports

Canadian Association for the Study of Adult Education

Research papers

http://www.oise.utoronto.ca/CASAE/Research_and_books/casalink.html

Adult Education and Training in Canada: Key Knowledge Gaps - August 2000

HRSDC Government of Canada Website

<http://www11.hrsdc.gc.ca/en/cs/sp/hrsdcrb/publications/research/2000-000122/page08.shtml>

This paper argues that more should be known in order to develop policies to affect training patterns among adults in a substantial way. The available evidence is limited and it is essential to make progress quickly on the three types of knowledge gaps identified in this paper — the outcomes of adult learning (in terms of costs and benefits), the motivations and barriers to adult skills development, and informal learning.

Women, War, Diaspora and Learning

<http://www.utoronto.ca/wwdl/>

This website is one of the ways to disseminate resources, literature reviews, and theoretical developments that emerge from a research project, "*War, Diaspora and Learning: Kurdish Women in Canada, Britain and Sweden*," Shahrzad Mojab

Networks and Directories

Directory of Social Movements

<http://www.social-movements.org/en/>

The Social movements directory is a World Forum for Alternatives (WFA) initiative to make known, or improve knowledge of, these new global actors. It includes social movement profiles and analysis articles.

PARnet- Participatory Action Research Network

<http://www.parnet.org/websites/>

List of organizations and websites involved in PAR (Canadian and International)

Canadian Feminist Alliance for International Action (FAFIA)

<http://www.fafia-afai.org/home.php>

A dynamic coalition of over 50 Canadian women's equality-seeking and related organizations with a mandate to further women's equality in Canada through domestic implementation of its international human rights commitments.

International Links:

The Popular Education News: <http://www.popednews.org/>

Highlander Research and Education Centre : <http://www.highlandercenter.org/>

Paulo Freire Institute: <http://www.paulofreire.org/>

Institute for Peoples' Education and Action: <http://www.peopleseducation.org/>

Pop Ed Links Directory: <http://www.openconcept.ca/mike/links/poped.html>

Centre for Popular Education and Participatory Research <http://www.cpepr.net/>

Theatre of the Oppressed (Omaha) <http://www.unomaha.edu/~paterson/>

International Council for Adult Education (ICAE) <http://www.icae.org.uy/>

Centre for Research in Theories and Practices for Overcoming Inequalities (CREA)

<http://www.pcb.ub.es/homePCB/live/en/p576.asp>

PopEd interactive toolkit <http://www.openconcept.ca/mike/>

Mixed Theatre Company Website <http://home.echo-on.net/~mixedco/index.html>

Growing Communities for Peace (www.humanrightsandpeacestore.org)

Project South (www.projectsouth.org)

Centre for Popular Education and Participatory Research (www.gse.berkeley.edu/research/pepr/)

WE LEARN: Women Expanding-Literacy Education Action Resource Network (<http://www.litwomen.org/news.html>)
Centre for Popular Education, University of Technology Sydney (<http://www.cpe.uts.edu.au/>)
The Change Agency (www.thechangeagency.org/index.htm)

Appendix C. 2 Journals

In our search for scholarly refereed material on social movement learning, personal knowledge and researchers' input, the following journals publish the most up-to date articles on social movement learning. Most journals are internationally based and have on-line access to articles for dissemination.

The Canadian Journal for the Study of Adult Education (CASAE)

www.oise.utoronto.ca/CASAE/cjsae/cjsaetoc.html >

Adults Learning

<http://www.niace.org.uk/publications/Periodicals/AdultsLearning/Default.htm>

Adults Learning is NIACE's regular journal, published 10 times a year. It is a forum for debate on all issues affecting adult learning, and contributions are welcomed from those working with adult learners in any agency.

Concept

<http://www.niace.org.uk/publications/Periodicals/Concept/Default.htm>

The Journal of Contemporary Community Education Practice Theory NIACE has made a commitment to supporting adult learning in Scotland by ensuring that Concept continues to be the very best way of sharing policy and practice in adult learning, and offers a lively independent forum for critical debate and exchange of ideas in contemporary community education. The majority of articles are from practitioners, alongside academics and political commentators. Two recent themed editions on subjects of particular interest and relevance have focused on democracy and globalization.

Studies in the Education of Adults

<http://www.niace.org.uk/publications/Periodicals/Studies.htm>

Studies in the Education of Adults is an international refereed academic journal, publishing theoretical, empirical and historical studies from all sectors of post-initial education and training. It aims to provide a forum for the debate and development of key concepts.

Journal of Adult and Continuing Education (JACE)

<http://www.niace.org.uk/publications/Periodicals/JACE/Default.htm>

The *Journal of Adult and Continuing Education* is essential for keeping in touch with the field of post-compulsory education. Published twice a year, it provides a forum for rigorous theoretical and practical work in the broad fields of lifelong learning and adult, community and continuing education. The journal focuses on international and national issues and is aimed at researchers, professionals and practitioners in all sectors. It publishes both research articles and reflections on policy and practice, and offers opportunities for all concerned with post-compulsory education to make contributions to debate.

Journal of Access Policy and Practice (JAPP)

<http://www.niace.org.uk/publications/Periodicals/JACS.htm>

The *Journal of Access Policy and Practice* informs and supports development in access and widening participation. It explores education policy and practice as it affects access to learning and surveys the field, both nationally and internationally. Informed by theory and current research the journal shares ideas and practical solutions to create wider and deeper participation in lifelong learning and offers a space for practitioners and academics to critically reflect and debate different perspectives.

Convergence

<http://www.niace.org.uk/publications/Periodicals/Convergence/Default.htm>

Convergence is a major worldwide journal of adult education that addresses issues, practices and developments in the broad field of adult and non-formal education. It is published quarterly on behalf of the ICAE by NIACE. The International Council for Adult Education (ICAE) is a non-governmental voluntary organisation formed in 1973. It comprises over 100 national, regional and sectoral member associations involving 77 countries and seven regions of the world. The overall objective of the Council is to promote human resource development to enable people to participate more fully in determining their economic, social, political and cultural development.

Labor Studies Journal

http://muse.jhu.edu/journals/labor_studies_journal

Labor Studies Journal is a multi-disciplinary publication about work, workers, labor organizations, and labor studies and worker education in the United States and internationally. As the official journal of the United Association for Labor Education, the journal is directed at a diverse audience including union, university and community-based sciences and humanities.

International Review of Education

The longest running international journal on the comparative theory and practice of formal and non-formal education.

International Journal of Lifelong Education

The International Journal of Lifelong Education provides a forum for debate on the principles and practice of lifelong, adult, continuing, recurrent and initial education and learning, whether in formal, institutional or informal settings. Common themes include social purpose in lifelong education, and sociological, policy and political studies of lifelong education. The journal recognizes that research into lifelong learning needs to focus on the relationships between schooling, later learning, active citizenship and personal fulfillment, as well as the relationship between schooling, employability and economic development. All papers are peer reviewed.

New Directions For Adult & Continuing Education

Noted for its depth of coverage, *New Directions for Adult and Continuing Education* is an indispensable series that explores issues of common interest to instructors, administrators, counselors, and policymakers in a broad range of adult and continuing education settings, such as colleges and universities, extension programs, businesses, libraries, and museums.

Studies in Continuing Education

Studies in Continuing Education publishes material that will contribute to improving practice in the field of continuing education and of bringing theory and practice into closer association. Contributions are sought on all aspects of the field. These include: accounts of new initiatives, discussions of key issues, review articles, reports of research and development, and reflections on theory and practice. Papers drawing upon any one or more perspectives on the field are welcome. Of particular interest are contributions from practitioners in any area who may wish to engage in critical reflection on their own practices. Book reviews and reviews of other published material are also included.

Appendix C.3 Conferences

A state of the field report on social movement learning cannot be defined by text alone. The core of social movements is the bringing together of people to share and learn ideas to create social change. Change cannot occur in isolation of human interaction. Conferences provide the space and forum for such interaction to occur. It is a space to disseminate the reality of research, community activity and the current state of the field. It has the potential to be the hub of learning outside a social movement. The research team included this section to demonstrate the coming together of academic, community, policy makers and administrators in the goal of learning, networking and creating change. There is a flurry of activity internationally in the area of social movement and adult learning based on the number of conferences and conference reports produced in the last two years. The following is a small selection of the plethora of conferences identified during the initial stage of data collection and was randomly highlighted to demonstrate the diversity and scope of social movement learning. The informal networks generated through conferences are a good starting point for developing a knowledge cooperative to disseminate research findings and establishing community-university alliances to work together for social change.

May 28 - 30, 2004 AERC-CASAE/AERC 2004 Joint Conference (Pre-Conference May 27, 2004): *Adult Education for Democracy, Social Justice and a Culture of Peace* <http://www.oise.utoronto.ca/CASAE/html> <http://www.edst.educ.ubc.ca/aerc/informat.htm>

December 3 - 5, 2004 Popular Education Network (PEN): *The Third International Conference Of The Popular Education Network* will be held at The University Of Minho (Unit For Adult Education), Braga, Portugal. For information contact jimcrowther@education.ed.ac.uk or see the PEN website <http://www.neskes.net/pen/>

March 26 - 28, 2004 *Building Learning Communities Engaged In Social Change: A Conversation for Activists and Educators* Swingshift College, Indiana University Northwest, Gary Indiana. <http://www.iun.edu/~swingnw/conference.html> (Be part of critical dialogue on "doing adult and worker education for social change." KEYNOTE: bell hooks)

April 14-18, 2004 *UALE/AFL-CIO Education Conference*, Holiday Inn city Center, Chicago, Illinois. http://www.georgemeany.org/html/uale_conference.html (This annual joint conference brings together trade unionists, educators, researchers and community activists who seek to advance labor and popular education so that it more powerfully contributes to building the effectiveness and strength of unions in democratic society.)

April 22 - 24, 2004 *Pedagogy and Theatre of the Oppressed Tenth Annual Conference "Growing Home: Generations Past, Present and Future"* Omaha Nebraska USA. Theatre of the Oppressed Preconference Workshops with Augusto Boal, Sunday, April 18 - Wednesday, April 21, 2004. For info: <http://www.unomaha.edu/~pto/conference.htm> (To challenge oppressive systems by promoting critical thinking and social justice. We organize an annual meeting that focuses on the work of liberatory educators, activists, and artists; and community organizers.)

June 8 - 11, 2004 *An International Conference at the Source of the Nile: We Are One People: Multiple Dreams Of A Different World, Transforming Thought, Learning and Action: The 2004 Afrikan World Encounter On Building New Futures.* MPAMBO Multiversity, Jinja, Uganda. For information <http://www.uvcs.uvic.ca/conf/mpambo/>. (This conference has been convened to provide a platform for innovative, new frontier thinkers and entrepreneurs, including, but not limited to, scholars, researchers, students, reformers, innovators, investors and activists, in academe, civil society, the private and public sectors. It is a conference for men and women who dare to dream of a different world, and are sufficiently fired to be doing something about it. They will come together to share their visions and, on the basis of their work, to actualize their dreams.)

December 6 - 8, 2004 Centre for Popular Education, City Campus of University of Technology, Sydney, Australia International Conference: *Education and Social Action 2004*
<http://www.cpe.uts.edu.au/forums/2004conference.html> (Building upon the tradition of previous conferences this conference will (among other purposes): bring people engaged in different fields of social action and education together; be a forum where activists, workers, policy makers, artists and scholars alike are encouraged to participate; and have plenty of music, theatre and dance; but more importantly there will be some opportunities for collaborative art-practice.)

2005

February 8-10, 2005, PRIA Society for Participatory Research in Asia in cooperation with the Faculty of Education, University of Victoria, Canada, *International Conference on Participation, Learning and Social Transformation: 3rd International Conference on Citizenship and Governance*, Banaras Hindu University, Varanasi, UP, India <http://www.pria.org/cgi-bin/international.htm>

February 25-27, 2005 The Healing Story Alliance, *Healing through Story A Multi-disciplinary Conference Celebrating the Oral Tradition*, Minneapolis, Minnesota, (The purpose of this experiential conference is two fold: To investigate and explore the use of story to create occasions for healing and to promote health for individuals and communities and to support participants in developing practical skills in story evoking, gathering, telling and listening skills. <http://www.healingstory.org/events/overview.html>

March 11-12, 2005, Women Expanding / Literacy Education Action Resource Network (WE/LEARN), *Second Annual (Net)Working Conference, Women & Literacy: Strengthening the Web*, Providence, RI. (Call for Presenters: deadline November 30, 2005) www.litwomen.org/welearn.html

April 1-2, 2005, Center for Popular Education and Participatory Research (CPEPR), *Conference on the theme Citizenship and Power in the 21st Century*, University of California, Berkeley. <http://www.cpepr.net/>

May 29-31, 2005, Pedagogy and Theater of the Oppressed (Co-hosted by the Center for Theatre of the Oppressed and Applied Theatre Arts, Los Angeles) *11th Annual Conference*, Los Angeles, California, (May 24 – 28 Theatre of the Oppressed Preconference Workshops with Augusto Boal) <http://www.unomaha.edu/~pto/conference.htm>

May 23-24, 2005 Headwaters Fund *Building Connections | Building Power, Headwaters Allies For Justice Institute*, Minneapolis, Minnesota (The Allies for Justice Institute is a unique training event for community-based leaders throughout the Midwest addressing civil rights, racial justice, education, environmental justice, gender equity, labor and other critical struggles facing our communities.) <http://www.headwatersfoundation.org/html/community/afji/afjiinfo.html>

June 2-5, 2005 *The 46th Annual Adult Education Research Conference* University of Georgia, Athens, Georgia - Preconferences June 2 on African Diaspora, LGBTQ&A, Technology, and Literacy. (The Adult Education Research Conference (AERC) is an annual North American conference that provides a forum for adult education researchers to share their experiences and the results of their studies with students, other researchers, and practitioners from around the world.) <http://www.gactr.uga.edu/conferences/2005/Jun/02/aerc.phtml>

May 29-31, 2005, Pedagogy and Theater of the Oppressed (Co-hosted by the Center for Theatre of the Oppressed and Applied Theatre Arts, Los Angeles) *11th Annual Conference*, Los Angeles, California, (May 24 – 28 Theatre of the Oppressed Preconference Workshops with Augusto Boal) www.ptoweb.org
Aug 18-19, 2005 University of Technology, Sydney Strategising FOR CHANGE: A Workshop for community organizers, workers, unionists, and activists <http://www.thechangeagency.org>

Sept 4, 2005 Highlander Center Homecoming Festival 2- 9 p.m. hrec@highlandercenter.org

Sept 21, 2005 Cross-Class Alliance Building Co-sponsored by the Chicago Center for Working-Class Studies, Class Action, and United for a Fair Economy Roosevelt University's downtown campus in the Chicago Loop
<http://www.classmatters.org/calendar/>

APPENDIX D: SUMMARY OF ACADEMIC PROGRAMS

The national search for university-based research centers with a social movement and adult learning focus yielded minimal results. We conducted a comprehensive search to identify research centres via the Internet, referrals and direct conversations. Since social movements are broad and encompassing, we focused on the key movements that are shaping Canadian society in contemporary times. Social movements of interest: women's equality, environment, gay and lesbian, labour and unions, globalization, peace, Indigenous, and community development. We identified 72 Canadian academic based research centres that specifically research social movement issues. There are only three Canadian Academic Institution supporting research specific to Social Movement Learning:

The University of Toronto

Ontario Institute Study of Education (OISE), a leader in the study of education through research, training and service. Their teacher education program is recognized nationally and internationally for its progressive programming that prepares teachers to respond to changes in education theory and practice. OISE is distinct from other teacher education programs as it includes equity, diversity, and social justice as a guiding principle. (Ontario Institute for Studies in Education, 2005c)

There are two centers supported by OISE:

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| <p>The Transformative Learning Centre (TLC)- Supports interdepartmental research and instruction in Transformative Learning Studies and related areas. They provide a forum for the discussion of interdisciplinary issues related to transformative learning and social transformation. TLC also provides a structure for community-university partnerships in research, education and social action both in local and global communities. They focus on five themes of research: Peace and Human Rights Education; Environmental Education; Popular Education and Community Development; Spirituality and Education; Citizenship Learning and Participatory Democracy. (Ontario Institute for Studies in Education, 2005b)</p> |
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| <p>Centre for the Study of Education and Work -New Approaches to Lifelong Learning (NALL)- Documents current relations between informal learning and formal/nonformal education, identify major social barriers to integrating informal learning with formal/nonformal programs and certification, and supports new program initiatives that promise to overcome such barriers. (Ontario Institute for Studies in Education, 2005a)</p> |
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| <p>Centre for the Study of Education and Work -Work and Lifelong Learning Research Network (WALL)- A network of investigators composed of researchers from seven universities and more than 10 co-investigators from community groups and professional institutions across Canada. The WALL research network endeavours to identify gaps in workplace training and education in Canada and bring visibility to these issues (Ontario Institute for Studies in Education, 2005c)</p> |
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York University

Restructuring Work and Labour in the New Economy (RWL-INE) is an alliance of researchers and trade union partners that includes twenty-two scholars from ten Canadian universities working from the perspective of ten disciplines, nine union-based collaborators, and eleven trade union representatives from private and public sector unions and the Ontario and Canadian federations of labour.

RWL-INE profiles the new economy from a human perspective, studying the social, political, and economic transformations associated with the new economy, the organizational responses to these changes, and the

impact of these responses on the social and cultural experience of work within the Canadian context. The goal is to direct new knowledge from this research toward changes in work structures and in policy-making in order to improve the quality and conditions of work and community life. In this project, there is a research area on Education and Training, which looks at the learning in the labour movement. They are as follows:

"Union Influence on Formal Training, Informal Learning and Apprenticeships Provision: Canadian and International Perspectives", David Livingstone, OISE "Union Influence on Education and Training in the New Economy", David Livingstone, OISE http://www.justlabour.yorku.ca/Livingstone_Raykov.pdf issues and trends.

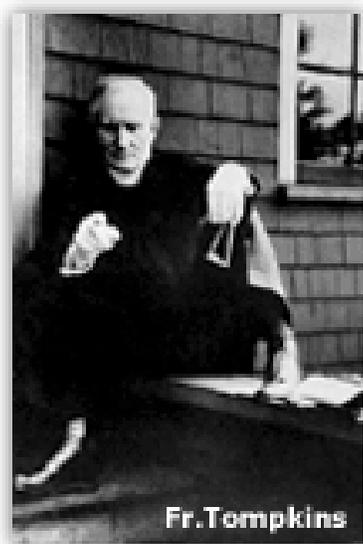
St. Francis Xavier University (St. FX)

Images courtesy of St. Francis Xavier Archives

Excerpt retrieved from Coady International Institute <http://www.coady.stfx.ca/history.cfm>

History of St. Francis University and Coady Institute

St. Francis Xavier University has long recognized that its knowledge and resources must be made available to the community at large and, in particular, dedicated to improving the lives of disadvantaged people. Over 80 years ago, a few committed faculty members began an outreach program to local farmers that enabled them to grade and market their wool more effectively. Then the "people's schools" of Rev. Jimmy Tompkins opened the doors of the university to men and women from impoverished fishing, farming and mining communities in the region.



Fr. Tompkins



Dr. Coady

By the early 1920s, Fr. Tompkins and his cousin, Rev. Dr. Moses Coady, had begun pioneering a practice of popular education and community organizing that enabled people to change their lives and their futures. In 1928, the St. FX board of governors asked Dr. Coady to establish the university's Extension Department and appointed him its first director.

Over the next two decades, the unique and successful extension work of St. FX became known worldwide as the Antigonish Movement. Following World War II, global attention began to focus on the plight of newly emerging nations. Men and women from these countries came to and examine the approach and methods

St. FX University to study that had been so successful in the region. In 1959, the University established the Coady International Institute, named after Rev. Dr. Moses Coady, and gave it the mandate to train leaders from around the world in the principles and practice of this people-based approach to development.

Building on the experience of the Antigonish Movement and on contemporary development practice, the Institute continues to provide programs that promote education, innovation, group action and sustainable economic activities for disadvantaged groups. Through the work of the Coady Institute, the impact of the Antigonish Movement continues to increase with the cooperation and networking of community-based organizations and educational institutions around the world. Coady staff work directly on the ground with communities worldwide. They currently have partnerships underway in all of the areas of focus in countries such as Ethiopia, the Philippines, Egypt, Sri Lanka, Vietnam, Kenya, South Africa, Cambodia, Indonesia, India, Botswana, Rwanda, Sierra Leone, Canada and Ecuador.

The Antigonish Movement

The Antigonish Movement evolved from the pioneering work of Rev. Dr. Moses Coady and Rev. Jimmy Tompkins in the 1920s. The local community development movement originated as a response to the poverty afflicting farmers, fishers, miners and other disadvantaged groups in Eastern Canada. Dr. Coady and his associates used a practical and successful strategy of adult education and group action that began with the immediate economic needs of the local people.

Respecting the inherent dignity of every person, the Institute believes in a participatory group process of development based on adult education and socioeconomic cooperation to effect positive change in both local and global institutions and structures.

The ultimate purpose of the Institute's work is to contribute to the creation of a more just and equitable world, both for this and for future generations, where all can enjoy the "full and abundant life" envisioned by Dr. Moses Coady (Coady International Institute, 2005b).

ST. FX Adult Education Department

The Department of Adult Education was established in 1970 and is an out-growth of a long St. FX. tradition of adult education and community development. The Antigonish Movement began on the University campus and continues to be a pioneer in developing and implementing ground-breaking programs of community self-reliance and adult learning continues today. The Extension Department carries out the earlier work within a broader mission in Northeast Nova Scotia, and the Coady International Institute extends the principles of adult education to community development leaders from countries all over the globe. (St. Francis University, 2005)

Gaps

The remainder of the centres addresses and research specific social movements such as women's equality, environment, sustainable development, globalization, peace education, health, Indigenous governance, or human rights. Most research projects cover multi-disciplinary fields and use quantitative and qualitative methodologies working with community partners or organizations. The majority of research centres focus on developing partnerships with community organizations, but fail to disseminate knowledge back to the community that is user-friendly. Most results are published in academic journals, conferences and panel discussions that are not community focused or language appropriate. Many research centres state university-community collaboration as an objective but fall short to display this partnership or the method of knowledge dissemination back to the community in their literature or website. As an example, the University of Saskatchewan's Community University Institute for Social Research provides an infrastructure for a sustainable community-university alliance, producing policy-relevant research, evaluation, and training. Their website provides a plethora of research findings and reports but does not provide evidence of training or information returning to the community (Community University Institute for Social Research, 2005). There is potential for the 72 identified research centres to create a space that reflects and acknowledges the community partners beyond the data collection phase of the project. By showcasing how both groups benefit from this project would provide for an environment of learning and recognition that is central to any form of partnership.

Research centres that develop meaningful partnerships with community organizations help build the capacities of the communities through participatory approaches. Wherein the agenda and research comes from the participants for they are invested in researching their lived reality (Tandon, 2002; Tolman & Brydon-Miller, 2001a, 2001b). In return, the researchers benefit from accessing and assisting the community to voice their experience through distribution of their research findings. The methodology used is the key to meaningful and respectful alliances in which the knowledge is truly reflective of the participants' voice in the project. The language and medium need to be understandable to the community so both parties benefit from the collaboration. In our research, we identified some innovative academic based research centres that demonstrate the ability to bridge the communication gap between the community and researchers through original methods of knowledge dissemination.

The Cultural Property Community Research Collaborative project from the ***Community- University Research Alliance*** at the University of Victoria, demonstrates how UVic faculty members and over 130 students from across campus collaborated with community partners to research important local cultural collections. The new knowledge resulting from the projects has been widely disseminated through community events, traveling exhibitions, publications, web exhibits, educational materials, and conferences. The benefits of the research stay in the community, leaving a legacy of training and networking to enhance the research capacity of community groups. This innovative approach to knowledge has the potential to become a model for research. (Community University Research Alliance, 2005)

Human Rights Education Project, Alberta Civil Liberties Research Centre based out of the University of Alberta provides speakers, materials, in-services and teacher support for human rights education at the secondary level. Additionally, Centre staff provides educational seminars and presentations across Alberta to a diverse audience on a wide variety of human rights topics. Audiences include school children, teachers, community groups, professional groups, university students and professors, college students and others. Upcoming research and education projects include a resource guide to gay, lesbian, bisexual and transsexual human rights, a series on health and human rights, and the release of two teachers' guides, one on refugee rights and the other on freedom of expression. (Alberta Civil Liberties Research Centre, 2005)

Coady International Institute:

Knowledge Network Remote rural Net was designed to help facilitate online information sharing and knowledge creation among researchers in the Comparative Study of Member Owned Institutions Providing Services in Remote Rural Areas group.

The Institute completed the second phase of work with the Talaat Harb Training Centre of the Coptic Evangelical Organization for Social Services in Cairo (CEOSS), Egypt. Coady developed a peace building training manual based on the Egyptian reality and worked with the staff to deliver a training of trainers program (Coady International Institute, 2005a). This is an excellent example of creating tools with the community from the research and in return benefit the community.

The Coady Institute and the UN University for Peace in Costa Rica are collaborating on a course on "Education for Conflict Transformation and Peace building," to be offered as part of the 2005 MA Peace Education degree program (Coady International Institute, 2005a). This contemporary program has the potential to address the programming gap in academia that will combine social movements and formal adult learning.

University of Windsor

Data Archive for Social Justice and Globalization

http://sig.uwindsor.ca/sig_website/home.htm

The Data Archive houses a wide selection of data and research on policy-relevant social justice and globalization issues, including: historical, contemporary, case study, and ethnographic data. It is one of the first data archives on social justice and globalization studies in Canada and has the potential to become a vital access point for students and researchers seeking data on questions of social justice. At the present moment there are no documents in the data archive related to social movement learning.

The limitation to this site is the restricted access to the data to registered researchers or groups. But this archive demonstrates the potential for knowledge dissemination. During the data collection for this project, it was difficult to locate research, documents, reports and conference proceedings related to social movement learning. A central archive of Canadian community-university based research available on line to the communities, researchers and students on social movement learning, would assist in knowledge mobilization. To make the site more community friendly, the archive should have two sections, one for community and researchers, wherein both groups can voice their findings, experiences and outcomes from the partnership.

To take it further, a central archive can also be a working archival space where the researchers can post their working papers and have community feedback throughout the research process.

Summary

Overall, there is tremendous potential in the field of social movement learning research in academia. The 72 established research centres in existence are already forging ahead with creative and original investigations around social movements. It would be a natural progression to look at the learning component of the participants in the research. A reflective section in the methodology to examine what and how the participants learn in the process of the social movement would produce rich evidence of the link between social movements, learning, and transformation.

Appendix D.1 Canadian University Research Centres

British Columbia

Institute of Indigenous Government

4355 Mathissi Place Burnaby BC V5G 4S8

Phone 604.602.9555 Fax 604.602.3400

<http://www.all-nations.ca/> <http://www.indigenous.ca/>

The Institute of Indigenous Government (IIG) is proud to offer its First Nations Studies program in consultation with the University of British Columbia. IIG's qualified professors will offer students an interesting array of courses including First Nations Studies, History, Sociology, English and Literature, Mathematics and Science.

Simon Fraser University

The Feminist Institute for Studies on Law and Society

<http://www.sfu.ca/~fisl/index.htm>

The Feminist Institute was established at Simon Fraser University in the Spring of 1990 to facilitate and continue the development of feminist socio-legal analyses. It is designed to provide an environment for creative interaction among scholars and community representatives who are involved in this work locally, nationally and internationally, and to bridge gaps between legal and social science research.

Centre for Sustainable Community Development

<http://www.sfu.ca/cscd/>

Since its founding in 1989, the goal of the SFU CED Centre has been to encourage accountable, sustainable and appropriate community economic development in British Columbia. The CED Centre has accomplished this by provided research, training and advisory services to the CED sector in BC through a team of associates drawn from the University and CED practice.

University of British Columbia

Liu Institute for Global Issues

<http://www.ligi.ubc.ca/>

Centre for Public Opinion and Democracy

<http://www.ligi.ubc.ca/Centres/index.cfm?fuseaction=Public%20Opinion%20%26amp%3B%20Democracy>

The Centre for Public Opinion and Democracy (CPOD) seeks to further research, information exchange and education on the changing dynamic of public opinion and democracy on both global and regional issues. Through its continuously updated website, the Centre is a primary source for public opinion research on international issues for scholars, students, policy makers and journalists around the world.

Centre for Disarmament and Non-Proliferation

<http://www.ligi.ubc.ca/Centres/index.cfm?fuseaction=Disarmament%20%26amp%3B%20Non%2DProliferation>

Simons Centre for Disarmament and Non-Proliferation Research (SCDNPR) is an independent policy research centre and a joint undertaking of The Simons Foundation and UBC. SCDNPR is dedicated to addressing a more peaceful world through three pillars of disarmament: military threats to human security, demilitarization and global governance and to the development of a legal and political framework to ensure human security.

Sustainable Development Research Initiative

<http://www.sdri.ubc.ca/>

A non-teaching entity to foster applied, policy relevant and interdisciplinary research on the relationships that connect and influence the environment, the economy, and society. The Initiative encourages interdisciplinary collaboration among faculty, departments and centres at UBC, and other educational and research institutes, provincially, nationally and internationally. It stresses the importance of working with a broad range of stakeholders to produce and use knowledge to bring about long-term ecological, economic and social sustainability.

Institute for Resources Environment and Sustainability

<http://www.ires.ubc.ca/>

The Institute for Resources, Environment and Sustainability (IRES) was established in September 2002 to bring together the knowledge, insight and vision of the Institute for Resources and Environment and the Sustainable Development Research Institute. This partnership is addressing the challenge of the new realities both global and domestic in the areas of Energy, Water and Health faced by communities, urban and rural, in the 21st Century. IRES focuses on the generation of new knowledge, development of leading-edge approaches, promotion of creative innovations, application of appropriate technology and novel applications of knowledge to current, real and emerging environmental and resource issues.

Centre for Research in Women's Studies and Gender Relations

<http://www.wmst.ubc.ca/index.html>

The Centre for Research in Women's Studies and Gender Relations is a research centre within the Faculty of Graduate Studies at The University of British Columbia. Its primary purposes are to:

Highlight the significance of research in Women's Studies or Gender Relations and feminist research in all fields;

Encourage UBC faculty, graduate students and others to meet together in multi-disciplinary discussion and research in these areas;

Bring UBC researchers together with activists and researchers at other institutions in Canada and abroad, and within the community;

Communicate support for Women's Studies and gender analysis and feminist research to government, institutions, community groups and the public in BC, Canada and elsewhere.

Institute for Social Research and Evaluation

<http://web.unbc.ca/isre/>

A greater understanding of the social issues of central British Columbia is key to the continued growth and development of the Prince George region. The primary research and training agenda of the Institute is to conduct two community-wide, social surveys annually, with a Spring survey covering general quality of life issues and a fall survey focused more specifically on special topics determined by the Institute's partners. This data will also help in forecasting changes in the social, economic, and political climate of the City. As a result, information will be available to aid in the development of businesses and needed public services, and it will be possible to establish realistic targets for such issues as health standards.

Community Development Institute – UNBC

<http://www.unbc.ca/cdi/>

The Community Development Institute at UNBC is interested in two fundamental issues for communities in northern BC: community capacity and community development. By undertaking research, sharing information, and supporting education outreach, the Institute is becoming a vital partner to communities interesting in making informed decisions about their own futures.

Research that is undertaken balances academic credibility with practical relevance. Beyond research, the Institute is involved in outreach activities and serves as a conduit to expand and enhance local educational opportunities related to community development.

University of Victoria

Centre for Youth and Society

<http://www.youth.society.uvic.ca/>

Youth & Society is an interdisciplinary research centre that links researchers from several academic areas with community representatives, service agencies, all levels of government, youth, and media. Our partners have extensive experience in basic research, community action research, and direct service to youth. Youth & Society aims to promote the well-being of youth from diverse social, economic, and ethnic backgrounds in evolving societal circumstances.

Coasts under Stress – The Impact of Social and Environmental Restructuring on Environmental and Human Health in Canada

<http://www.coastunderstress.ca/>

Coasts Under Stress is a five-year project that started in April 2000 using a set of carefully-constructed complementary case studies on the East and West Coasts of Canada to achieve an integrated analysis of the long- and short-term impacts of socio-environmental restructuring on the health of people, their communities and the environment. In our work, 70 natural and social scientists and 167 trainees are working together with local communities on the two coasts. It is producing a broader multi-layered perspective on the management of natural resources than currently exists: we combine formal scientific (natural and social) and humanist analysis with the lived experience of coastal people.

Community Health Promotion Coalition

The Community Health Promotion Coalition cultivates and enhances community-based health promotion research, development, and practice. They are currently working with many community groups in the areas of women's health, housing, seniors' independence, collaborative models for non-profit agencies, community health planning groups, and nursing practice. They are involved in sponsoring and developing research projects, providing linkages to meet the identified needs of the community in health promotion and capacity building.

Alberta

Athabasca University

Centre for World Indigenous Knowledge and Research

<http://www.athabascau.ca/indigenous/>

The Centre for World Indigenous Knowledge and Research would like to welcome you to our virtual home on the web. We are a Centre that exists within Athabasca University to address and achieve the following goals: meet the academic needs of Indigenous scholars, nations, communities, institutions and organisations improve the development and delivery of Indigenous Education at Athabasca University strengthen the research undertaken for, by and about First Nation, Metis and Inuit people at Athabasca University acknowledge and develop the role of traditional knowledge in academic settings; and support, protect and preserve Indigenous Knowledge, Education and oral traditions

Environmental Research and Studies Centre

<http://www.ualberta.ca/~ersc/>

The Environmental Research and Studies Centre acts as a coordination and information agency for the extensive environmental research and studies programs at the University of Alberta.

Alberta Civil Liberties Research Centre

<http://www.ucalgary.ca/UofC/faculties/LAW/Institut/aclrc.htm>

Mission: to promote awareness among Albertans about civil liberties and human rights through research and education.

<http://www.aclrc.com/>

University of Calgary

Research Unit for the Study of Civil Society

<http://www.ss.ucalgary.ca/ss/Research/RUSCS.htm>

The Research Unit for the Study of Civil Society was established in 1998 to promote the interdisciplinary study of "civil society" and the close related phenomenon of "social capital". Coming from several disciplines and using a variety of research strategies, scholars associated with the RUSCS are investigating the fascinating and tension-ridden interrelationships between the state, the market, and civil society.

Saskatchewan

University of Regina

Canadian Institute for Peace, Justice and Security

<http://www.uregina.ca/arts/cipjs/index.html>

The Canadian Institute for Peace, Justice and Security (CIPJS) at the University of Regina, represents a unique approach to meeting the research, educational and professional development needs of justice professionals worldwide. The Institute seeks to specifically address this need by engaging in applied research, offering undergraduate and graduate educational opportunities in policing, human justice and related fields, and providing accredited advanced professional training for police officers, corrections workers, and security and peace professionals from across the country and around the world.

Centre for Sustainable Communities

<http://www.uregina.ca/csc/>

The University of Regina's Centre for Sustainable Communities (CSC), formally established in April 2003, is a consortium of university faculty, staff and research communities. Building on a foundation which links social policy with environmental infrastructure, this partnership incorporates public and social policy development for the creation of competitive cities and healthy communities.

University of Saskatchewan

Community University Institute for Social Research

<http://www.usask.ca/cuisr/index.html>

CUISR is a partnership between a set of community-based organizations and faculty and graduate students from the University of Saskatchewan. The overall goal of CUISR is to build the capacity of researchers, community-based organizations and citizenry to enhance community quality of life. Through numerous recent initiatives, CBOs and university-based academics have shown an unprecedented 'readiness' (commitment capacity) to address these and other issues in partnership with each other. This Community-University Institute for Social Research (CUIISR) will provide an infrastructure for a sustainable community-university alliance, producing policy-relevant research, evaluation, and training.

Manitoba

University of Manitoba

Institute for the Humanities

<http://www.umanitoba.ca/institutes/humanities/index.html>

The Institute addresses the needs and interests of researchers in a broad range of subjects including literature and languages, film and visual culture, philosophy, history, and religion, and also the literary, philosophical, theological, and historical aspects of the social and physical sciences, mathematics, the arts, and professional studies. The Institute is accordingly committed to community outreach through programs and lecture series for the general public.

Natural Resource Institute

http://www.umanitoba.ca/institutes/natural_resources/

The NRI has gained a solid reputation for linking the environment, economy, and the social well-being of people since its inception in 1968. A holistic interdisciplinary approach to natural resource and environmental management is pursued in all NRI programming: teaching, research and outreach. Results of faculty research projects are published in national and international journals and the scholarly media, and presented at world-class conferences. Applied aspects of these studies also become the subject of policy reports.

Margaret Laurence Women's Studies Centre

<http://www.uwinnipeg.ca/index/ws-margaretlaurence>

The Centre's mandate is to facilitate development of Women's Studies in the University and the wider community. The Centre provides an atmosphere where women can meet and share in a learning experience that benefits both academics and non-academics. As well, the Centre provides an environment in which Women's Studies students can put their feminist theory into practice, by participating in the Centre's programs and initiatives.

Ontario Universities

Brock University

The Centre for Adult Education and Community Outreach

<http://www.ed.brocku.ca/adult/index.html>

The program has been designed to enhance the abilities of aspiring and experienced adult educators engaged in a wide variety of teaching and learning contexts including formal post-secondary, business, industry, health care and social service settings. The program is offered in two delivery modes; a site facilitated, multi-media supported model and an online delivery model. The face-to-face cohorts are offered at a variety of sites throughout the province of Ontario.

Carleton University

Human Rights Combined Honours B.A. program

The program allows you to examine the social causes that explain:

- Why new rights are (or have been) claimed, resisted, adopted, and violated?
- The ethical justifications for claiming, resisting or adopting them—will they enhance human well-being or freedom, are they required by an ethical “golden rule”, do we need them in order to live as equals, and are they required by respect for persons and human dignity?
- The cultural meanings these protections have for different peoples. Do different cultures have different reasons for wanting the same, or different, rights?
- How human rights are implemented and enforced in contemporary legal, political, and international institutions. Also how those institutions may need to change, in order to keep pace with the evolution of human rights.

Laurentian University

Sociology for Changing the World: Political Activist Ethnography Conference 2002

http://laurentian.ca/?file=newsrelease/2002/November/nov1_conference_e.php

Themes discussed: Allies in Conflict?: The Labour Movement and other Social Movements; Political Activism, Pedagogy, and the Classroom; AIDS/HIV Struggles; L'organisation franco-ontarienne dans le contexte de la mondialisation (The Franco-Ontarian Organization in a Global Environment); Arriving and Resisting: Black Power in Toronto; Independent Media Centres; Exploring the Globalized Regime from the Standpoint of Immigrant Workers; the Mine Mill/CAW Strike Against Falconbridge; Prostitution and Feminism; and Environmental Struggles.

Dr. Gary Kinsman, Chair of the Department of Sociology
(705) 675-1151, ext. 4221 or gkinsman@laurentian.ca

Mc Masters University

Centre for Peace Studies

<http://www.humanities.mcmaster.ca/~peace/>

Peace Studies is concerned with war and peace, violence and nonviolence, conflict and conflict transformation. Peace researchers also study concepts of justice and the ways in which people organize and wage conflict to achieve what they perceive as just ends. By focusing attention on problems of conflict, particularly of a violent nature, researchers attempt to improve our methods of analyzing and dealing with these problems. Peace studies is an interdisciplinary field, encompassing subject areas from the Faculties of Science and Social Sciences as well as Humanities.

York University

Centre for Feminist Research

<http://www.yorku.ca/cfr/>

Comprised of York University faculty, graduate and undergraduate students from the York Women's Studies program, the Centre for Feminist Research (CFR) focuses attention on feminist research, and has sponsored numerous seminars, lectures, and conferences on subjects such as violence against women, gender, migration and health, spirituality, human rights and equity in education. The Centre for Feminist Research also actively collaborates with community organizations and front line workers to investigate areas of common interest.

Centre of Social Research

<http://www.isr.yorku.ca/>

The ISR promotes, undertakes and critically evaluates applied social research. The Institute's many research projects focus on a diverse range of areas, including education, housing, gender issues, energy and the environment, health and medical services, politics, law, social interaction and other social issues.

University of Toronto

The Centre for Urban Health Initiatives (CUHI)

URL: <http://www.cuhi.utoronto.ca/index.html>

CUHI facilitates research that examines how the social and physical conditions in cities affect the health of the people who live there. In close partnership with the Wellesley Central Health Corporation, our mission is to work with policy makers, community partners and academics from many disciplines to make great urban health research happen – research that leads to social change and improved public policy.

University of Windsor

Centre for Studies in Social Justice

<http://uwindsor.ca/socialjustice>

The Centre for Studies in Social Justice provides a place for researchers from the University of Windsor and other universities, centres and institutes, policy makers and community members to: address the causes and impact of widespread social and economic changes; research the elements that promote or impede social justice; access resources, training, and knowledge; stimulate discussion and debate on social justice issues; and to formulate recommendations on policies or strategies that could diminish existing injustices.

Quebec

Mc Gill University

Montreal Consortium for Human Rights Advocacy Training (MCHRAT)

MCHRAT has established six specific objectives: to initiate interdisciplinary research in law and social work; to provide training for poor people and the front-line workers mandated to help them in the techniques of legal and social advocacy; to review current and future legislation with regard to its specific impact on the well-being of poor people; to promote changes in the law, regulations and governmental policy which better reflect poor people in Quebec and Canada; to develop model programs to combat the deleterious effects of poverty on disadvantaged people; to encourage and advance exchanges between leading researchers, practitioners and students, on research, practices and teaching in law and community work.

Centre for Indigenous Peoples' Nutrition and Environment

This Centre was created at McGill University in response to a need expressed by Aboriginal peoples for participatory research and education to address concerns about the integrity of their traditional food systems. Deterioration in the environment has adverse impacts on the health and lifestyles of indigenous peoples, in particular health and nutrition as derived from food and food traditions. CINE is a university-based endeavour to assist indigenous peoples in dealing with their concerns related to traditional food systems, nutrition and the environment.

Maritime Universities

Acadia University

Centre for Organizational Research and Development

Creating Learning Organizations in Continuing Care is the focus of a new study commissioned by the Health Care Human Resource Sector Council. The goal of this project is to research and develop a sector-supported strategy that will grow human resource capacity in the continuing care sector through education, training and ongoing sector development, and to ensure an adequate and well-prepared supply of skilled workers able to respond to current and future care needs.

The Arthur Irving Academy for the Environment

The Arthur Irving Academy for the Environment is a recognized centre of scholarship on environmental issues, generating new knowledge and applying it to the resolution of environmental problems; to develop and disseminate holistic, trans-disciplinary approaches to environmental management, conservation, and sustainability of human communities.

Cape Breton University

The Centre for Research on Employment and Work

The Centre for Research on Employment and Work was created in 2001 with a wide-ranging mandate in order to act as a catalyst for community-based research. The Centre is committed to meeting the needs its community stakeholders in a time of economic, political and social restructuring in Atlantic Canada. The mandate of the Centre includes researching labour and management issues as well as creating links between labour, management and academic researchers.

Community Economic Development (CED) Institute

The CED Institute offers community economic development training, policy advice and evaluation, organization and community strategic planning, and information about community consultative processes. The Institute has established a national presence across Canada through a network of research associates: people skilled in community development who serve as advisors and enablers in developing programs to meet the differing needs of diverse communities.

Children's Rights Centre

UN Study on Violence Against Children

At the request of UNICEF Canada, Dr. Katherine Covell was named lead researcher and given the responsibility of preparing the North American regional report as part of the UN Global Study on Violence Against Children. The UN study arose in response to a request from the UN Committee on the Rights of the Child and from a resolution (56/138) of the General Assembly that the Secretary-General conduct “an in-depth study on the question of violence against children.”

The Tompkins Institute for Human Values and Technology

The Institute is presently conducting a major research project funded by the Social Sciences and Humanities Research Council of Canada, under the direction of Dr. Harvey Johnstone. The programme of the Tompkins Institute is organized around the concept of institutions as technological constructs. The major analytical themes are the concept of the university and the concept of the business corporation. Examples of case studies are the Cape Breton University itself and community business corporations such as New Dawn Enterprises, GNP Development Corporation and the BCA Complex of community finance companies

EFICOOP: the escuela financiamiento de las co-operativas (the co-operative school of finance).

EFICOOP has been setting up a series of socio-economic relationships and networks between various Mexican agencies, community businesses and Not-For-Profit organizations working within rural community economic development. Their central activity has been to try and establish a structure that would support the development of a national and local revolving loan funds through the formation and establishment of a union of co-operatives among these Not-For-Profit organizations.

P.O. Box 5300 Sydney, Nova Scotia B1P 6L2 (902) 563-1435

Dalhousie University

The Atlantic Centre of Excellence for Women's Health

They are dedicated to conducting policy-oriented research aimed at improving the health status of Canadian women by making the health system more aware of and responsive to women's health needs. The goal of the Atlantic Centre is to support research, influence policy and promote action on the social factors that affect women's health and well-being over their lifespan. We support a woman-centred approach that respects women's perspectives and experiences, and listens to the voices of women not typically heard in health research or health systems Gender & HIV/Aids; Social and Economic Inclusion; Lone mothers Project; Womens unpaid Caregiving

The Atlantic Health Promotion Research Centre (AHPRC)

Directory of Organizations Engaged in Public Policy

This first edition of the directory has now been completed and is available for use. You can access the directory at <http://www.havidave.com/pubpol/directoryfinal.pdf>

Mount Saint Vincent University (MSVU)

Is the only university in Canada dedicated to the education of women's activity and gender. Explicitly, the MSVU promotes research on women and related issues of gender and equity, although research is not restricted to these areas. There is substantial critical research mass across the faculty on issues of gender, and this includes representation across almost all departments at MSVU. The Gender cluster is a composite of a number of areas, both theoretical and applied. Of particular note are strengths in the areas of child/family development and care, and aging. Although not mutually exclusive, our research into both areas has been longstanding, involving inter-sectoral collaboration that is regional and national in scope and consistently supported by external agencies. This research has had a significant impact on policy development and analysis.

St Francis Xavier University

Environmental Earth Sciences

Mount Allison University

Rural and Small Town Programme

The Rural and Small Town Programme prepares people and organizations to adapt to change and to act on opportunities for developing sustainable rural communities and small towns. The Programme links research and action by generating and sharing new knowledge, developing self-help tools, and providing information and educational services which lead to innovative approaches and solutions.

The newly established *Aboriginal Community Development Centre (ACDC)* is a campus-wide initiative aimed at creating opportunities for the region's Aboriginal communities and the University. Mount Allison researchers will exchange knowledge and share resources with First Nations and work together to enhance research, community outreach and support for Aboriginal students. The University further wishes to attract more First Nations students to be part of our community

APPENDIX E: SUMMARY OF ACADEMIC RESEARCHERS

As we searched for publications in Social Movement Learning, we connected with key Canadian and International researchers via electronic and phone correspondence about their projects. All the case studies in this report were based in the community, which led us to contact people involved in the non-profit and university sector to gain a comprehensive picture of the research conducted in social movements. The results of the publication search continue to reflect knowledge dissemination to be academic based in the format of journals, books, and reports. There are a limited number of publications from community organizations about the learning or work they do that comes out of the research partnership, such as the *Raging Grannies* by Carole Roy. From the interviews with community organizers, there was a consensus that social movements itself are fluid, dynamic and ever changing. Grassroots and community organizations have limited funding, resources and time to write and publish as they are in the midst of activism.

Knowledge Dissemination

It should also be noted that knowledge dissemination does not always take shape in written text. Shirley Walters, a South African adult education writer, makes a case that the form of social movement learning is in part determined by the material conditions of the class structures from where the social movements activist emerge (Hall, 2006). Base on the South African anti-apartheid struggle, she notes the difference between how the white South African allies produced sophisticated policy briefs, and research papers to create a huge network of organizations. The working South African Blacks utilized large rallies, funerals and demonstrations in public spaces to distribute leaflets, handbills and to listen to speeches (Walters & Manicom, 1996)., thus demonstrating the difference in learning and knowledge dissemination takes place based on class, gender, and race.

Research results and findings in Social Movement Learning remain largely in the academic institutions, leaving most community partners with limited access and benefits from collaborations with universities. We identified one university-based research project which demonstrates the potential for academic researchers to contribute to the capacity development of the participants and community through the research project. Anti-dote is an organization that evolved from a research project from the University of Victoria.

Anti-dote

Anti-dote: Multi-racial Girls and Women's Network is a new grassroots network in Greater Victoria, BC established in 2004 of approximately 100 women and girls from the ages of 12 and up. They represent diverse ages, ethnic and religious backgrounds, professions and affiliations in the community. Their mission is to increase the psychological and social well-being of racialised minority and Indigenous girls and women in their schools, social services organizations, the local media, their families and ethnic communities.

Anti-dote works directly with Indigenous and racial minority girls and women through participatory action approaches to organize innovative programs that help them to voice their concerns, develop leadership and practical skills, as well as creating broader awareness through community outreach. The central and overarching methods and principles for Anti-dote consist of: community development; participatory action research (PAR); engaged "learning-by-doing" models of action; peer to peer, youth-led initiatives; and self-empowerment and mentorship among racialised girls and women.

A major catalyst for the formation of the network was a SSHRC funded community-based, PAR project on Racialised Girls and Social Cohesion under the direction of Dr. Jo-Anne Lee (Department of Women Studies- University of Victoria) Focusing on community development, the study's research team and participants brought minority and Indigenous girls together to talk about their issues in a July 2002 conference "It's About Us": A Conference for Girls on Race and Identities. The girls and women at the conference wanted an organization to continue the work that the conference began, which lead to the creation of Anti-

dote. They have successfully received two rounds of funding from Status of Women Canada and various community and university research grants.

The organization continues the expansion of the network and to bring about social change in the community and nationally around issues identified by the members in the network. One such project is the “*Immigrant and Refugee Girls as Caregivers to their Siblings Project*”, a joint partnership with University of Victoria researchers to investigate characteristics and effects of child care practices provided by immigrant/refugee adolescent girls to their young siblings. They will identify policy implications that will better support the care of young children in immigrant/refugee families. The girls participate in leadership workshops that they identify as gaps in their skills development that they would not be able to access due to their care giving duties.

Barriers

Some academics expressed the institutional barriers they experience as they conduct community/ participant based research in the form of Participatory Action Research (PAR). There is still a culture of legitimizing quantitative research methodology over contextual quantitative research in the academic circles. Academics involved in community based research collaborations state the large time commitment in conducting PAR due the relational nature of the methodology. Data collection is time involving and participant driven, which could extend the timeline of the project. With time constraints and institutional demands of academics to write and publish, PAR projects place researchers in a climate of contestation with their institution’s structures.

Key Researchers

Based on the literature search, we identified key researchers in the field of Social Movement Learning.

Canadian researchers:

Darlene Clover, Donna Chovanac, Leona English, Budd Hall, David Livingston, D’Arcy Martin, Peter Sawchuk, Sue Scott, Eric Shragge, Michael Welton.

International researchers:

Griff Foley (Australia), John Holst (USA), Tom Lovett (N. Ireland), Ian Martin (Scotland), Michael Newman (Australia), Roland Paulston (USA), Mae Shaw (Scotland), Rajesh Tandon (India), Jane Thompson (UK), and Shirley Walters (South Africa)

The academic section of this report is not exhaustive listing of the multitude of researchers in academia or the community organizations documenting their learning in various social movements. It is a sound cross-sectional slice of the people engaged in this research from the university and in the community, area of interest and current research.

Future Research Questions:

During phone interviews or email exchanges, researchers identified important questions that would be contribute to new knowledge in the area of social movement learning. Various themes emerged from the questions: funding, development of critical consciousness, academic and institutional barriers to SML research, methods of knowledge mobilization/ communication, and capacity building.

Summary

Academics in this report have identified huge gaps in the area of social movement learning. There is limited research in this area and social movements are extremely rich sites for social and political learning. This knowledge can be more effectively developed to inform academic theory and activist practice. How can we address the academic institution and community structural barriers to bridge the communication gap for a respectful and meaningful collaboration to exist?

Canadian Researchers

Angeles, Nora

Women's Studies and Community and Regional Planning

Centre for Human Settlements

University of British Columbia

angeles@interchange.ubc.ca

Research Interests: Her continuing research interests are feminist perspectives on international development, gender and globalization, agrarian issues, human development and security linkages, states and elites in Southeast Asia.

Research Projects: Her current research projects are globalization and feminization of export manufacturing (garments and semi-conductors industries) in SEA; gender, poverty reduction and bureaucracy in the Philippines and Vietnam; and gender analysis, social capital and good governance in participatory development projects. She is currently involved in curriculum development and the integration of gender analysis and participatory methods for the five-year capacity-building project on Localized Poverty Reduction in Vietnam based at the Centre for Human Settlements.

Green College Book- A University of Toronto Press book that came out of the Green Lecture Series at U of T.

Ashford Wynne, Mary

mashford@uvic.ca

Victoria Peace Educator

Mary-Wynne Ashford is a medical doctor (University of Calgary, 1981). She interned in Victoria in 1981 where she practiced for the next 10 years. In 1984 she became active in the International Physicians for the Prevention of Nuclear War, of which she is a former vice-president and where she researched the causes of war. At UVic she teaches fourth- and fifth-year education students about building connectedness through social studies programs and using values education in elementary social studies to teach such values as compassion, justice, honesty.

Barndt, Deborah

York University

dbarndt@yorku.ca

Research Interests: Popular education and social movements; Media analysis; Photographic methods for participatory research/education/action; Cultural production; Community development; Women, globalization, and food.

Research Projects: Tracing the Tomato from Mexican Field to Canadian Table: Women Workers in Globalized Food Production," funded by the Social Sciences and Humanities Research Council of Canada. She is currently an advisor to a CURA-supported project, Sustainable Toronto, as well as to a participatory resource management project in Pearl Lagoon, Nicaragua. Deborah is a member of the North American Alliance for

Popular Education, the Latin American Studies Association, the Agriculture, Food, and Human Values Society and the Association for the Study of Food and Society.

Benjamin, Akua
Social Work Professor
abenjam@ryerson.ca

Research Interests: Her research interests and community work are in the areas of anti-racism, crime, feminism, equity, anti-oppression, human rights and other related social justice issues. A long-time activist in the Toronto Black community, she has worked extensively with coalitions that focus on meaningful social, economic, and political change, and is currently a member of the management team on a project examining the impact of racism, violence and health on African Canadians and their families. This is a five-year study financed by the Canadian Institute for Health Research in the amount of \$1million.

Brodhead, Tim
NGO pioneer
Brodhead@mccconnellfoundation.ca

After graduating from McGill University in 1965 Tim taught political science at the University of Ife, Nigeria as a CUSO volunteer. He subsequently worked with CUSO as West Africa Program Director and in 1973 founded ACORD, a consortium of mainly European NGOs supporting projects in Africa. In 1977, Tim co-founded Inter Pares, a Canadian NGO based in Ottawa.

Following two years with the North South Institute doing a study of the role and impact of Canadian NGOs in development (published in 1988 as Bridges of Hope?), Tim was appointed Executive Director of the Canadian Council for International Cooperation (CCIC). In May 1992, he became Program Director of The J.W. McConnell Family Foundation in Montreal and in 1995 President and Chief Executive Officer.

In addition to the above positions Tim has carried out training programs on gender and development for CIDA, several UN agencies and a number of governments. He chairs the Board of the ETC Group (formerly Rural Advancement Fund International) and is past Chair of Philanthropic Foundations Canada, the national association of independent foundations. He is a board member of the Social Sciences and Humanities Research Council, the Calmeadow Foundation and a former board member of several other non-profit organizations.

Burke, Bev
bevburke@i-zoom.net
Popular Education, Union/global education
Published Book: Education for Changing Unions'

Carroll, William
University of Victoria
wcarroll@uvic.ca
Research Interests: Political Economy, Social Movements, Marxism & Post-Marxism, Social Theory

Research Projects: He is presently conducting studies of "mapping global corporate power" and of the emerging movement to democratize public communication.

Cavanagh, Chris
Toronto, Ontario
story@web.net
<http://www.web.net/~story>
Storyteller. Program designer/coordinator in cultural production, international solidarity and critical

education work. Consultant in popular education, conflict resolution, organizational development and democratic leadership

Clover, Darlene
University of Victoria
Faculty of Education, Leadership Studies
MacLaurin Building, P.O. Box 3010
Victoria, British Columbia, V8W 3N4
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clover@uvic.ca

Research Interests: Women and leadership, particularly women's roles as leaders and educators in community and at the international or level. Another area is critical adult education/feminist adult education, particularly in non-formal environments.

Research Projects: Women's Community Arts as Tools of Arts Literacy, Adult Education and Civic Participation: An International Comparative Study in Canada and New Zealand (ends in 2006). This is an international comparative study that focuses on how women use the arts for defiance and resistance, to build community dialogue and enhance citizenship, to promote change, etc. "The Centrality of Communication in 'ICT'". It is a one year project and is a continuation of a larger three-year study that was titled: "Technologies of the New Economy in Five Coastal Settings: A Participatory Assessment of Impacts on Small Business, Health Care and Education. This is an outreach project which follows a three-year study on the impact of new technologies on five coastal communities on the southwest coast of Newfoundland.

Chovanec, Donna M.
Assistant Professor
Educational Policy Studies, University of Alberta
7-144 Education North Edmonton AB T6G 2G5
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In the past 10 years, her focus has been on learning in the women's movements of Latin America. Previous to that, it was related to women anti-violence activists. She is interested in all aspects of learning in social action, especially since there is very little attention paid to the area neither within our own field of adult education nor within the theorizing in from other disciplines. U of A (2004) thesis: Between hope and despair: Social and political learning in the women's movement in Chile.

Church, Kathryn
Research Associate/Adjunct Professor
RBC Institute for Disability Studies Research and Education
School of Disability Studies
Ryerson University, Toronto
Phone: 416.979.5000 ext 4592
Email: k3church@ryerson.ca

Dr. Kathryn Church has been researching issues of disability since the mid-1980s. Trained as a clinician, she moved into community organizing and policy development as the first Coordinator of "Building a Framework for Support," a national initiative of the Canadian Mental Health Association. Her doctorate in sociology explored psychiatric survivor involvement in community mental health policy.

Kathryn Church, Jean-Marc Fontan, Roxana Ng, Eric Shragge (2000). Social Learning Among People Who Are Excluded From The Labour Market - Part One: Context and Case Studies.

Kathryn Church (2001). Learning To Walk Between Worlds: Informal learning in psychiatric survivor-run businesses: A retrospective re-reading of research process and results from 1993-1999

Fawcett, Leesa
York University
Ph.D Program Coordinator & Associate Professor
Telephone: (416)736-2100 x 22618 (Voicemail)
lfawcett@yorku.ca

Research Interests: Human/animal relationships; Animal consciousness; Environmental education (critical and feminist pedagogy); Biological conservation and natural history; Ecofeminism; Women, science, and technology; Organic gardening.

Research Projects: Worked with international collaborators and the Ontario Institute for Studies in Education (OISE) on a project entitled "Transformative learning through environmental action," funded by the International Development Research Centre.

Political Ecology: Global and Local. New York/London: Routledge, forthcoming. (co-editor with R. Keil, D.V.J. Bell and P. Penz)

Awakening Sleepy Knowledge. Toronto, 1994. (co-editor with B. Hall, D. Clover and M. Viezzer)

Gardner, Mogan
Memorial University of Newfoundland
Faculty of Education
G. A. Hickman Building
St. John's, NL
A1B 3X8
Office: E-4001 Tel: (709) 737-7614 Fax: (709) 737-2345
E-mail: mgardner@mun.ca

Research Interests: Integrative and holistic approaches to counseling and teaching; critical psychology; counseling and social change; preventative school counseling programs; narrative and feminist counseling; collaborative learning partnerships between counselors, teachers, administrators and parents; multigenre scholarship.

Research Projects: Dr. Gardner's recent thesis work examines the lives of thirty educator/activists engaged in making linkages between environmental and social justice issues. Interested in the creation of community solutions that are both ecologically viable and socially just, Dr. Gardner's work maps some of the psychological and socio-political opportunities and challenges to engaging in these more complexly aligned practices and visions.

Glenday, Daniel
Brock University Professor of Sociology
Director of Labour Studies
Office: AS 405
Phone: (905) 688-5550 Ext. 3456
E-mail: dglenday@brocku.ca

Research Interests: Sociology of work, comparative methods in social analysis, and the Canadian political economy in the modern world-system (The Work of Immanuel Wallerstein). "Collaborative Training Practices and Canada's Trade Unions"

Grace, Andre
University of Alberta Education
andre.grace@ualberta.ca

Research Projects: SSHRC Grant to study the lives of gay, lesbian, bisexual, or transgendered teachers across Canada. The three-year study will build on a completed pilot study that the professor, Dr. André Grace, undertook with six gay, lesbian bisexual, and transgendered teachers. The goal of both projects is to gain new insights into the work and professional lives of teachers with different sexualities.

Hall, Budd
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Dean of Education
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Finnerty Road
Victoria, British Columbia
V8W 3N4
(250)-721-7757
bhall@uvic.ca
Participatory Research

Research Interests: Social Movement Learning; Adult Education; Global Civil Society; Poetry and Social Movements

Research Projects: Currently working with Mpambo, the Afrikan Multiversity in Busoga, Uganda on building capacity; with the Institute for Adult Education in Dar es Salaam, Tanzania, and with PRIA, Participatory Research in Asia, also on capacity-building initiatives.

Kassam, Yusuf
yusufkassam@rogers.com
Tanzanian pioneer SML adult educator

Research Interests: Participatory and results-based evaluation, institutional assessment, education, rural development.

Research Project: Knowledge Shared-Participatory Evaluation in Development Cooperation (Eds) Edward T. Jackson & Yusuf Kassam.

Howlett, Dennis
National Anti-Poverty Organization
2212 Gladwin Cres. Unit C7
Ottawa, ON K1B 5N1 Canada
Phone: (613) 789-0096
Fax: (613) 789-0141
Toll Free: 1-800-810-1076
<http://www.napo-onap.ca/en/index.html>
E-mail: napo@napo_onap.ca

Research Interests: Anti-poverty ; Human Rights ; Housing and Homelessness ; Social Transfer

Research Projects : Through the National Anti-Poverty Organization, he works with the community to bring awareness and social change to the following issues :

Child Poverty; Face of Poverty in Canada; Federal Budget ;Guaranteed Adequate Income Health and Poverty ; Housing and Homelessness; Human Rights ; Minimum Wage/Living Wage Panhandling; Poverty Measures; Social Assistance ; Social Transfer ;Women and Poverty; Work; Youth Poverty

Kwadwo Prempeh, Osei (Edward)
Department of Political Science
Carleton University
edward_oseikwadwoprempeh@carleton.ca

Research Interests: Specializes in international relations, the politics of identity, globalization and human rights, and the theory and practice of organizing resistance and struggle to neo-liberal globalization. Over the years, Osei Kwadwo Prempeh has been actively involved in community-based social movements both in Canada and Africa.

From 1996-2002, he was the Race Equity Coordinator at Carleton Political economy, new social movements, local and global governance, contemporary theories of racism and racialization, development and underdevelopment, human rights in domestic and international perspectives, identity politics, globalization, the state and civil society.

Lee, Jo-Anne
University of Victoria Department of Women's Studies
jalee@uvic.ca

Research Interests: Racial Minority Girls' Identity Formation and Citizenship, Social Cohesion Multiculturalism, Feminism and Nationalism, Community Development, Participatory Research, Feminist Research, Asian Canadian Women, Adult Education, Immigrant Women, Urban Renewal and Housing Policy in Canada in the 1950s-70s

Research Projects: Social Cohesion and Racialised Girls Identities; Immigrant and refugee girls as caregivers to their siblings.

Lee, Nanci
COADY Institute
nlee@stfx.ca

Nanci has worked in development for 10 years, mainly in microfinance with particular interests in leadership development, capacity building, market research and household livelihood issues such as social capital. She has lived and worked overseas in Colombia, Bolivia and Mozambique as educator, participatory researcher, policy analyst and technical advisor. Recently she completed a three-year collaboration with the Rural Training Unit of the Self-Employed Women's Association (SEWA) in India focused on capacity building for self-help groups, financial planning for women and business planning for district-level associations.

Livingstone, David
OISE/UT
<http://www.oise.utoronto.ca/dlivingston@oise.utoronto.ca>

Research Interests: Sociology and equity studies in education; political economy and education; class analysis; education and work; ideologies and consciousness, and alternative futures.

Research Projects: His current research interests include completion of a long-term ethnographic study of working class learning practices and the related development of an activity theory of adult learning, as well as

several other in-depth studies of adults' informal learning practices, and ongoing analyses of underemployment and political consciousness.

"Union Influence on Formal Training, Informal Learning and Apprenticeships Provision: Canadian and International Perspectives" David Livingstone, OISE

This project adapts the basic Labour Force Survey (LFS) methodology and revised sampling procedures applied in earlier Adult Education and Training Survey (AETS) secondary data analyses of unionization and education. It will profile socio-demographic characteristics for unionized and non-unionized employees. The findings on the relative effects of specific occupational class, industrial sector and specific enterprise characteristics on the learning and training profiles of unionized and non-unionized workers, using several comparable surveys on participation in different forms of learning, confirm the important role that union bargaining power has on access to and participation in education and training in contemporary Canadian society.

"Union Influence on Education and Training in the New Economy"
David Livingstone, OISE

This project will conduct comparative statistical analyses of the most current national surveys containing data on union status, occupational class, other demographic factors and various education and training activities to generate profiles of the education and training activities of unionised and non-unionized workers.

Martin, D'arcy

<http://www.web.net/~darcym/page-o-matic.html>
darcym@web.net

D'Arcy Martin is a union educator, based in Toronto Canada. He is National Representative (Education) for the Ontario Region, Communications, Energy and Paperworkers Union of Canada. He is co-chair of the Ontario Workers Arts and Heritage Centre, and a member of the Doris Marshall Institute for Education and Action. Writing on the labour movement, education, arts and heritage.

Mojab, Shahrzad

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Toronto, Ontario, M5S 1V6
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Research Interests: Educational policy studies with focus on policies affecting the academic life of marginalized groups in universities; comparative and international adult education policy; adult education, globalization and learning. Her areas of research and teaching are: critical and feminist pedagogy; power and difference in the workplace; women, state, globalization and citizenship; women, war, violence and learning; and comparative analysis of lifelong learning theory and practice.

Research Projects: She has conducted extensive research on immigrant women's access to employment and training in Canada and the impact of war and violence on women's learning in the diasporas. Presently researching Activities of Kurdish women in NGO's in war zone areas (Turkey, Iran, Iraq).

Shahrzad Mojab and Susan McDonald (2001). Women, Violence and Informal Learning

Morley, David
York University
Faculty of Environmental Studies
dmorley@yorku.ca
(416)736-2100 x 22609

Research Interests: Action research and action learning; Community development and social; movements; International development; Sustainable development

Normand, Bernard
Institut Canadien d'Education des Adultes
5225rue Berri, Bureau 300, Montreal
Quebec H2J 2S4, Canada
Tel: 1 514 - 958 2044; Fax: 1 514 - 948 2046
E-mail: icea_dg@cam.org
Website: <http://www.icea.qc.ca>
Bernard Normand, Directeur General

Research Interests : Building social movement learning coalitions ; impact of international education initiatives on national adult education policies ; popular education and the role of learners in building national movements

Rahi, Khan
296 Mortimer Ave
Toronto, ON M4J 2C7
(416) 406-5517
ksrahi@sympatico.ca

Research Interests: Urban and Environmental Health/ Justice; Migration & Settlement; Organizational and Neighborhood Development

Roy, Carole
Trent University
Kerr House 206, Trail College
Phone: (705) 748-1011, Ext. 1728
Secretary: Elsie Scott, (705) 748-1817
Email: Caroleroy@trentu.ca

Research Interests: Interdisciplinary study of women and collective resistance in Canada and in the international context; older women and environmental activism in Canada; motherhood/grand-motherhood as catalysts for political protest. Other interests include spirituality and activism; popular education; social movements as sites of learning; creativity and wellness; and creative representations of research.

Research Projects: She has a new research funded by the SSHRC as a postdoctoral fellowship. Reaching out from the edge of time: Stories of activism from elders to women fifty years younger. She is interested in recording the stories of older women environmental activists. She is also interested in the intergenerational aspect and had undergraduate students research assistants doing the interviews and being interviewed themselves before and after. We presented one paper at the CASAE conference 2005, "From the Edge of Time: Young Activists Learn from Elder Activists."

She is also involved in examining an action by older women from the Peterborough community in support of flood relief in the summer /fall 2004. These older women, all prominent members of the community as politicians, activists, or artists, disobeyed and had their pictures taken for a calendar that raised money for

those afflicted by the flood. She is also published a book about the Raging Grannies defying the label of stereotypes and law.

Rubenson, Kjell
Department of Educational Studies
Faculty of Education, UBC
2125 Main Mall, Vancouver, BC V6T 1Z4
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Research Interests: Adult Education. Public Policy Analysis. Post-secondary Education and the Labour Market. Sociology of Adult Education. Theory Development. Social Movements and Adult Education.

Research Projects:

From the adult education initiative to a strategy for lifelong learning. A perspective on Swedish adult education policy. Stockholm: Norstedts, 2000 with Alber Tuijnman and Bjarne Wahlgren.
Transition to the Knowledge Society. Policies and Strategies for Individual Participation and Learning. Vancouver: Raincoast Books, 2000 with Hans Schuetze

Rubenson, K. (1999). Adult education and training: The poor cousin. An analysis of OECD reviews of national policies for education. In *Scottish Journal of Adult Education*

Prospects for a Provincial Design of the British Columbia Post-Secondary Education System. Vancouver: Centre for Policy Studies in Higher Education and Training, Canada. Vancouver, BC: Centre for Policy Studies in Higher Education and Training, University of British Columbia, 2001 with Don Fisher and Gerry Della Mattia, G.

Sawchuk, Peter
Instructor, Centre for Industrial Relations
Assistant Professor, Department of Sociology
& Equity Studies in Education,
Ontario Institute for Studies in Education
E-mail: psawchuk@oise.utoronto.ca

Peter currently leads a SSHRC research project on work, learning and technological change in the public sector in Canada, in partnership with the Canadian Union of Public Employees (CUPE-Ontario) and the Ontario Public Service Employees Union (OPSEU). An earlier research project studied the role of distance education and telelearning programs as a means of labour education "Educational Credentials/Skills Recognition in the New Economy" Peter Sawchuk, OISE

This project examines the varying perspectives on what actually defines the new economy, its basic dynamics, and the apparent sources of its emergence. This study tests these core assumptions by examining the lives of United Steelworkers of America (USWA) members in the Greater Toronto Area. The general objective of the study is to compare the promises of learning opportunities and skill development in the new economy with the reality of a diverse array of USWA workers. In addition to traditional focus groups organized off the work-site, researchers will make use of a variant of Participatory Action Research (PAR) methodology, in which trained worker-researcher undertake data collection (including recorded interviews with full, informed consent) concerning the workplace and co-workers throughout the workday, in the workplace.

Sawchuk, Peter H. (ed) (forthcoming). Work, Politics and Struggle across the Ontario Welfare System (1995-2005).

Sawchuk, Peter H. (ed). (in press) The Transformation of Welfare Work in Canada : Learning, and Work in the 'New Economy' . Philadelphia , PA : John Benjamins Publishing.

Foley, G. and Sawchuk, Peter H. (2005, April) "Social, Psychodynamic and Technological Dimensions of Informal Learning in Organizations", Klaus Künzel (ed) *International Yearbook of Adult Education*. Cologne : Böhlau-Verlag .

Sawchuk, Peter H. (2003). *Adult Learning and Technology in Working-Class Life*. New York: Cambridge University Press.

Sharpe, Jim
Mount Saint Vincent University
Faculty of Education
Halifax, Nova Scotia Canada B3M 2J6
Email: Jim.Sharpe@msvu.ca
Telephone: (902) 457-6736
Fax: (902) 457-4911

Research Interests: Adult education policy and the contribution of social movements to the creation of new knowledge.

Research Project: Adult Educators for Social Change: The Experience from Halifax in the 1980s and 1990s, OISE/U of T, 2001

Shugurensky, Daniel
OISE
Department of Adult Education and Counselling Psychology
7-119 OISE - (416) 923-6641 ext. 2356
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Research Interests: the linkages between adult education theory, research, policy and practice, with a focus on literacy and adult basic education; economic globalization, state restructuring and educational change; popular education, citizenship learning and social movements; relationships between educational institutions and the community.

Research Projects: WALL (Work and Lifelong Learning) "The Changing Nature of Work and Lifelong Learning in the New Economy." His contribution to the network is to coordinate a study on the informal learning of volunteer workers, conducted in partnership with three community organizations. The first is ACTEW (A Commitment to Training and Employment for Women), an organization whose mission is to promote and support community-based training opportunities for women in Ontario. The second is the Co-operative Housing Federation of Canada (CHF), whose mission is to unite, represent and serve the community of housing co-operatives across Canada and member organizations that support their operation and development. We are working with the Ontario Region of CHF. The third is the Ontario Healthy Communities Coalition (OHCC), whose mission is to work with the diverse communities of Ontario to strengthen their social, environmental and economic well-being. This project continues until 2006.

Spencer, Bruce
Professor Labour Relations
Centre for Work and Community Studies

Athabasca University
Athabasca, AB, T9S 3A3, Canada
Phone (780) 675 6347
FAX (780) 675 6338
E-mail bruces@athabascau.ca

Research Interests: Adult Learning, Unions and Labour movements
Research Project: Old and New Social Movements as Learning Sites: Greening Labor Unions and Unionizing the Greens *Adult Education Quarterly*, Vol 46, No 1, p31-42, 1995.

Taylor, Maurice
University of Ottawa
(613) 562-5800-4037
mtaylor@uottawa.ca

Research Interests: Adult learning and development; adult literacy and basic education; workplace education and training; adult assessment.

Taylor, M., Boulton, J.(2004). "Informal literacy practices of adults with low literacy skills ".
Proceedings from the International Adult Education Research Conference/ Canadian Association for the Study of Adult Education, University of Victoria, Victoria BC. pp.474-478.

Thomas, Barb
Book: Education for Change in Unions
Thomson, Murray
mothom@cyberus.ca

After graduating from the University of Toronto in 1947, Murray worked in adult education in Saskatchewan, where a government led by the CCF, the forerunner of the NDP, had come to power. His job was in the Adult Education Division. He also worked at Qu'Appelle Valley Centre, which had been opened by Father Moses Coady, the founder of the Antigonish Institute in Nova Scotia, and a pioneer in the Canadian co-operative movement.

A UNESCO fellowship took him back to Asia in 1956, to the International Institute for Child Study in Bangkok. Later, he began working at the Quaker Conferences in Southern Asia, headquartered in Delhi, organizing conferences for young leaders and diplomats in the region. At the Quaker Centre in Delhi, he met Martin Luther King and Coretta Scott King. Returning to Toronto in 1962, he became Peace Education Secretary for Canadian Friends Service Committee, the peace and development wing of Canadian Quakers. Working there until 1969, he helped found Grindstone Island as a peace education centre, an institution which lasted from 1962 to 1990.

Murray was awarded the Pearson Peace Medal by the United Nations Association of Canada in 1990. He was one of three Canadian Quakers to be so honoured (Nancy Pocock and Muriel Duckworth were the others). From 1985 to the present, he has been the Executive Secretary of Peacefund Canada.

Turay, Thomas Mark
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Research Interests: Education for conflict transformation and peace building, peace movements, popular adult education techniques, human rights, and community development

The Role of social movements in social transformation: An African perspective. A Discursive Paper
Presented at the Development and Peace Committee Meetings
Montreal, May 6 - 8, 2005

Turay, T. M. (2005). Popular education. In L. M. English (Ed.), *International encyclopedia of adult education* (pp. 480-484). New York: Palgrave Macmillan.

Turay, T. M. (2005). Peace education. In L. M. English (Ed.), *International encyclopedia of adult education* (pp. 405-467). New York: Palgrave Macmillan.

Activism and peace: An African perspective. A Keynote Address delivered at the International Conference on: "Peacemaking in the 21st Century: Inner Peace, Outer Peace." June 18 – 20, 2004, University of Maine, USA

Welton, Michael
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Research Interests: Adult Education: Informal Learning; Workplace learning; Work and History

International Researchers

Allman, Paula (UK)
Honorary Research Fellow in The School of Continuing Education at the University of Nottingham, England.
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She integrates her political activism into her educational work. She has been primarily active in social movements -- in the US, the Civil Rights and anti-war movements, and in the UK, she was the first co-chairperson for Nottingham CND. She was also active in the education sub-group of The Socialist Movement.

Revolutionary Social Transformation: Democratic Hopes, Political Possibilities and Critical Education (Bergin & Garvey, 1999).

Critical Education Against Global Capital: Karl Marx and Revolutionary Critical Education (Bergin & Garvey, 2001)

Costa, João Pedro (Portugal)
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Research Interests: non-formal learning

He works within a local development association with some intervention in Adult Education mainly in non-formal context (please see <http://www.eucis.net/goodpractice.asp?ID=GPEU-049-EN>).

Gaventa, John (UK)
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Political Sociologist working on citizen participation, power, participatory research and education methodologies and participatory governance; interested in linking participation to policies and programmes of larger institutions and in training and capacity building for strengthening civil society. 25 years in both

northern and southern contexts on issues of citizen participation, power, participatory research and education methodologies and participatory governance. He is interested in linking participation to policies and programmes of larger institutions as well as in training and capacity building for strengthening civil society. Since 1996, Gavetna has been a Fellow at the Institute of Development Studies, Sussex University, UK, where he leads the [Participation Group](#).

Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley.

We make the road by walking : conversations on education and social change.

Communities in Economic Crisis: Appalachia & the South

Global citizen action

Crowther, Jim
U of Edinburgh
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Research Interests: Processes of learning in social movements; the politics of policy discourses in adult education, lifelong learning, social inclusion and citizenship; the policy and practice of adult literacy; adult education and social change; the relationship between informal contexts for learning and formal educational processes and institutions.

McCulloch, K., Crowther, J., Forrester, R. and Tett, E., 2005 *An Evaluation Framework for Integrated Community Schools in Fife*.

Crowther, J. and Martin, I., 2005 'Introduction: radicalising intellectual work' in popular Education Engaging the Academy, Ed. Crowther, J., Galloway, V. & Martin, I., NIACE.
Eds. Sutherland, P. and Crowther, J., 2005 *Lifelong Learning: Concepts and Contexts*
Routledge/Falmer.

Crowther, J., 2005 'Social movements, praxis and the profane side of lifelong learning' in Lifelong Learning: Concepts and Contexts, Ed. Sutherland, P. & Crowther, J., Routledge/Falmer.

Crowther, J., 2004 'What does lifelong learning do to the discourse of participation?' in Whose Story Now?: (Re) generating Research in Adult Learning and Teaching, Ed. Hunt, C., pp. 47-54, SCUTREA Conference Proceedings.

Crowther, J., 2004 'In and against lifelong learning: flexibility and the corrosion of character' International Journal of Lifelong Education, Vol. 23(2), pp. 125-136.

Cunningham, Phyllis
Presidential Teaching Professor at Northern Illinois University
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Research Interests: Community development, participatory research, and critical pedagogy. Through her education, experience, active participation, research, and publications, Phyllis Cunningham has made great contributions to the field of Adult Education.

Finger, Matthias

Political science and education, studies globalization and the emerging new global actors, such as transnational corporations. He is interested in social change and institutional impediments to such change. He critically examines the dynamics of globalization and seeks to develop institutional alternatives to it. He has co-authored with Pratap Chatterjee *The Earth Brokers: Power, Politics and World Development* (Routledge, 1994) and with José Asún *Learning Our Way Out: Adult Education at a Crossroads* (Zed, 2000).

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Director of the Centre for Popular Education, University of Technology

Research Interests: Adult Education, Non-formal learning

LEARNING IN SOCIAL ACTION

A Contribution to Understanding Education and Training

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Research Interests: Adult education and social action; democracy and citizenship; participative educational methods.

Crowther, J., Galloway, V. and Martin, I., 2005 *Popular Education Engaging the Academy*
Leicester: NIACE.

Galloway, V. and Stephenson, P., 2004 *Problem Based Learning* in Dimensions in Adult Learning, Ed. Folley, G., Allen and Unwin.

Galloway, V. and Stephenson, P., 2003 *Problem Based Learning* in The Learning Dimension: Understanding Adult Education and Learning, Ed. Folley, G., Sydney: Allen and Unwin.

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Research Interests: Social Policy and Adult Education; Anti-oppression Education; Sexual Orientation and Gender Justice; Human Rights Education in an International Context

Environmental Justice/Environmental Racism; Activism as the Practice of Education for Social Change; Diversity Instruction; Learning and Social Movements

Grace, A. P. & Hill, R. J. (Accepted). Going global: Using a pedagogy of lifelong learning community to internationalize LGBTQ resilience and inclusion (Chapter 7). In André P. Grace & Shahrzad Mojab (Eds.), *Lifelong learning in a global context: Convergence of theory and practice*. Dordrecht, Holland: Kluwer Academic Publishers. (Anticipated date of publication, 2006)

Hill, R. J. (2003, Fall). Environmental justice: Environmental adult education at the confluence of oppressions. In L. H. Hill & D. E. Clover (Eds.), *Environmental adult education: Ecological learning theory, and practice for socioenvironmental change* (Chapter 3, pp. 27-38). New Directions for Adult and Continuing Education, No. 99. San Francisco: Jossey-Bass.

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Research Interests: Critical Pedagogy; Adult Education: The Political Economy of Education Globalization and Education

Holst, J.D., *Globalization and the Future of Radical Adult Education*, Lanham, MD: Lexington Books, forthcoming.

Holst, J.D., *The Political Economy of Non-governmental Organizations (NGOs), the State and Civil Society in the Context of Neo-Liberalism: Implications for Lifelong Education Practice*, in *Globalization and Lifelong Education: Critical Perspectives*, D. Mulenga, Ed. Mahwah, NJ: Lawrence and Erlbaum, forthcoming.

Holst, J.D., *Globalization and the Future of Critical Education*, in *Global Issues and Adult Education: Perspectives from Latin America, Southern Africa, and the United States*, S.M. Merriam, B.C. Courtenay and R. Cervero, Ed.S., San Francisco: Jossey-Bass, forthcoming.

Korsgaard, Ove
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Danish Scholar

Research Interests: Globalization and Adult Education

Articles in: *Globalization, Adult Education, and Training: Impacts and Issues*
Edited by Shirley Walters

Korsgaard, Ove (2001). From social citizenship to active citizenship; from adult education to adult learning. In *Citizenship, Adult Education and Lifelong Learning*. Special edition of the *Journal of World Education*, Vol. 31, No 1, Spring.

Mayo, Marjorie
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Her Research Interests have been concerned with community development and adult community education, with a current focus upon community participation in urban regeneration. Her publications include *Communities and Caring: the mixed economy of welfare* (1994), *Imagining Tomorrow: Adult Education for Transformation* (1997) and *'Cultures, Communities, Identities'* (Palgrave 2000).

Mayo, Peter

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Research Interests Gramsci, Freire, Workers' Education, Critical Pedagogy, Museum Education, Anti-Racist Education and issues concerning multi-ethnicity, Postcolonialism, Identity and Difference, Schools as Community Learning Centres, University Continuing Education, The Debate around Lifelong Learning.

Mayo, P (2004), *Liberating Praxis. Paulo Freire's Legacy for Radical Education and Politics*, Westport, Connecticut: Praeger (Greenwood Publishers)

Article: (Transformative Learning Centre, OISE/University of Toronto, 2003):

To be Inspired by the Popular-Public School? Schools as Community Learning Centers

Article : 'In and Against the State' Gramsci, War of Position and Adult Education (Journal of Critical Education Policy Studies, 2005)

<http://www.jceps.com/index.php?pageID=article&articleID=49>

Tandon, Rajesh

Society for Participatory Research in Asia (PRIA)

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He founded PRIA two decades ago, a voluntary organization providing support to grass roots initiatives in South Asia, A renowned authority on participatory research, his studies, writings and training programmes have helped to advance the concept of strengthening Civil Society and reforming governing Institutions for citizen participation world-wide.

Dr. Rajesh Tandon has written a number of articles, books and manuals on Participatory Research, Participatory Training, NGO - Government relations, NGO Management, the Role of Civil Society and Voluntary Development Organizations in development.

Torre, Edicio dela

ELF: Education for Life Foundation, Inc.

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Philippine SML pioneer. He runs Education for Life Foundation - ELF is an NGO committed to promote life-long grassroots leadership formation towards democratization and people's empowerment. It is a six-week training program, but they aim to train people for life by maintaining contact with them. Through the program, which he calls alternative democracy education, he hopes to foster good negotiators. They teach democratic citizenship, which he think has converted them from fighters to negotiators. Defending democracy is the responsibility of every citizen, not only of non-government organizations (NGOs). They train them to directly negotiate with governments for democracy. Retrieved from:

<http://times.hankooki.com/lpage/nation/200410/kt2004101516564611970.htm>

Melo, Alberto
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Research Interests: Education and training for local development; integrated rural development; adult education; lifelong education; migrant cultures; multicultural education; literacy; popular education; civic education; school and community; open educational systems; active policies for employment; sociology of education; cultural anthropology; economy of education; social control of science and technology; local development and global economy; culture and development.

Walters, Shirley
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Research Interests: Social movements in South Africa especially the anti-apartheid movements; Movements around learning festivals/ learning regions; international adult education movements. She is the founding director of the centre for adult and continuing education (CACE) that has become a vibrant and well recognized institute both nationally and internationally. Break out of the Silo: Adult Education Within Lifelong Learning in Southern Africa.

Valls, Rosa
University of Barcelona
Center for Research on the Education of Adults (CREA)
Research Interests: Educational change and social participation

For six years (1990-1996), she was Director of one of the most important Spanish Clubs of Non-Formal Education, the Club Infantil i Juvenil Bellvitge. Subsequently, she became a policy-maker in the Adult Education General Directorate of the Generalitat de Catalunya (Catalan government). She currently lectures on social intervention techniques in the degree of Social Education at the Universitat de Barcelona. She has contributed to several projects, including Access to the university and Social Exclusion (TSER), and has written several books on didactics for adult, as well as articles.

APPENDIX F: SUMMARY OF COMMUNITY AND NON-GOVERNMENT RESEARCH INSTITUTES

Generalizations

A national scan of community-based research centers and organizations providing education, training and support for activism, looking for a focus on social movement and adult education combined, provided mixed results. The community-based research centers and organizations identified as having an interest in or potential for work on social movement learning were chosen because personal experience of the research team, recommendations from other researchers, and web searches using social justice research or social movement research as keywords.

The results are mixed in that while there are many excellent examples of combined social movement and adult education activities, we did not find many organizations doing research on social movement learning. Many organizations are demonstrating SML, utilizing participatory action research, providing training and educational materials, creating publications and campaigns designed to inform, educate, influence both those inside and outside of the movement. This bustle of community-based activity provides future opportunities for investigation; a lot is happening that the formal adult education field is not examining.

The literature suggests that older social movements such as labour and credit unions and cooperatives have had a more formal education process, while in newer social movements, education and learning is ad hoc. Perhaps this was because of a larger organizational base with direct mechanisms for funding such as dues and membership fees that allow for more self directed activity. Currently the constraints of funding arrangements with government funders results in a lack of evaluation, follow-up and limitations on activities. Increasingly, social movement organizations are delivering programs, acting as a service arm of the government. Funding for activities that do not support the status quo is limited.

Specific Findings

We reviewed thirteen Canadian organizations providing education, training and support for activism and fifteen Canadian research institutes, which is the tip of the iceberg of community-based activities. We also briefly examined the learning activities of three Networks and coalitions. The time constraints of this research, allowed only a quick scan of website and publications of larger organizations that had a web presence. Of the fifteen Canadian research centres reviewed in the data collection, only one organization, the Caledon Institute, specifically looked at learning in support of a social change goal. Of the thirteen Canadian organizations providing education, training and support for activism, most offer training and educational activity support but the Vibrant Communities initiative stands out as demonstrating commitment to learning outcomes.

1. The Caledon Institute

The Caledon Institute is a social policy think tank. Established in 1992, the Caledon Institute of Social Policy is a private, nonprofit organization with charitable status. It is supported primarily by the Maytree Foundation, located in Toronto. Caledon is an independent and critical voice that does not depend on government funding and is not affiliated with any political party.

Examples of Caledon Institute social movement learning research:
Vibrant Communities Series- *The Living Wage Learning Initiative*
Anne Makhoul, May 2005

Responding to interest in the issue of poverty reduction through the payment of a 'living wage,' Vibrant Communities initiated a tele-learning forum to investigate the process of designing and initiating voluntary

and mandatory living wage campaigns. This story summarizes current activities in the US, the City of Toronto and six Vibrant Communities.

This story is the fifth in a series which highlights the efforts of local partners involved in Vibrant Communities – a pan-Canadian initiative that seeks local solutions to reduce poverty and build more caring communities.

Learning Communities Projects

Anne Makhoul, January 2004

This Caledon series of community stories profiles several communities in BC that secured OLT funds in order to strengthen and extend their community capacities to deal with socioeconomic challenges.

Human Resources Development Canada (HRDC) created the Office of Learning Technologies (OLT) in 1996, in order to encourage innovative, technology-based learning. HRDC staff and representatives from the (then) British Columbia Ministry of Community Development, Cooperatives and Volunteers, in cooperation with community leaders, tailored an OECD model to incorporate lifelong learning concepts and lessons from the learning cities work carried out in the UK.

In recent years, the Office of Learning Technologies has provided support specifically for ‘community learning networks.’ While these networks differ throughout the country, illustrated in the examples that follow, they are also the same in many respects. Community learning networks are locally controlled structures that support community development and aspire to enhance the lives of their members through lifelong learning. They seek to reduce disparities among community members by encouraging broad participation and inclusion. Many community learning networks help members use various forms of technology, such as educational networking, distance learning and telelearning, to promote learning for work skills and learning for life.

From Information to Application: How Communities Learn

Sherri Torjman, Eric Leviten-Reid, Christopher Camp and Anne Makhoul, September 2001

This review summarizes selected literature sources on the subject of community learning and identifies key themes considered in these sources. The findings of this work will be applied to the subsequent stages of the Understanding the Early Years project being undertaken by the Department of Human Resources Development Canada. The sources from widely diverse fields come to a similar conclusion: Learning takes place most effectively through an interactive process in which potential users of information are involved in exploring a given challenge. Ideally, they should engage with the information in some meaningful way, preferably through a mediating process that entails interpersonal interaction. The literature points to the importance of social capital in facilitating learning. Finally, the paper discusses key lessons in community learning from several projects in which the Caledon Institute has been involved.

2. Vibrant Communities

Vibrant Communities is an initiative involving over a dozen communities and three national organizations in Canada that are exploring how communities can dramatically reduce poverty in their local contexts. In order to reduce poverty and enhance the quality of life in households throughout Canada, Vibrant Communities provides a process and a working environment where diverse community leaders from across the country work together to share ideas, practices and policies that strengthen their community-based poverty reduction initiatives.

Vibrant Communities is a community-driven effort to reduce poverty in Canada by creating partnerships that make use of our most valuable assets – people, organizations, businesses and governments. It’s a unique

approach to poverty reduction that allows communities to learn from — and help — each other. Vibrant communities actively promote the well-being of their members and the community as a whole. They do this by ensuring support, inclusion and learning for everyone.

Vibrant Communities links up to 15 communities from British Columbia to Newfoundland in a collective effort to test the most effective ways to reduce poverty at the grassroots level utilizing four key approaches: Comprehensive local initiatives aimed at poverty reduction; Grassroots collaboration involving all sectors of the community in these initiatives; Identifying community assets and putting them to good use in poverty-reduction efforts; A commitment to learning, change and sharing our learnings – whether they are the product of our successes or failures.

Leviton-Reid, E. (2004). Reflections on Vibrant Communities. The Caledon Institute of Social Policy
<http://www.caledoninst.org/>

All other information provided from <http://www.tamarackcommunity.ca>

Barriers and opportunities

While most organizations engaged in social change educational activity and supports are not reflecting and examining their SML, they do have the capacity to conduct community based research, and would welcome the opportunity to evaluate their activities. Most are so busy doing, in an under funded, over taxed environment, that there are simply not the resources available to evaluate and examine their learning activities. It would be very beneficial from the academic and community based practitioner viewpoint, to examine what is being learned, how is it being learned and what are the outcomes or impacts of what was learned.

We've discovered many community based organizations engaged in providing research for and training to participants for social movements why not more universities? Perhaps there are barriers to access for community members or some topics are too controversial for the academy? We think it would be worthwhile to explore what are the outcomes of the primarily informal learning that goes on in SM? What are the implications for formal adult education institutions? How can formal institutions tap into this 'market', people highly motivated to learn in order to change their lives.

A research gap is a lack of adult education focus on how social movements operate and influence Canadian society. Many non-profits are doing education and training work, in an understaffed, under funded fashion. These organizations and causes would gain from collaborations and peer learning on learning approaches, yet don't have the resources to mount an analysis of the educational work they provide. There are many that would benefit from research on models utilized, analysis of curriculum, and best practices. The issues are so pressing and the centers under funded, under resourced, no time to reflect on what is being learned, by whom, for what end? Also a research opportunity is how technology (internet, cell phones, email, distance courses) is changing the reach and scope of movements. How 'globalization from below' has impacted educational and learning activities of movements, with much more international learning occurring. Many networks and coalitions reach across borders, especially into South American and Africa.

A systemic review and analysis of educational strategies and outcomes of educational activity of community based social movement organizations would be a productive research area.

Strategies for Knowledge Mobilization

Most research centers create papers and publications that are distributed throughout their networks, in print or, most commonly, electronically. They participate in conferences and other learning events to disseminate knowledge. Knowledge mobilization can be limited. Advocacy, activism and training organizations provide useful knowledge, in a direct timely fashion in the form of workshops and other learning events. These events are often in response to community demand for training or information on the particular topic. (Just in Time knowledge delivery)

Increasingly internet technologies are being utilized to share knowledge. Two examples are below.

1. Tamarack Institute for Community Engagement

Tamarack is a charitable organization dedicated to helping Canadian communities take ownership of local issues by making use of proven strategies for community engagement. Community Engagement is commonly defined as citizens from different sectors of a community joining together taking leadership, to address issues that affect them all.

More than 5,000 people use Tamarack Open Learning Services every month. Our Open Services are provided free of charge through the generous support of The Maytree Foundation. Our sponsors help support these services to ensure that the broader community can learn about community engagement and related issues, and use them to take leadership at the local level.

The Open Learning Services include:

Web-based learning: Our website houses videos, resources and links to valuable information that help individuals and groups to engage and build their communities.

E-newsletters: Tamarack currently produces three regular e-newsletters full of ideas and resources to which people can subscribe: *Engage!*, *Ennoia* (Greek for "beautiful thinking"), and *Community Life*.

Tele-Learning: Tamarack offers monthly tele-learning seminars on a variety of topics related to community engagement and community building.

Resources: Tamarack has produced a variety of community engagement resources including workbooks, videos, and research papers, which are posted on our website.

Workshops Online: We offer introductory workshops on community engagement and related topics.

2. networklearning

The purpose of this site is to make resources available, free, to NGOs working in the development or humanitarian fields. They make or find manuals that can help NGOs build skills, and suggest other websites with good resources. They particularly welcome those working alone or in a national NGO in Africa, Asia, South America and the ex-USSR.

Mission:

To make top quality manuals, field books and training courses easily available to groups who need them – free of cost to those in the South but with a contribution of \$25 requested from those in the North.

To encourage colleagues to be open to new knowledge and skills, to plan and stick to self-guided learning.

To introduce topics which may be new to some people; to link users to resources, useful organizations, websites and materials.

To provide a place for users working in different countries in the South to stay informed.

<http://www.networklearning.org/>

Appendix F. 1: Research Institutes

| Name of org | Description | Areas of Research |
|---|--|---|
| <p>POLARIS Institute</p> <p>http://www.polarisinstitute.org/</p> <p>Polaris Institute 312 Cooper Street Ottawa ON Canada K2P 0G7</p> <p>Tel: 613.237.1717 Fax: 613.237.3359</p> <p>email: polaris@polarisinstitute.org</p> <p>web: http://www.polarisinstitute.org</p> | <p>As its stated objective, Polaris is designed to enable citizen movements to re-skill and re-tool themselves to fight for democratic social change in an age of corporate driven globalization. Essentially, the Institute works with citizen movements in developing the kinds of strategies and tactics required to unmask and challenge the corporate power that is the driving force behind governments concerning public policy making on economic, social and environmental issues. In so doing, the Institute serves as a catalyst with constituency-based social movements, increasing their capacity to do their own strategic campaign planning on issues of vital concern to their members and allies. The work of Polaris with social movements is also carried out on both a national and an international basis.</p> | <p>In collaboration with both the Council of Canadians and the International Forum on Globalization organized two related events, namely, the first International Symposium and Public Teach-In on Corporate Rule in November, 1997. Also organizing of an education/action program for youth activists called Operation 2000, around issues related to corporate-driven globalization. The purpose of our Grassroots Globalization Project is to work with community based organizations - nationally and internationally to inject popular tools, strategic analysis and innovative tactics that better connect local struggles to the growing international civil society movement opposed to corporate-led globalization.</p> |
| <p>PEMBINA Institute</p> <p>Box 7558 Drayton Valley, AB T7A 1S7 Canada (780) 542-6272 http://www.pembina.org/</p> | <p>The Pembina Institute is an independent, not-for-profit environmental policy research and education organization. Founded in Drayton Valley, Alberta, the Pembina Institute has a multidisciplinary staff of more than thirty, with offices in Drayton Valley, Calgary, Edmonton, Vancouver and Ottawa.</p> | <p>The Pembina Institute's major policy research and education programs are in the areas of sustainable energy, climate change, environmental governance, ecological fiscal reform, sustainability indicators, and the environmental impacts of the energy industry. Charitable environmental education and research programs are carried out in conjunction with the Pembina Institute's sister organization, the GAIA Foundation for Earth Education</p> |
| <p>CARITAS Canada (Development and Peace)</p> <p>10 St. Mary Street, Suite 420 Toronto ON CANADA M4Y 1P9 1-800-494-1401 ccodp@devp.org http://www.devp.org http://www.devp.org/index_ci.html</p> | <p>The Canadian Catholic Organization For DEVELOPMENT AND PEACE is the member organization in Canada of CARITAS INTERNATIONALIS, a Confederation of 162 Catholic relief, development and social service organisations working on behalf of the poor and oppressed in 198 countries and territories. It is one of the largest NGO networks in the world.</p> | <p>During the past 37 years, DEVELOPMENT AND PEACE has provided \$441 million to finance 13,900 projects in 70 countries in Africa, Asia and Latin America; \$86 million of this amount has been allocated in emergency aid. Typical projects involve issues such as peace-building, human rights, agrarian reform, education, community development and economic justice.</p> |
| <p>Canadian Council for International Co-</p> | <p>The Council is a coalition of Canadian voluntary sector organizations working</p> | <p>CCIC members work with co-operatives, citizens' groups and NGOs in Africa,</p> |

| Name of org | Description | Areas of Research |
|---|--|---|
| <p>operation</p> <p>http://www.ccic.ca/e/001/mission.shtml</p> | <p>globally to achieve sustainable human development. The Canadian Council for International Co-operation seeks to end global poverty, and to promote social justice and human dignity for all.</p> | <p>Asia, Latin America, the Middle East and Eastern Europe to <input type="checkbox"/> improve local access to safe water, sanitation, food, shelter, education and primary health care;</p> <p><input type="checkbox"/> promote respect for human rights; press for corporate social responsibility, environmentally sustainable development and equitable distribution of global resources; encourage citizen participation in government policymaking; conduct policy research and campaign for global food security, debt relief, fair trade, child welfare, land reform and improved labour standards.</p> |
| <p>The North-South Institute</p> <p>55 Murray Street, Suite 200 Ottawa, Ontario Canada K1N 5M3</p> <p>Telephone: (613) 241-3535 Fax: (613) 241-7435 Email: nsi@nsi-ins.ca</p> <p>http://www.nsi-ins.ca/english/default.asp</p> | <p>The North-South Institute is dedicated to eradicating global poverty and enhancing social justice through research which promotes international cooperation, democratic governance, and conflict prevention.</p> <p>It is Canada's first independent, non-governmental and non-partisan research institute focused on international development. The NSI provides research and analysis on foreign policy and international development issues for policy-makers, educators, business, the media and the general public. For more than 25 years NSI has built a reputation for sound, credible analysis of pressing issues related to global development.</p> | <p>Finance, Debt and Development Assistance</p> <p>Trade, Labour, and Migration</p> <p>Governance, Civil Society and Conflict Prevention</p> <p>The Institute's research results, publications, and seminars, help foster understanding, discussion and debate about the challenges facing Canadians and the citizens of the developing world.</p> |
| <p>The Council of Canadians</p> <p>700-170 Laurier Avenue West Ottawa, ON, K1P 5V5 Canada</p> <p>Tel: (613) 233-2773 or 1-800-387-7177 Fax: (613) 233-6776</p> <p>http://www.canadians.org/index2.htm?COC_token=23@@@812115aedd02679963e39005a05791e6</p> | <p>Founded in 1985, The Council of Canadians is Canada's pre-eminent citizens' watchdog organization, comprised of over 100,000 members and more than 70 Chapters across the country. Strictly non-partisan, the Council lobbies Members of Parliament, conducts research, and runs national campaigns aimed at putting some of the country's most important issues into the spotlight: safeguarding our social programs, promoting economic justice, renewing our democracy, asserting Canadian sovereignty, advancing alternatives to corporate-style free trade, and preserving our environment.</p> | <p>The Council runs national petition and letter-writing drives, lobbies government, commissions original research, and runs public education campaigns to prevent government and transnational corporations from dismantling the Canada our parents spent their lives building.</p> |
| <p>Public Interest Research Groups (PIRGs)</p> | <p>Public Interest Research Groups (PIRGs) were initiated by American consumer activist Ralph Nader. They began</p> | <p>Bring research, education, and action to the SFU community Act as an activist training group for students and the wider</p> |

| Name of org | Description | Areas of Research |
|---|--|---|
| http://www.sfpirg.ca/ / SFU | <p>organizing on American and Canadian university campuses in the 1970s. The PIRG at SFU was created by students in 1981 through a cross-campus referendum and was originally called BC PIRG.</p> <p>Currently, there are PIRGs at university campuses in Ontario, Quebec, Nova Scotia, Alberta and British Columbia. BC has three PIRGs - SFPIRG at Simon Fraser University, VIPIRG at the University of Victoria, at PGPIRG at the University of Northern BC (in Prince George).</p> | <p>SFU and lower mainland community by providing resources and skills training. Foster links between social justice and environmental issues; the local and the global; the university and the wider community. Support student and community issues. Provide access to alternative resource materials through our lending library. Foster alternative voices and social perspectives.</p> |
| <p>Egale Canada</p> <p>http://www.egale.ca/index.asp?lang=E</p> | <p>Egale Canada is a national organization committed to advancing equality and justice for lesbian, gay, bisexual and trans-identified people, and their families, across Canada. Egale has members in every province and territory of the country.</p> | <p>Egale has intervened before the Supreme Court of Canada in every gay rights case that has reached the Court. Egale has also participated in numerous lower court cases, including the marriage cases in B.C., Ontario and Quebec.</p> |
| <p>The C.D. Howe Institute</p> <p>67 Yonge Street, Suite 300, Toronto, Ontario • M5E 1J8 Telephone: (416) 865-1904 • Fax: (416) 865-1866 E-mail: cdhowe@cdhowe.org</p> | <p>The C.D. Howe Institute is a national, nonpartisan, nonprofit organization that aims to improve Canadians' standard of living by fostering sound economic and social policy.</p> <p>The Institute began life in 1958 when a group of prominent business and labour leaders organized the Private Planning Association of Canada to research and promote educational activities on issues related to public economic and social policy. The PPAC renamed itself the C.D. Howe Research Institute in 1973 following a merger with the C.D. Howe Memorial Foundation, an organization created in 1961 to memorialize the Right Honourable Clarence Decatur Howe.</p> | <p>The Institute promotes the application of independent research and analysis to major economic and social issues affecting the quality of life of Canadians in all regions of the country. It takes a global perspective by considering the impact of international factors on Canada and bringing insights from other jurisdictions to the discussion of Canadian public policy. Policy recommendations in the Institute's publications are founded on quality research conducted by leading experts and subject to rigorous peer review. The Institute communicates clearly the analysis and recommendations arising from its work to the general public, the media, academia, experts, and policymakers.</p> |
| <p>The Canadian Policy Research Networks</p> <p>600-250 Albert St Ottawa, ON K1P 6M1 Telephone: [613] 567-7500 Fax: [613] 567-7640</p> | <p>Our mission is to help make Canada a more just, prosperous and caring society. They seek to do this through excellent and timely research, effective networking and dissemination, and by providing a valued neutral space within which an open dialogue among all interested parties can take place.</p> | <p>CPRN's research is organized under four Networks - Family, Work, Health and Public Involvement. They emphasize projects that bridge economic and social policy issues. Projects are selected on the basis of their social importance and availability of funding. They seek the widest possible range of funding sources to ensure no single voice dominates the research process.</p> |
| <p>Canadian Centre for Policy Alternatives National Office</p> | <p>The Canadian Centre for Policy Alternatives is an independent, non-partisan research institute concerned with</p> | <p>They produce research studies, policy briefs, books, editorials and commentary, and other publications, including The</p> |

| Name of org | Description | Areas of Research |
|---|--|---|
| <p>Suite 410, 75 Albert Street, Ottawa, ON, K1P 5E7 tel: 613-563-1341 fax: 613-233-1458 e-mail: ccpa@policyalternatives.ca</p> | <p>issues of social and economic justice. Founded in 1980, the CCPA is one of Canada's leading progressive voices in public policy debates. By combining solid research with extensive outreach, we work to enrich democratic dialogue and ensure Canadians know there are workable solutions to the issues we face. The Centre offers analysis and policy ideas to the media, general public, social justice and labour organizations, academia and government.</p> | <p>Monitor, a monthly magazine. Most of these resources are available at no cost on this site (see the Research and Publications section).</p> |
| <p>Canadian Council on Social Development Telephone: (613) 236-8977 Fax: (613) 236-2750 E-mail: council@ccsd.ca Web Site: www.ccsd.ca</p> | <p>CCSD is a non-profit social policy and research organization focusing on issues such as poverty, social inclusion, disability, cultural diversity, child well-being, employment and housing.</p> | <p>The CCSD research team specializes in social, economic, labour market and demographic issues, and provides statistical and analytical research services to our clients. Many of their research reports are available online.</p> |
| <p>Canadian Institute for Environmental Law and Policy 130 Spadina Ave. Suite 305 Toronto, Ontario M5V 2L4 (416) 923-3529 cielap@cielap.org http://www.cielap.org/contact.html</p> | <p>Since 1970, CIELAP has established itself as one of a handful of Canadian organizations that have the competence, the resources and the capabilities to conduct research on environmental law and policy. They aim to inform and guide the formulation of policy that affects the environment and sustainability.</p> | <p>As an organization that focuses on policy rather than a specific issue, we seek to address emerging issues on various environmental topics and sustainability.</p> |
| <p>The Canadian Labour Congress 2841 Riverside Drive, Ottawa, Ontario K1V 8X7 613.521.3400 http://canadianlabour.ca/index.php/contact_us</p> | <p>The Canadian Labour Congress is the largest democratic and popular organization in Canada with over three million members. The Canadian Labour Congress brings together Canada's national and international unions, the provincial and territorial federations of labour and 137 district labour councils.</p> | <p>Health Care Jobs and Economic Development: See also the Social and Economic Policy section for reports. Employment Insurance fairness Retirement Security</p> |
| <p>Common Frontiers E-Mail: comfront@web.ca 905-352-2430 Rick Arnold, Coordinator, Common Frontiers</p> | <p>Common Frontiers is a multi-sectoral working group that confronts, and proposes an alternative to, the social, environmental and economic effects of economic integration in the Americas. They do this through a combination of research, analysis and action, in cooperation with labour, human rights,</p> | <p>Common Frontiers provides a forum for groups to discuss issues, strategize and coordinate campaigns. Active Canadian groups include:</p> |

| Name of org | Description | Areas of Research |
|--|---|-------------------|
| Canada RR#4 Roseneath, Ontario, K0K 2X0, Canada | environmental, church, development and economic and social justice organizations Common Frontiers grew out of the experience gained by Canadian organizations in confronting the Free Trade agenda. It was born out of the popular opposition movement to the Canada-U.S. Free Trade Agreement and the recognition that this opposition must not only cooperate across sectors nationally but also across borders. | |

Appendix F.2: Canadian Centres for Activism, Training and Education (three US based)

| Name | Description | Areas of Interest |
|---|--|--|
| Centre for Community Organizations 1441 rue Drummond D516 Montreal, QC H3G 1W3 Tel: (514) 849-5599 coco@cam.org | COCO is a nonprofit training organization helping to build organizational and community capacity by offering other nonprofit organizations throughout the province accessible, subsidized training and support. We believe that sustainable and just social development is possible and that healthy organizations and strong communities are at its foundation | Three areas of focus include: 1) organizational and leadership development, 2) facilitation of networking and collaboration, and 3) community development support. |
| North American Alliance for Popular and Adult Education (NAAPAE) c/o Many Rivers Alliance, 3322 15 th Ave So, Mpls, MN 55407, lolds@mtn.org | NAAPAE is an alliance of organizations committed to strengthening civil society for democratic social change in harmony with the earth through the process of popular and adult education. The following five political entities are recognized in the NAAPAE structure: Mexico, United states, Quebec and Francophones outside of Quebec, the rest of Canada, and the Indigenous/First Nations. | NAAPAE's main areas of focus are literacy, environment, land stewardship, /economic education, indigenous issues, women, peace and human rights, youth, solidarity with the south, participatory research, educational resources, and health. |
| Centre for Social Justice 489 College Street Suite 303 Toronto Ontario M6G 1A5 1-888-803-8881 , justice@socialjustice.org http://www.socialjustice.org/ | The Centre for Social Justice is an advocacy organization that seeks to strengthen the struggle for social justice. We are committed to working for change in partnership with various social movements and recognize that effective change requires the active participation of all sectors of our community. Although the Centre is based in Ontario, our work increasingly takes us across Canada and into the international arena. | The programmatic content of the Centre's work may change from year to year, but there is an on-going interest in working strategically to narrow the gap between rich and poor, challenging the corporate domination of Canadian politics, and pressing for policy changes that promote economic and social justice. |
| KAIROS: Canadian Ecumenical Justice | KAIROS is an ecumenical partnership bringing together the Aboriginal Rights | KAIROS' priorities fall into six program areas: International Human Rights, |

| Name | Description | Areas of Interest |
|---|--|---|
| <p>Initiatives</p> <p>947 Queen's St. E. Suite 201 Toronto, ON M4M 1J9 416-462- 1613info@kairoscanda.org http://www.kairoscanada.org/</p> | <p>Coalition, the Canada Asia Working Group, the Ecumenical Coalition for Economic Justice, Inter-Church Action for Development, Relief and Justice, the Inter-Church Coalition on Africa, the Inter-Church Committee for Human Rights in Latin America, the Inter-Church Committee for Refugees, PLURA, the Taskforce on the Churches and Corporate Responsibility and TEN DAYS for Global Justice.</p> | <p>Global Economic Justice, Environment/ecological justice, Canadian Social Development, Aboriginal Peoples, and Animation/Education/Communication.</p> |
| <p>Metro Network for Social Justice (MNSJ)</p> <p>25 Leonard Ave. Box 44 Toronto M5T 2R2 tel: (416) 703-3796 email: mnsj@mnsj.org http://www.mnsj.org/</p> | <p>The MNSJ's mission is to develop and organize toward political, social, cultural and economic alternatives that will create justice, equity, and sustainable communities across the City of Toronto</p> | <p>. Among other actions and programs, the MNSJ provides popular education on economic and political literacy.</p> |
| <p>Check Your Head: The Youth Global Education Network 611-207 W. Hastings Street, Vancouver, BC, V6B 1H7 (604) 685-6631 info@checkyourhead.org http://www.checkyourhead.org/</p> | <p>Provides leadership training, education, and project coordination for youth in the social justice arena.</p> | <p>Develops partnerships with progressive organizations on issues related to globalization, such as food security, water issues, labour issues, global trade and investment, and enhancement of public services.</p> |
| <p>Metro Labour Education Centre</p> <p>1209 King Street West, Suite 201A, Toronto, Ontario M6K 1G2 (416) 537-6532 info@mlec.org</p> | <p>The Metro Labour Education Centre is a special project of the Labour Council of Toronto and York Region. Staffed by experienced union educators, advocates and counsellors, we are affiliated with George Brown Community College.</p> | <p>We are a non-profit, integrated workers' education centre providing education and training services to employed and unemployed union members.</p> |
| <p>FoodShare</p> <p>Education and Research Office: 238 Queen Street West, Toronto, Ontario, M5V 2Z7 info@foodshare.net Field To Table</p> | <p>At FoodShare they work on food issues "from field to table" - meaning that we focus on the entire system that puts food on our tables: from the growing, processing and distribution of food to its purchasing, cooking and consumption. FoodShare promotes policies - such as adequate social assistance rates, sustainable agriculture, universal funding of community-based</p> | <p>They operate several innovative grassroots projects that promote healthy eating, teach food preparation and cultivation, develop community capacity and create non-market-based forms of food distribution. Public education on food security issues is a big part of our mandate: we create and distribute resources, organize training workshops</p> |

| Name | Description | Areas of Interest |
|--|---|--|
| Centre: 200 Eastern Avenue Toronto, Ontario M5A 1J1 (416) 363-6441 goodfoodbox@foodshare.net | programs and nutrition education - that will make food a priority at all levels of society. | and facilitate of networks and coalitions. |
| Real Alternatives Information Network rain@web.net (604) 254-4409 P.O. Box 21595 Little Italy Postal Outlet Vancouver, BC, V5N 5T5 | RAIN is the Real Alternatives Information Network, a Vancouver-based organization. We began operations in Spring 1998, with the first version of our eight-week course, Understanding Globalization. Based on the success of Understanding Globalization, RAIN has expanded to include a variety of interactive workshops. | RAIN's goal is to offer participants the tools they need to connect the dots about what is happening in the global economy, and understand the world around them from a perspective not often found in mainstream media. |
| Canadian Community Economic Development Network #610, 620 View St. Victoria BC V8W 1J6 www.ccednet-rcdec.ca | Founded in 1999, the Canadian Community Economic Development Network (CCEDNet) is a national non-profit charitable, member-based organization, whose mission is to promote and support community economic development for the social, economic and environmental betterment of communities across the country. CCEDNet represents over 490 members and member associates who are practising CED in a wide variety of social and economic sectors. | Among other research, peer learning and advocacy work, CCEDNet has a major project underway. The Pan-Canadian Community Development Learning Network (PCCDLN) is a two and a half year project of CCEDNet that seeks to promote learning about and examine how integrated, community-based initiatives contribute to social inclusion. |

APPENDIX G: SUMMARY OF FUNDING

The bulk of research in the field of adult education and social movement learning is conducted either totally within the Academia or in collaboration with a university. As a result, the funding is mainly acquired through the traditional channels of funding scholarly research.

The materials amassed suggest that the main funding body for research in the field of social movement learning is The Social Sciences and Humanities Research Canada (SSHRC). Through their Community-University Research Alliances (CURA) program, they fund research that is designed as collaboration between one or more University-based applicants and co-applicants, collaborators and partners from other organizations or from the community.

There are only a few studies in progress funded by SSHRC that focuses on the social movements as sites of learning; majority of it touches the subject, without stating it as a focus.

The funding bodies can be classified in:

- Federal
- Provincial
- Not-for-profit/Fundations
- Unions

Except for few Federal and Provincial funding bodies (ex: HRSDC, SSHRC) and for Unions, all other funding bodies are sustained by a sophisticated mixture of funding venues:

- membership fees
- revenue from diverse activities (published articles, conferences, etc.)
- project funding from government(s)
- institutional donors
- individual donors

These mixed-funded organizations form the majority of funding sources for research about social movements/learning in social movements. Even if a foundation states its private and charitable character, it is sometimes hard to know if their funding originates entirely from private funds, membership fees and individual donors, due to their numerous strategic partnerships with other, non-private organizations.

The findings suggest that funding is project-driven. That means: 1) a research project will find its funding from various sources, rather than being 'tailored' to match a single funding source and 2) once a need is identified, funding is gathered from various sources to create a new 'pool' for the newly identified need. The result is a new *program* funded by a new *partnership* of organizations or by a totally new body. An example is the Canada Volunteerism Initiative.

The findings also suggest that Canada has a vibrant and growing number of community foundations (one source – CFC - states 153). This comes to strengthen the conclusion that funding is project-driven.

Although a wealth of funding sources might be available, there is no guarantee that the right funding will reach the right project in useful time, in part because of the complexity of the grant-seeking process.

Unions are self-sponsored through membership/participants fees and donations. Findings suggest that union's adult education interventions are more formal, better organized and stand on a long tradition; also, that the Canadian labour movement encourages research.

Among social movements, in Canada the most funded one is community development.

The findings also suggest that anti-poverty research is underfunded and does not meet a favorable environment among funding bodies. Researchers seeking funding might tend to disguise the tackling of anti-poverty issues under the 'community development' or 'economic sustainability' labels.

Appendix G.1: Funding Sources

Federal Research Funding bodies:

SSHRC Social Sciences and Humanities Research Canada:

<http://www.sshrc-crsh.gc.ca/>

Community-University Research Alliances (CURA)

2004-05 Competition Results:

Applicant/Candidat: Belinda Leach, University of Guelph

Title/Titre: Rural women making change

Value/Valeur: 1,000,000

Duration/Durée: 5 years/5 ans

Applicant/Candidat: Paul-André Lapointe, Université Laval

Title/Titre: Innovations, formation et protections sociales dans le travail et l'emploi

Value/Valeur: 1,000,000

Duration/Durée: 5 years/5 ans

Applicant/Candidat: Christopher McAll, Université de Montréal

Title/Titre: La multidiscrimination à l'aide sociale et le risque d'itinérance

Value/Valeur: 90,000

Applicant/Candidat: Darrin Lehman, The University of British Columbia

Partner/Partenaire: Mission Possible, Vancouver BC

Title/Titre: Community resources and positive outcomes for diverse groups experiencing homelessness

Value/Valeur: 99,418

Duration/Durée: 2 years/2 ans

Monsieur Peter J. Dorrington

University of Regina

Résistances et convergences : stratégies identitaires des francophones et des Métis de l'Ouest canadien Regina

SK

2005/10/20 - 2005/10/23

\$20,000

Dr. Melanie G. Wiber

University of New Brunswick

Learning Communities as a Tool in Natural Resource Management Halifax NS

2005/11/04 - 2005/11/06

\$25,000

2005 Canada Graduate Scholarships, SSHRC Doctoral and Postdoctoral Fellowships /

As of 2005/08/26

University of Calgary

Laurendeau, Jason E. \$20,000

Risk and gender in a radical social movement

The University of British Columbia
 Kennelly, Jacqueline J. \$40,000
 Activist youth conceptions of citizenship and democracy: implications for education

University of Victoria
 Gray, Nelson C. \$40,000
 The rise of Canadian ecological theatre

University of Manitoba
 Sims, Laura C \$40,000
 Examining the role of transformative learning in community-based environmental assessment

Carleton University
 McGrane, David P. \$20,000
 The transformation of social democratic ideas in Saskatchewan and Québec between 1967 and 2003

Zydowicz, Marcin \$17,500
 Globalization, new social movements and global resistance: a new period in an era of old ways

de Stecher, Annette W. \$17,500
 Sites of resistance: impact of missionary activity on the cultural production of Indigenous women in Canada

Collombat, Thomas \$105,000
 The dynamics of the International Labour Movement: the case of the Americas

Queen's University
 Burkowicz, Jakub M. \$17,500
 What can social movements teach us about multiculturalism

University of Toronto
 Mündel, Karsten \$20,000
 The learning dimensions of farmers' transition for sustainable agriculture

York University
 White, Melissa A. \$105,000
 Listening well in Canadian multiculturalism discourses: the minor languages of queers, boat people, and minority film-makers

McGill University / Université McGill
 Walsh, Shannon D. \$105,000
 Youth activism and social movements: research as social change in an era of globalization

Canada Volunteerism Initiative

Canada Volunteerism Initiative

The Canada Volunteerism Initiative (CVI) aims to promote Canadians' participation in and contributions to their society. The goals of the CVI are to encourage Canadians to participate in voluntary organizations, to improve the capacity of organizations to benefit from the contributions of volunteers, and to enhance the experience of volunteers.

The CVI is funding three national centres:
 the Knowledge Development Centre (<http://www.kdc-cdc.ca/>), operated by the [Imagine Canada](#).

the Information, Capacity-Building and Awareness Centre, operated by Volunteer Canada
the Community Support Centre, operated by Volunteer Canada in partnership with Imagine Canada.
There are two Research Funding Programs operated by the Knowledge Development Centre operated by
Imagine Canada:

Community-Based Research Fund. Applications to the community-based research fund should address issues relating to volunteering and volunteerism in a local or regional area or community. Community-based research may have a rural area, a city or town, a province or territory, or a region as its focus. Approximately \$340,000 is available for community-based research in this competition. The Knowledge Development Centre will provide a maximum of \$40,000 for community-based research projects. Projects will commence in April 2006. Projects will be funded for a maximum of twelve months with the research component scheduled to take about **ten months** to complete.

National Research Fund. Applications to the national research fund should focus on subjects that have pan-Canadian relevance. National research should have regional representation in its sample. Approximately \$240,000 is available for national research in this competition. The Knowledge Development Centre will provide a maximum of \$55,000 for national research projects. Projects will be funded for a maximum of twelve months with the research component scheduled to take about **ten months** to complete.

Provincial Research Funding:

Ontario Trillium Foundation: <http://www.trilliumfoundation.org/>

The Ontario Trillium Foundation receives an annual allocation of \$100 million from the Government of Ontario through the province's charity casino initiative. The Ontario Trillium Foundation distributes its funding to charities and not-for-profits through two granting programs: Community and Province-Wide. Within those programs, funding is allocated in four sectors: Arts and Culture, Environment, Sports and Recreation, and Human and Social Services.

Canadian Foundations

The Maytree Foundation:
<http://www.maytree.com/>

The Maytree Foundation is a private Canadian charitable foundation established in 1982. The Foundation is committed to reducing poverty and inequality in Canada and to building strong civic communities. The Foundation seeks to accomplish its objectives by identifying, supporting and funding ideas, leaders and leading organizations that have the capacity to make change and advance the common good. Maytree believes that there are three fundamental issues that threaten political and social stability: wealth disparities between and within nations; mass migration of people because of war, oppression and environmental disasters, and the degradation of the environment.

Strategic Partners:

The Maytree Foundation awarded \$640,000 to support the Caledon Institute of Social Policy; \$412,046 to support Tamarack – An Institute for Community Engagement;
Citizens for Public Justice and the Public Justice Resource Centre – [http://www.cpj.ca](http://www.cpj.ca;);
Institute for Media, Policy and Civil Society - <http://www.impacs.org/>

The J.W. McConnel Family Foundation
<http://www.mcconnellfoundation.ca>

Established in 1937 by John Wilson McConnell (1877-1963) explores ways to address pressing social problems by helping organizations achieve long-term systemic change. Over the past several years, for instance, they funded programs to assist family care-givers, and the success of those programs contributed to recent policy changes at the federal level which show the possibility for long-term systemic changes. They also supported a number of initiatives to strengthen the voluntary and not-for-profit-sector.

An important ongoing role for the Foundation remains focused on knowledge, by linking practitioners and theoreticians, convening communities of practice, and by developing new evaluation methodologies and systematic enquiry into the nature and conditions of sustainable social innovation.

They help to create and share knowledge: the Foundation looks for learning in every grant and in all the work we do; we support building knowledge within our own organization, sharing knowledge with others and integrating knowledge into the work we support.

The Muttart Foundation

<http://www.muttart.org/>

The Muttart Foundation is a private foundation which supports charities in Canada, primarily in Alberta, Saskatchewan, the North West Territories and the Yukon. The Foundation's particular interest involves initiatives that directly support young people. While there may be involvement of other members of a family, the Foundation will want to see that the primary focus of the charity's work is with young people.

Walter & Duncan Gordon Foundation

<http://www.gordonfn.org/>

The Walter & Duncan Gordon Foundation is dedicated to the development of sound and innovative public policies, founded on those values fundamental to Canadians, and designed to foster the continuing evolution of a dynamic and independent Canada.

The Foundation is committed to meticulous research, forward thinking and philanthropic risk taking. The Founders created a mandate so flexible that the Foundation's grant-making has responded well to changing times over the past four decades. Peacekeeping, Peacemaking and Nuclear Disarmament; Adult Education; Air Quality Legislation and Enforcement; Environmental Policy; Water; Circumpolar Peace, Security and Health; Persistent Organic Pollutants; Northern Communities; Chief Kerry's Moose; Northern Resource Development and Sustainable Communities

CFC Community Foundations of Canada:

<http://www.cfc-fcc.ca/index.cfm>

Community Foundations of Canada (CFC) is the membership organization for Canada's vibrant and growing network of 153 community foundations. CFC is active in global networks that promote philanthropy and a healthy civil society.

CFC's four key goals are to:

Provide support for established and emerging member foundations

Promote the community foundation movement

Demonstrate philanthropic leadership in Canada and internationally

Build CFC's own effectiveness and efficiency

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