

## Profile of a Comparative and International Education Leader: Anne Hickling-Hudson<sup>1</sup>

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This is the first profile of comparative and international education leaders that will be included in each forthcoming issue of the *Global Comparative Education Journal* by the World Council of Comparative Education Societies (WCCES) History Team. Beginning with Anne Hickling-Hudson, this profile provides a brief biographical background of Anne's upbringing and education in the Caribbean and Hong Kong. It also documents her distinguished career in which she rose to senior leadership positions in national, regional, and international academic professional organizations in the UK, Caribbean, and Australia, including serving as WCCES President from 2001-2004. The article is based on multiple data gathering and analysis techniques, including oral interviews, discourse analysis, and archival analysis. Article highlights include a review of some of Anne's key family and career milestones, an overview of the tremendous impact she had on the field of comparative and international education, as well as her advice for those considering pursuing a career in this area.

هذه أول لمحة عن قادة التعليم المقارن العالمي التي سيتم إدراجها في العدد القادم من مجلة التعليم المقارن العالمي الصادرة عن فريق التاريخ التابع للمجلس العالمي لجمعيات التعليم المقارن (WCCES). بداية بآن هيكليغ هيدسون Anne Hickling Hudson ، هذا الملف يعرض سيرة ذاتية موجزة عن تعليم آن Anne في منطقة البحر الكاريبي وهونغ كونغ. كما أنه يوثق حياتها المهنية المتميزة في المملكة المتحدة، ومنطقة البحر الكاريبي، وأستراليا، حيث انتقلت إلى مناصب قيادية عليا في المنظمات المهنية الوطنية والإقليمية والدولية، بما في ذلك منصب رئيس المجلس العالمي للعلوم الاقتصادية والاجتماعية للفترة الممتدة بين 2001-2004. ويستند هذا المقال إلى تقنيات متعددة لجمع البيانات وتحليلها، بما في ذلك المقابلات الشفوية، وتحليل الخطاب إضافة لتحليل الأرشيف. وتشمل أبرز المقالات استعراض العديد من المعالم الرئيسية لأسرة آن Anne وحياتها المهنية، كما يوفر لمحة عامة عن الأثر الهائل التي خلفته في مجال التعليم المقارن والدولي، فضلا عن المشورة والتوجيه لأولئك الذين يبحثون عن متابعة مسيرتهم المهنية في هذا المجال.

### 国际比较教育先锋的人物简介: 安妮·希克林-哈德森

国际比较教育先锋的人物简介”由世界比较教育学会联合会 (WCCES) 历史小组编写，将刊载于每期发行的《国际比较教育》期刊中。本期首篇人物简介有关于安妮·希克林-哈德森 (Anne Hickling-Hudson)。本文记叙了安妮在加勒比地区和香港的成长背景，以及她在香港、加勒比地区和

<sup>1</sup> This profile draws heavily from two interviews conducted by the author with Anne Hickling-Hudson on 22 September 2016 and 16 August 2017. All of the uncited direct quotes in this profile derive from these interviews.

澳大利亚的杰出职业生涯。她曾在这些地方成为地区、国家和世界的学术专业组织的高级领袖，其中包括在2001-2004年期间担任WCCES主席。本文基于多种数据搜集和分析技术，包括口头访谈、话语分析和档案分析。本文亮点包括回顾了安妮的核心家庭成员和职业里程碑，评述了她对国际比较教育领域的巨大影响，并为有志于在此领域发展的人们提供了建议。

### **Profil des Leaders de l'Éducation Comparée et Internationale: Anne Hickling-Hudson**

Il s'agit du premier profil des leaders de l'éducation comparée et internationale qui sera inséré dans chaque prochain numéro du *Journal Mondial de l'Education Comparée* par l'équipe d'histoire du Conseil mondial des associations d'éducation comparée (WCCES). Commenant avec Anne Hickling-Hudson, ce profil fournit un bref historique biographique de l'éducation d'Anne dans les Caraïbes et à Hong Kong. Il présente également son illustre carrière au Royaume-Uni, aux Caraïbes et en Australie, où elle a occupé des postes de direction dans des organisations professionnelles académiques nationales, régionales et internationales, y compris le poste de président du WCCES de 2001 à 2004. L'article s'appuie sur de multiples techniques de collecte et d'analyse de données, y compris des entretiens oraux, des analyses de discours et des analyses archivistiques. Les points saillants de l'article incluent une revue de plusieurs étapes clés de la famille et de la carrière d'Anne, un aperçu de l'énorme impact qu'elle a eu dans le domaine de l'éducation comparée et internationale, ainsi que des conseils pour ceux qui envisagent de poursuivre une carrière dans ce domaine.

### **Профиль лидера сравнительного и международного образования: Энн Хиклинг-Хадсон**

Это первая статья о лидерах в области сравнительного и международного образования из серии “Профиль лидера-новатора”, подготовленная командой истории WCCES, которая будет включена в каждый из предстоящих выпусков “Всеобщее сравнительное образование: Журнал WCCES”. Начиная с Анны Хиклинг-Хадсон, этот профиль содержит краткую биографическую информацию о детстве Анны в Карибском бассейне и Гонконге. Статья также рассказывает о ее выдающейся карьере в Великобритании, Карибском бассейне и Австралии, где она поднялась на руководящие должности в национальных, региональных и международных академических профессиональных организациях, в том числе в качестве президента WCCES с 2001 по 2004 год. Статья основана на нескольких методах сбора и анализа данных, включая устные интервью, анализ дискурса и архивный анализ. Основные моменты статьи включают рассказ о главных семейных и карьерных вехах в жизни Анны, обзор огромного влияния, которое она оказала на сравнительное и международное образование, а также рекомендации для тех, кто рассматривает возможность проведения карьеры в этой области.

### **Perfil de un Líder en Educación Internacional Comparada: Anne Hickling-Hudson**

Este es el primer Perfil de Líderes en Educación Comparada Internacional que será incluido en cada edición de la *Revista de Educación Comparada Global*

del Equipo de Historia del Consejo Mundial de Sociedades de Educación Comparada (WCCES). Comenzando con Anne Hickling-Hudson, este perfil proporciona una breve introducción bibliográfica acerca de la crianza de Anne en el Caribe y en Hong Kong. También documenta su ilustre carrera en el Reino Unido, el Caribe y Australia, donde ascendió a altos cargos de liderazgo en organizaciones profesionales académicas tanto nacionales, regionales como internacionales, incluyendo el cargo de presidente de WCCES en el periodo 2001-2004. El artículo se basa en múltiples técnicas de recolección y análisis de datos, incluyendo entrevistas orales, análisis de discurso y análisis de archivos. Entre los puntos destacados del artículo se incluyen una reseña de varios de los hitos clave de la familia y la carrera de Anne, una visión general del tremendo impacto que tuvo en el campo de la educación comparada internacional, así como consejos para aquellos que consideran seguir una carrera en esta área.

**Keywords:** Anne Hickling-Hudson, History, Comparative and International Education, Pioneer Leaders, Leadership

Beginning with Anne Hickling-Hudson, President of the World Council of Comparative Education Societies (WCCES) from 2001-2004, we will include a Profile of Comparative and International Education Leaders in each forthcoming issue of the *Global Comparative Education Journal*. It is a major initiative undertaken by the WCCES History Team, and highlights the need to document our rich history. The profiles are patterned after UNESCO's Profile of Educators, which has long been a part of its flagship journal *Prospects*. This and each subsequent profile will include a series of data gathering and analysis techniques, including oral interviews, discourse analysis, and/or archival analysis.

### **Biographical Background in the Caribbean and Hong Kong**

Anne Hickling-Hudson, Jamaican born and raised, has lived since 1985 in another British Commonwealth country, Australia, where from 1987 to 2012 she was a teacher educator at the Queensland University of Technology in Brisbane. Born during the Second World War in September 1943, Anne grew up in Jamaica, then a British colony in the West Indies.<sup>2</sup> Her parents, Kathleen Bond and Herbert Hickling, married in 1940. Both were well educated and influential in the life of Anne, her siblings, and all those who interacted with the Hicklings. Kathleen grew up in a musical environment and studied the piano and violin



On the left is Anne's mother, Kathleen Bond, as she sat in her piano studio; on the right is her father, Herbert Hickling. Both photos were taken in 1938. Photos courtesy of Anne Hickling-Hudson.

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<sup>2</sup> Including Anne's biographical history growing up in a British Commonwealth country in the Caribbean highlights many of the social divisions built into colonial society, since colonial governments generally only permitted a small minority to receive secondary and tertiary-level education.

in Jamaica as an adolescent, then qualified as a music teacher in Bristol and London, England, in the mid-1930s. She attained her Licentiate of the Royal Academy of Music (LRAM), specializing in piano teaching. As a qualified professional, Kathleen ran her own music school (the Kathleen Bond Studio of Music), which was established in 1935 with the help of her parents who gave her a grand piano and a studio in the garden, adjacent to their family home. She taught several generations of Jamaican students to play the piano. She also set up another studio in Kingston where her colleague, Doris Livingston, taught the violin. Both teachers prepared their students in the eight-year program of classical music designed and examined by the Board of the Royal Schools of Music located in England.

Anne's father Herbert, from a farming family in rural Jamaica, performed well in the British (Cambridge) school-leaving exams in Jamaica, and obtained employment in the British colonial Civil Service in Kingston as an administrator. He was a financial controller and worked in different ministries of the colonial government, including in the areas of agriculture and housing. When he retired, he played a major part in setting up a folk museum, travelling around the island collecting artefacts and arranging their exhibition in the museum. The museum is still in Spanish Town, Jamaica, and stands as a legacy to Anne's parents' efforts to preserve their island heritage and culture. Her parents served as a constant example to their family and others of gender equality. Both worked full-time for over half a century until they retired, living in the family home in which Kathleen had grown up.

Anne followed in her parents' footsteps, and grew up in a home filled with music and love. Anne was the eldest of three siblings. Her brother Frederick was born 13 months later, in November 1944, and her sister Gillian in November 1946. For primary schooling, Anne and her siblings attended a private preparatory school in Kingston. Anne's parents also adopted a cousin born in 1956, Kathryn Bond, who was the daughter of her mother's brother, George Bond.

The most influential educator of Anne's formative years was her mother, Kathleen, who taught all her children to read before they attended prep school. Their upbringing fostered a love of reading, studying, and the arts. Like her mother, she studied both the piano and violin as a youth. By the age of 17 she had passed all eight grades, in both instruments, in the annual examinations set and marked by the Royal Schools of Music (UK). Anne inherited her mother's violin and brought it to Australia with her in the 1980s. Kathleen didn't succeed in persuading Anne's brother to study music formally, but he became a very arts-oriented medical doctor, working in his spare time as stage manager for the National Dance Theatre Company for some 20 years, experimenting with drama therapy for psychiatric patients, and creating his own musical theatre shows. Making music and enjoying it is still a major part of the siblings' lives. Gillian also studied both piano and violin, while Kathryn excelled in the piano and folk music research, becoming one of the founders of the Carifolk Singers in Jamaica, and launching a Caribbean folk-singing group in Atlanta. "There is no question that my parents were instrumental in shaping our education and our character" Anne reflected. "We knew that we were part of a relatively privileged intellectual middle class, and we were brought up with a sense of commitment to serving society."



The Hickling family in the mid-1950s. Front row from left to right, Gillian, Frederick, and Anne; back row Kathleen and Herbert Hickling. Photo courtesy of Anne Hickling-Hudson.

Anne attended one of the top independent high schools in Jamaica during the 1960s—St. Andrew High School for Girls. This school was operated along English grammar-school lines by the Presbyterian and Methodist churches. Anne demonstrated leadership skills early, becoming a Prefect at St. Andrew, with responsibilities for mentoring younger students. Challenged by their parents to gain as much education as they could, Anne and her siblings all won scholarships to study at the University of the West Indies (UWI).<sup>3</sup> Following Jamaica's independence in 1962, UWI became independent after 14 years of having been a College of the University of London. Because of their close ages, Anne studied at UWI along with her siblings. Her sister Gillian completed her BSc degree in Botany and Zoology and did her MSc in Nematology at the University of London, later becoming a high school Science teacher. Her brother Frederick studied medicine at UWI from 1962, specialized in psychiatry at the University of Edinburgh, and became a professor of Psychiatry at UWI. Her younger cousin Kathryn later gained First Class Honours in Education at UWI and an MEd in Atlanta, USA, becoming a high school Science and Mathematics teacher with expertise in Special Education.



Anne at a University of Hong Kong ball in 1966 with her future husband, Brian Hudson. Photo courtesy of Anne Hickling-Hudson.

Anne graduated from UWI in 1965 with a BA in History Honours. Desiring to expand upon her Caribbean background, Anne turned to Asia to continue her higher education. Having performed well in her undergraduate degree, Anne won an Issa Scholarship for postgraduate study, and chose to study for an MA research degree in History at the University of Hong Kong. Prior to this time, Anne had very little academic exposure to Asia, so she wanted to help fill this gap by studying Chinese history.

Hong Kong changed the course of Anne's life in many ways. First, it brought an international exposure unlike anything she had experienced to that point in her life. It was also the place where she met her "beau" and future husband, Brian James Hudson. Like Anne, Brian began his studies at the University of Hong Kong in 1965. He had won a Commonwealth Scholarship and was doing his PhD in urban planning. He already had a BA in Geography and a Master of Civic Design from the University of Liverpool, and had several years of work experience as an urban planner in England and as a lecturer at a university in Ghana. Anne and Brian started dating only a few months after they arrived at the University of Hong Kong. In Hong Kong, Anne studied not only for her master's research degree in Chinese History, but also completed a course in Chinese (Mandarin) for 18 months.

After completing two years of graduate studies in Hong Kong, Anne returned to Jamaica in September 1967. Within two months, Brian decided to suspend his PhD research and fly to Jamaica, where he proposed to Anne in December. They were married in March 1968, and are now nearing their 50th wedding anniversary. Anne completed her master's degree in 1968, and Brian received his PhD in 1970.

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<sup>3</sup> Anne mentioned that "It was not until my generation that more people got a chance to go to university. My parents were highly educated for their generation, but the British did not set up a university in the Caribbean until 1948 and there was no chance for them to attend university."



In the second year of their marriage, Anne and Brian had a son, Dominic. Anne's uncle, George Bond, had a son, Alexis, who was the same age as Dominic; these cousins grew up together like brothers. At the age of 8 Alexis became the ward of Anne and Brian, growing up as part of their family in the Caribbean and Australia from that time forward. Dominic and Alexis now have families of their own and live in Brisbane, Australia.

### **Career and Charting a Course in CIE**

Having completed her BA and MA, Anne worked in London for a short time as a high school teacher, then in Jamaica for a stint in radio broadcasting, then as a lecturer in history education at a Teachers' College in Jamaica. Desiring to immerse herself more in education, Anne returned to studying at UWI, this time attaining a graduate Diploma in Education. "In those days most well-educated girls went into teaching or nursing or something to do with administration or a secretarial career, and I chose teaching," Anne recalled. This teaching career became the path Anne would pursue for the rest of her professional life.

She had a deep interest in trying out the classroom strategies she had learned in the education diploma course, and sought out a teaching position at a government high school in a disadvantaged area of Kingston. Anne considers this job a watershed experience in her early career in terms of working with students facing the challenges of poverty and learning to teach in a difficult urban environment with limited resources. After four years of school teaching, she returned to teacher education having developed more expertise not only in teaching but also in curriculum development, leading a team assigned by the Ministry of Education to produce materials for a new high school curriculum in Social Studies. Additionally, for community service, Anne taught classes in adult literacy, especially in the women's movement, and for many years she was a board member of JAMAL, the national adult literacy association. It was during this period that Anne and her colleagues wrote a series of newspaper articles entitled "Whose History?" as a postcolonial challenge to the new History syllabus of the Caribbean Examinations Council for the new school-leaving examinations, which were being designed to replace the colonial British examinations in the General Certificate of Education (GCE). Anne and her colleagues argued that the new syllabus showed little change from the old colonial one, and advocated a much more Caribbean-centered approach (see A Group of History Teachers 1977a and 1977b). In the evolution of the syllabus, major changes along these lines were made from this time onwards.

While in Jamaica, Brian and Anne were invited to participate on secondment from their jobs (Brian was by this time a lecturer in Geography at UWI) to work for two years for the government of Grenada during the 1979-1983 revolution led by Maurice Bishop (see Grenade 2015). Anne worked as part of the Grenadian team implementing a new program for qualifying teachers, and in policy development in the Ministry of Education. Brian worked in Grenada as Chief Town Planner (1981-1983). During this time he organized the Physical Planning Department, coordinated previous



From left to right, Anne, Dominic, Alexis, and Brian in their two-year rented house in Grenada, 1983. Photo courtesy of Anne Hickling-Hudson.

Physical Planning reports, implemented a planning process, and put in place training for Grenadian staff.

The time Anne and her family spent in Grenada, following the work she had done in Jamaican education during a decade of controversial postcolonial change, had an extremely significant impact in shaping the rest of Anne's career and outlook on education. She experienced firsthand newly independent island states trying to reorient their society and culture after 300 years of colonialism. She worked collaboratively with citizens tackling the problematic aftermath of colonialism including the very poorly developed education system the British had left them.

Developing the national education system, the Grenadian revolutionary government launched a comprehensive adult literacy program, new forms of community education, a new teacher education system, a school curriculum starting to reflect Grenadian and Caribbean culture, new examinations, an expanded technical and vocational education sector, and a program providing university scholarships to far more people with the assistance of Cuba (see Hickling-Hudson 1989). The government of Cuba provided extensive support during this revolutionary period.

A few months before her tenure in Grenada, Anne was selected as one of a five-member mentoring team working with Grenadian teachers under the leadership of Brazilian educator Paulo Freire. This proved to be a watershed experience for Anne and many others involved with this experience. Freire's utilization of the dialogic method in education provided an avenue for the five mentors (from Argentina, Brazil, Colombia, Jamaica, and Peru) to help local Grenadian teachers think about an opportunity to change their own education system from the bottom up. For two weeks, they engaged in structured discussion of how they might consider changing the education system in a way that would best meet local needs and interact with the window of change that the revolution was providing in every sector, including in education. Anne learned firsthand how to organize and utilize the pedagogy of dialogue (see Hickling-Hudson 1988b and 2014). Meeting Freire and other Latin American teachers helped stimulate and expand wider ideas of educational change. "It was wonderful to work with a leadership team like the one Freire organized," Anne reflected. "Growing up in the British Caribbean, you hardly ever meet people from Latin America, even though we are on each other's doorstep. British colonialism creates silos of language and culture that prevented us from collaborating on a regular basis. We had never interacted with Latin American educators before. It was an eye opener in many ways." After the Freire workshop, she moved to Grenada to work for two years with the Grenadian teacher educators who ran the innovative National In-Service Teacher Education Program (NISTEP) launched by the People's Revolutionary Government to provide initial qualifications for hundreds of unqualified teachers.

Anne had the opportunity to visit Cuba during her two-year tenure in Grenada. This proved to be another eye-opening experience that helped shape her comparative outlook on education. It was the first time Anne had seen a school system entirely outside of the British norm. It was different from other Caribbean education models. Through a Rockefeller Fellowship at the City University of New York in 1995-6, Anne undertook further research on Cuban and Caribbean education. She has published extensively on Cuban education over the years, her interest stemming from her initial interaction with Cuban educators in the early 1980s (see, for instance, Hickling-Hudson 1996, 1997b, 2000, 2004; Hickling-Hudson et al. 2006; Hickling-Hudson et al. 2012; Hickling-Hudson and Arnove 2014).

Anne, Brian, and their family returned to Jamaica at the end of their two-year contracts in September 1983, knowing nothing of the leadership conflict that was to result in the collapse of the revolution and the US invasion of the tiny society of 100,000 people in October 1983. Grenadians, suffering from poverty and underdevelopment in every sector of the society and economy, had designed and established new opportunities, but were unable to sustain revolutionary change. Anne's experience in Grenada became the scholarly focus of both her UWI master's research degree in education (1988) and later her doctoral dissertation at the University of Queensland in Australia (1995).

In 1985, Anne and Brian decided to move their family to another country of the British Commonwealth, this time to Australia. They settled in Brisbane, Brian as an academic teaching Physical Planning at the Institute which in 1990 became the Queensland University of Technology (QUT). Once again becoming a teacher educator,

Anne was encouraged to pursue a PhD at the University of Queensland, where she elected to focus her doctoral studies and dissertation on the changes that had taken place in Grenadian education. Australia provided Anne with a platform where she could write several scholarly contributions about Grenada over two-and-a-half decades (see, for instance, Hickling-Hudson 1988a, 1988b, 1989, 1995, 1997a, 2012, 2014).

Australia is where Anne first had the opportunity to chart a course in comparative and international education. The Australian education system was very similar to the one in Jamaica, only far more wealthy. The British were also in Australia, where Anne further recognized how the British have stamped their education model all around the world. Wherever they had colonies, they set up this education system. Becoming integrated into the Australian education system was not difficult for Anne because all of her education experience was in countries of the British Commonwealth. Reflecting on her educational experiences in Jamaica, Hong Kong, and Australia, Anne commented:

The strength of comparative and international education is that it gives you a global understanding of education systems and models, strategies, and pedagogies. You know you are not alone in facing education problems. For example, I learned that the education system in Jamaica is very similar to the one in Hong Kong when I was there. And it is very similar to the one in Australia. The difference lies in wealth, resources, and what you teach in history classes and so on. It's an excellent field of study for all students of education to engage in, for it gives you a socio-historical context to make sense of the micro aspects of education like curriculum, pedagogical strategies, policy choices, cultural and psychological assumptions, leadership practices, funding, and many others. And it gets you to think about what's good or what might need



A family photo in Brisbane, Australia, 1985. After having started high school in Grenada and Jamaica, Dominic and Alexis did their last three years of high school at Brisbane State High. From left to right, Alexis, Dominic, Anne, and Brian. Photo courtesy of Anne Hickling-Hudson.



rethinking in your country's education policy and practice, because you are seeing that other countries may have different approaches.

Within two years of arriving in Australia (1987), Anne applied for and won an advertised tenured lectureship in teacher education at the Brisbane College of Advanced Education (BCAE) which was the state's largest and leading institution for educating teachers. It merged in 1990 with other tertiary colleges to become the new Queensland University of Technology (QUT). During the 1990s, these newly-combined universities established all over Australia were encouraging their lecturers to do their PhDs (they had Masters degrees but very few had PhDs at that time). Anne received another scholarship, this time from the Australian government to pursue her PhD in Education at the University of Queensland, and was awarded the PhD in 1995. Anne's dissertation compared adult and literacy education in Grenada in two different time periods, during the Grenada revolution and after its collapse. This research won two prizes for dissertation of the year in 1996, the Gail P. Kelly Award from the US-based Comparative and International Education Society and the prize awarded by the Australian Association for Research in Education.

Anne has published widely and has won prestigious fellowships and grants to conduct her research. Among research grants that she has won are the Rockefeller Fellowship mentioned above, a postdoctoral fellowship, grants to study cross-cultural education and co-design the development of a "Studies of Asia" curriculum in selected Australian universities, two large Australian Research Council grants for working with educators in health education in Papua New Guinea, and an Australian grant from the Office of Learning and Teaching for working interstate with three other universities to develop a "public pedagogy" approach in university teaching. Her research led to the first comprehensive study of Cuba's unique internationalist role in education, published in the 2012 book *The Capacity to Share: A Study of Cuba's International Cooperation in Education* (edited and authored by Anne Hickling-Hudson, Jorge Corona Gonzalez and Rosemary Preston). Regarded as an expert in her field, Anne has been invited to give numerous keynote conference addresses, conference papers and university guest lectures in countries including Australia, Barbados, Canada, China, Cuba, Finland, Ghana Hong Kong, Jamaica, Nepal, Singapore, South Africa, Sudan, Taiwan, Trinidad, the UK, and the USA.

After 25 years of teaching and research in education at QUT, Anne retired and has continued as an Adjunct Professor of Education since 2013 in QUT's Faculty of Education. She continues to co-edit the book series *Postcolonial Studies in Education* (Palgrave Macmillan) which has so far published 15 scholarly books, and the online journal *Postcolonial Directions in Education*.

As a lifelong learner, Anne expanded beyond education into other academic areas. In her third year in Australia, she completed a graduate diploma in Film and Media Studies (1988). She wanted to better understand the expression of history and culture through documentary and fictional film (for instance see Hickling-Hudson 1996). Australia was the first place she lived with distinctive Indigenous peoples who came from cultures far more ancient than European cultures (Hickling-Hudson 2005). It was here that she realized how Indigenous stories were being told and documented by those who dominated the film industry. And for the most part, Whites dominated the film industry in Australia. "It was primarily White Australians who were creating films about Indigenous Black Australians," she commented. "The colonial message of hierarchy came through those films" (see Hickling-Hudson 1990).

## Impact on the Field

Striving for equity in education and overcoming some of society's greatest socio-cultural education challenges are among the constant themes woven throughout Anne's scholarly contributions in the field. She has championed many social justice issues for decades in several global regions. Devoting much of her career to advocating for the disadvantaged, Anne believes we can learn from our past. She is a historian, and as such urges that as educators we broaden our scope to include the arts and the culture of societies. Only then can we better understand how messages are created and re-created through these types of expression.

One of her primary goals has been to open people's eyes to the entrenchment of negative colonial influences and the promise of postcolonial thinking in contemporary societies (Hickling-Hudson and Ahlquist 2003; Hickling-Hudson, Matthews and Woods 2004; Hickling-Hudson 2010; Hickling-Hudson and Mayo 2012). This perspective helps individuals better understand how to deal with social justice issues of race, equity, and poverty. Ideas about race stem largely from colonial times. "If you can analyze how racist ideas developed and were passed down through the generations, then you can contest them—sexism, racism, and of course the very dangerous divide in wealth in society," Anne argues. "The social class divide is something very few countries have tackled with any success."

Among the first articles Anne wrote on Australian education examined how computers and information technology were being introduced into high schools (Hickling-Hudson 1992). Anne and a team of researchers examined how these programs were launched in wealthy schools compared to poor schools. Their findings highlighted how poorer children are disadvantaged in the system. Anne advocates that we need to call out the vicious cycle of disparities that exists between wealthy and poor schools.



Anne is pictured here on the left during a visit to a Cuban school in 1998. Photo courtesy of Anne Hickling-Hudson.

In each of her presidential leadership positions—of the Australia and New Zealand Comparative and International Education Society (1998-1999)<sup>4</sup>, World Council of Comparative Education Societies (2001-2004), British Association for International and Comparative Education (2009-2010), and the Australian Association for Caribbean Studies (2009-2011) - Anne felt it was extremely important to have an international perspective and a globally-informed perspective. Perhaps Anne's work on Cuba best highlights this dual perspective. For example, over a 25-year period Anne was able to document and share many of the positive realities about the Cuban higher education system. Anne notes how "during the Cuban revolution Cuba has built one of the most effective education systems in the world. So much so that it has been able to provide medical and educational help around the world, and to

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<sup>4</sup> ANZCIES members voted in 2014 to rename their society the Oceania Comparative and International Education Society (OCIES) to better reflect the entire Oceania region.

offer thousands of scholarships for people from poor countries to attend its universities in Cuba.” The Cuban higher education system offers an alternative model and is outside of the dominant higher education paradigm (Jacob and Hawkins 2015). The expansion of education during the Cuban Revolution meant that by the 1980s, “20-30% of the cohort-eligible students were attending higher education.” This is in comparison to the English-speaking Caribbean and other similar regions where the education system was developing much more slowly.

During her tenure as President of WCCES (2001-2004), Anne energized and engaged the standing committees of the World Council. Of particular note, Anne helped the committees transition to greater autonomy and diversity, where representation from each of the major global regions was a major focus. This effort has continued to this day. Despite the many gains achieved during her presidency, she worries about the fact that the WCCES needs greater funding than it has traditionally had. In her efforts to help WCCES colleagues provide scholarships and funding to scholars from some of the most disadvantaged regions within the Council, she notes how “I wish we could have greater fundraising efforts to help many more people attend important executive committee meetings and the triennial world congresses, and do collaborative academic work across countries and cultures.” In 2008 she observed that:



Attending the annual conference of OCIES in Sydney, 2016. From left to right, Bob Teasdale, Unaisi Nabobo-Baba, Anne, and Eve Coxon (current president of OCIES). Photo taken by Zane Marhea, courtesy of Anne Hickling-Hudson.

Something that is very noticeable to a black person joining the WCCES meetings is the very small number, sometimes the absence, of black representatives. The absence of course has to do with the subordinated and dependent position of peoples of African, Indian and other kinds of Indigenous descent during the centuries of colonial suffering. The structuring of race and poverty on the world stage through the grossly unjust international economy which has grown out of colonial history ensures that impoverished developing countries have per capita incomes a fraction of those of the wealthy countries of Europe, North America, and Australia. (Hickling-Hudson 2008, p. 71)

Anne represented the World Council in official visits to many comparative education societies and also to a visit she made to UNESCO in Paris, where she met with the Director General and other UN leaders.

When asked what advice she would give someone interested in pursuing a career in comparative and international education, Anne suggests that

anyone entering the field would benefit from studying how postcolonial philosophy gives you a paradigm for understanding colonial history and its aftermath, and the implications for education. What was done during colonial times? What was the effect on people’s psyches? What social systems emerged under colonial rule and what were the movements for resistance? In the context

of changes in the 20th and 21st centuries, how do neo-colonial legacies still continue to influence systems, including education? With a postcolonial approach, you can stand back and understand from many angles how social ideas change, and work out policies that would make the education system progress and be fair to diverse countries and cultures and groups. When you study postcolonial theory, you get an understanding of how that can be done. Of course you need to study other theories too. But a postcolonial approach has been very influential to me. I think that people going into comparative education need to have a strong foundation in philosophy and history so that they understand the possibilities of the field of comparative education.

“Comparative education is absolutely essential to help overcome the pitfalls in education at the local and global levels,” Anne continues. “What we need to do is to be more successful in persuading others of the importance of the comparative and international education field. This field is not represented enough globally and especially not in poorer contexts and countries. Those with finances and comparative and international education skillsets need to help contribute and spread the field. Advocacy for the field is an essential step in showing the strength of the field.” Anne’s career reflects her message and commitment to the comparative and international education field.

A Group of History Teachers. 1977a. Series of articles in *The Jamaica Daily News*, Jamaica, titled “Whose History?” (1) “African Heritage Denied Again,” Monday, 11 April 1977; (2) “CEC Shows Little Change From GCE,” Tuesday, 12 April 1977; (3) “Does the Syllabus Really Matter?” Wednesday 13 April 1977; and (4) “Sources for a West Indian Approach,” Friday 15 April 1977.<sup>5</sup>

A Group of History Teachers. 1977b. “Whither West Indian History?” *The Sunday Gleaner*, 9 October 1977.

Grenade, Wendy C., ed. 2015. *The Grenada Revolution: Reflections and Lessons*. Jackson, MS: University Press of Mississippi.

Hickling-Hudson, Anne. 1988a. *In-Service education in Grenada, 1980-1983: Case Study of a Problem-Solving Strategy*. Unpublished M.A. thesis, University of the West Indies, Mona, Jamaica.

Hickling-Hudson, Anne. 1988b. “Towards Communication Praxis: Reflections on the Pedagogy of Paulo Freire and Educational Change in Grenada.” *Journal of Education* 170 (2): 9-38.

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<sup>5</sup> These 1977 newspaper articles were written in Jamaica by schoolteachers using the pseudonym “A Group of History Teachers”—the group consisting of Anne Hickling-Hudson, Bonita Harris, Jim Schecher, and Dawn Dayes. Anne and her colleagues wrote the articles as a postcolonial challenge to the new History syllabus of the Caribbean Examinations Council (CEC) for the new school-leaving examinations, which were being designed to replace the colonial British examinations in the General Certificate of Education (GCE). Anne and her colleagues argued that the new syllabus showed little change from the old colonial one, and advocated a much more Caribbean-centered approach. In the evolution of the syllabus, major changes were made from this time onwards.



- Hickling-Hudson, Anne. 1989. "Education in the Grenada Revolution, 1979-1983." *Compare* 19 (2): 95-114.
- Hickling-Hudson, Anne. 1990. "White Construction of Black Identity in Australian Films About Aborigines." *Literature and Film Quarterly* 18 (4): 263-274.
- Hickling-Hudson, Anne. 1992. "Rich Schools, Poor Schools, Boys and Girls: Computer Education in Australian Secondary Schools." *Journal of Education Policy* 7 (1): 1-21.
- Hickling-Hudson, Anne. 1995. *Literacy and Literacies in Grenada: A Study of Adult Education in the Revolution and Afterwards*. Unpublished Ph.D. dissertation, University of Queensland, Brisbane, Australia.
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- Hickling Hudson, Anne. 1997a. "Caribbean Experiments in Education for Social Justice: The Case of Grenada." In *Social Justice and Third World Education*, edited by T. Scrase (pp. 133-162). New York: Garland.
- Hickling-Hudson, Anne. 1997b. "Cuba's University Scholarships to Its Neighbours and National Development in the Caribbean." *Centro: Journal of the Centro des Estudios Puertorriquenos* IX (9): 94-114.
- Hickling-Hudson, Anne. 2000. "The Cuban University and Educational Outreach: Cuba's Contribution to Postcolonial Development." In *Local Knowledge and Wisdom in Higher Education*, edited by G. R. Teasdale and Zane Ma Rhea (pp. 187-208). London: Pergamon.
- Hickling-Hudson, Anne, and Roberta Ahlquist. 2003. "Contesting the Curriculum in the Schooling of Indigenous Children in Australia and the USA: From Eurocentrism to Culturally Powerful Pedagogies." *Comparative Education Review* 47 (1): 64-89.
- Hickling-Hudson, Anne, Julie Matthews, and Annette Woods, eds. 2004. *Disrupting Preconceptions: Postcolonialism and Education*. Flaxton, Australia: Post Pressed Publishers.
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- Hickling-Hudson, Anne. 2005. "'White', 'Ethnic' and 'Indigenous.' Pre-service Teachers Reflect on Discourses of Ethnicity in Australia." *Policy Futures in Education* 3 (4): 340-359.
- Hickling-Hudson, Anne, Jorge Corona Gonzalez, and Elvira Martin-Sabina. 2006. "Education in Newly Independent Countries: Problematic Models and the Significance of the Cuban Alternative." *Journal of Development Studies (Journal Fur Entwicklungspolitik, Austria)* 22 (4): 96-125.
- Hickling-Hudson, Anne. 2008. "Improving Transnational Networking for Social Justice: 2001-2004." In *Common Interests, Uncommon Goals: Histories of the World Council of Comparative Education Societies and its Members*, edited by Mark Bray, Vandra Masemann, Maria Manzon (pp. 69-82). Hong Kong: Comparative Education Research Centre, University of Hong Kong.

- Hickling-Hudson, Anne. 2010. "Curriculum in Postcolonial Contexts." In *International Encyclopedia of Education*, 3<sup>rd</sup> Ed., edited by Penelope Peterson, Eva Baker, and Barry McGraw (pp. 299-305). Oxford, UK: Academic Press.
- Hickling-Hudson, Anne, Jorge Corona Gonzalez, and Rosemary Preston, eds. 2012. *The Capacity to Share: A Study of Cuba's International Cooperation in Education*. New York: Palgrave Macmillan.
- Hickling-Hudson, Anne. 2012. "Grenada, Education, Revolution." In *Caribbean Reasonings. Caribbean Political Activism, Essays in Honour of Richard Hart*, edited by Rupert Lewis. Kingston, Jamaica: Ian Randle Publishers.
- Hickling-Hudson, Anne, and Peter Mayo. 2012. "Furthering the Discourse in Postcolonial Education." *Postcolonial Directions in Education* 1 (1): 1-8.
- Hickling-Hudson, Anne. 2014. "Striving for a Better World. Lessons from Freire in Grenada, Jamaica and Australia." *International Review of Education* 60(4): 523-543.
- Hickling-Hudson, and Robert F. Arnove. 2014. "Higher Education and International Student Mobility: The Extraordinary Case of Cuba." In *The Internationalization of Higher Education and Global Mobility*, edited by Bernhard Streitwieser (pp. 209-228). *Oxford Studies in Comparative Education*. Oxford, UK: Symposium Books.
- Hickling-Hudson, Anne. 2016. Skype interview with W. James Jacob, Huiyuan Ye, and seven colleagues from the Institute for International Studies in Education, University of Pittsburgh, USA, from Pittsburgh, USA to Brisbane, Australia, 22 September 2016.
- Hickling-Hudson, Anne. 2017. Skype interview with the author, Memphis, USA to Brisbane, Australia, 16 August 2017.
- Jacob, W. James, and John N. Hawkins. 2015. "Trends in Chinese Higher Education: Opportunities and Challenges." In *Higher Education Reform: Looking Back – Looking Forward*, edited by Pavel Zgaga, Ulrich Teichler, Hans G. Schuetze, and Andra Wolter (pp. 133-147). Frankfurt, Germany: Peter Lang.

### **Selected works by Anne Hickling-Hudson on the Caribbean**

- A Group of History Teachers. 1977. Series of articles in *The Jamaica Daily News*, Jamaica, titled "Whose History?" (1) "African Heritage Denied Again," Monday, 11 April 1977; (2) "CEC Shows Little Change From GCE," Tuesday, 12 April 1977; (3) "Does the Syllabus Really Matter?" Wednesday 13 April 1977; and (4) "Sources for a West Indian Approach," Friday 15 April 1977.
- A Group of History Teachers. 1977. "Whither West Indian History?" *The Sunday Gleaner*, 9 October 1977.
- Hickling-Hudson, Anne. 1996. "Challenges to Underdevelopment: The Caribbean Significance of Two Films of Revolutionary Cuba." *Third World in Perspective* 1 (3): 143-161.
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- Hickling-Hudson, Anne. 1997. "Caribbean Experiments in Education for Social Justice: The Case of Grenada." In *Social Justice and Third World Education*, edited by T. Scrase (pp. 133-162). New York: Garland.
- Hickling-Hudson, Anne. 1999. "Experiments in Political Literacy: Caribbean Women and Feminist Education." *Journal of Education and Development in the Caribbean* 3 (1).
- Hickling-Hudson, Anne. 2000. "Globalization and Restructuring for New Times: Some Implications for Universities in the Commonwealth Caribbean." In *Globalization Impacts on Education and Culture: Accommodation and Resistance across Countries*, edited by Nelly P. Stromquist and Karen Monkman (pp. 219-238). Boulder, CO: Rowman and Littlefield.
- Hickling Hudson, Anne. 2000. "Postcolonialism, Hybridity and Transferability: The Contribution of Pamela O'Gorman to Music Education in the Caribbean." *Caribbean Journal of Education* 22 (1 & 2): 36-55.
- Hickling-Hudson, Anne. 2000. "Scholar Activism for a New World: The Future of the Caribbean University." In *The University in Transformation: Global Perspectives on the Futures of the University*, edited by S. Inayatullah and J. Gidley (pp. 149-160). Westport, CT: Praeger.
- Hickling-Hudson, Anne. 2004. "Caribbean 'Knowledge Societies': Dismantling Neo-colonial Barriers in the Age of Globalisation." *Compare* 34 (3): 293-300.
- Hickling-Hudson, Anne. 2012. "Grenada, Education, Revolution." In *Caribbean Reasonings: Caribbean Political Activism. Essays in Honour of Richard Hart*, edited by Rupert Lewis. Kingston, Jamaica: Ian Randle Publishers.
- Hickling-Hudson, Anne. 2012. "Studying in Cuba, Returning Home to Work: Experiences of Graduates from the English-Speaking Caribbean." In *The Capacity to Share: A Study of Cuba's International Cooperation in Education*, edited by Anne Hickling-Hudson, Jorge Corona Gonzalez, and Rosemary Preston (pp. 109-128). New York: Palgrave Macmillan.
- Hickling-Hudson, Anne. 2015. "Caribbean Schooling and the Social Divide: What Will It Take to Change Neo-colonial Education Systems?" Invited paper for the annual conference of the Comparative and International Education Society, Washington DC, 8-13 March 2015. Available online: <https://eprints.qut.edu.au/79602>; accessed 29 August 2017.
- Hickling-Hudson, Anne. 2016. "Rex Nettleford: 1933-2010." Biographical Profile in *Dictionary of Caribbean and Afro-Latin American Biography*, Edited by Franklin Knight and Henry Louis Gates Jr. Oxford, UK: Oxford University Press.

### **Selected speeches by Anne Hickling-Hudson**

- Hickling-Hudson, Anne. 2001. "New Trends in Education: What Role for Teacher Education?" Invited keynote paper presented to the International Conference on Teacher Education, Philippines Normal University, Manila, 9-11 January 2001.
- Hickling-Hudson, Anne. 2002. "Multicultural Education and the Postcolonial Turn." Invited keynote address, Worldwide Comparative Education Forum, Beijing Normal University, Beijing, China, 14-16 October 2002.

- Hickling-Hudson, Anne. 2002. "Envisioning 'Planetism': Current Curriculum Trends and Their Implications for Educational Practice." Invited keynote paper presented at the Annual Conference of the Taiwan Education Research Association, comprising nine education associations including the China Comparative Education Society–Taipei (CCES-T), 13-15 December 2002.
- Hickling-Hudson, Anne. 2003. "Refocusing Universities in Australia: Are There Lessons for Developing Countries?" Invited keynote paper presented at the Annual Conference of the Association of Caribbean Higher Education Administrators (ACHEA), University of the West Indies, Barbados Campus, 3-5 July 2003.
- Hickling-Hudson, Anne. 2003. "Ex Cathedra: The Training of Teachers for Cultural Diversity." Invited keynote paper presented at the UNESCO Policy Forum on Planning for Diversity: Education in Multi-ethnic Societies, International Institute for Educational Planning, Paris, France.
- Hickling-Hudson, Anne. 2004. Presidential Keynote Address at the 12<sup>th</sup> World Congress of the WCCES in Havana, Cuba 2004.
- Hickling-Hudson, Anne. 2004. "How to Prepare the Global Teacher?" Invited Keynote paper presented at the triennial conference of the World Council of Curriculum and Instruction, Wollongong, Australia, 5-9 July 2004.
- Hickling-Hudson, Anne. 2010. "Disrupting Preconceptions: Education for Social Justice in the Imperial Aftermath." Invited keynote Presidential Address at the Conference of the British Association of International and Comparative Education (BAICE), University of East Anglia, UK, September 2010.
- Hickling-Hudson, Anne. 2010. "Disrupting Preconceptions: Rethinking Education through Postcolonial Perspectives." Invited keynote address at the Conference of the International Baccalaureate Organization: Asia-Pacific, Singapore headquarters.
- Hickling-Hudson, Anne. 2012. "Seeking Justice: Seizing Transformative Moments in Education." Invited keynote address presented in Khartoum, Sudan, at the Student Research Conference, 3-5 December 2012. This conference was organized by NOMA/NUCOOP, a consortium of Norwegian and African universities.
- Hickling-Hudson, Anne. 2013. "Changing Education for a Changing World." Invited address at a conference on *Quality in the Classroom*, organized by the Rato Bangala Foundation and the Government of Nepal, Kathmandu, 4-7 April 2013.
- Hickling-Hudson, Anne. 2013. "Paulo Freire: Pedagogical Struggles for a Better World." Invited paper at the 15<sup>th</sup> triennial World Congress of the WCCES, University of Buenos Aires, 24-28 June 2013.
- Hickling-Hudson, Anne. 2014. "Cuba's Internationalism: Participant Narratives and the Role of Cuban Universities in Supporting Educational Aid." Invited paper presented in a panel of educators at the UNIVERSIDAD conference, Havana, February 2014.
- Hickling-Hudson, Anne. 2014. "Reforming Caribbean Education: Towards a Radically Postcolonial Path to Change." Invited paper presented in a Keynote Panel of ANZCIES Elders, 44<sup>th</sup> conference of the Australia and New Zealand Comparative and International Education Society (ANZCIES), Queensland University of Technology, November 2014.



### **Selected works on Anne Hickling-Hudson**

- Evans, Hyacinth. 2009. "Breaking Barriers: Anne Hickling-Hudson Interviewed." In *Six Jamaican Educators*, edited by Hyacinth Evans (pp. 193-234). Kingston, Jamaica: Arawak Publications.
- Neoh, Jia Ying. 2016. *Anne Hickling-Hudson*, CIEclopedia entry. Available online: <http://www.nie.edu.sg/research/publication/cieclopedia-org/cieclopedia-org-a-to-z-listing/hickling-hudson-anne>; accessed on 29 August 2017.