

In This Issue

- * Director's Message * OISE/CIDEDEC at CIES 2017
- * Interview with Professor Diane Gérin-Lajoie * Reflections from the Field
- * Joseph P. Farrell Student Research Symposium
- * Faculty & Student Publications * Presentations * Awards
- * Interview with CIDE student, Yecid Ortega Paez * Research News
- * New CIDE Core Course * Call for Proposals

1. DIRECTOR'S MESSAGE

Dear members of the CIDEDEC community,



As the academic year 2016-2017 draws to a close I am pleased to report another interesting set of ongoing and new CIDEDEC and CIDE collaborative specialization activities and initiatives since the Fall 2016 newsletter. Currently, the CIDE collaborative specialization serves approximately 69 masters and 75 doctoral students, of whom 14 have transferred into the specialization since last September. I

extend a sincere welcome to these new members of the CIDEDEC community. My special thanks to the CIDE Student Association and its executive for taking the lead in organizing a number of community events and activities, including beginning and end-of-term potlucks, and documentary film events. With support from our administrative officer Joanne Bacon, professor Carly Manion, and various CIDEDEC affiliated professors and students, the CIDE Seminar Series provided a continuous line up of interesting talks throughout the year by faculty, visiting scholars and students.

The CIDE Centre was also pleased to welcome Visiting Scholars for this academic year, including Steve Bahry, Malini Sivasubramaniam, Kara Janigan and Mary Catherine Lennon. In May we will be welcoming a Visiting Professor from China, Wu

Xiangrong, who is hoping to learn about school supervision policies and processes. In July we will hopefully be joined for several months by a team of three professors from Xinjiang Normal University in China as Visiting Scholars. Their interest is in minority language education. They will be hosted by CIDEDEC with the help of Steve Bahry and Jeff Bales.

Please take a look at the contents of the newsletter to get a perspective about the kinds of professional activities that our CIDE faculty and students have been up to this academic year. There is a feature interview with CIDE faculty affiliate, professor Diane Gérin-Lajoie. There is also a report from the field from Norin Taj about her thesis research in Karachi, Pakistan. CIDESA executive member Yecid Ortega shares some of his thoughts about language education in Colombia. Read about Steve Bahry's collaborative work with a community organization, Midaynta, that CIDEDEC and OISE have been collaborating with in their work on youth radicalization.

I am especially pleased to announce that Dr. Elizabeth Buckner has accepted the new faculty post ion Comparative and International Higher Education. Elizabeth is a Stanford graduate with a concentration in Comparative Education and Sociology of Education. She is a specialist in higher education, and has extensive field experience in the Middle East and North Africa. Most recently she has been teaching as a Visiting Assistant Professor at Teachers College, Columbia University. Join me in welcoming Elizabeth to the CIDE community when she begins her work with us in the Fall.

I am also pleased to announce that professor Kathy Bickmore will be taking over leadership of the CIDE collaborative specialization and CIDEDEC in January 2018, as I enter the retirement and emeritus phase of my university career.

We hope that you all have a productive Summer term, whether you are continuing your studies, engaged in other kinds of professional work, or taking some time off with families and friends.

Stephen Anderson, CIDEDEC/CIDE Specialization Director, OISE

2. CIDE STUDENT ASSOCIATION 2017-2018

Kindly join us in welcoming the 2017-2018 CIDESA Core Committee.

Alaa Ahmed - M.Ed. Student in Curriculum, Studies and Teacher Development (CSTD) in the Department of Curriculum, Teaching, and Learning (CTL) at OISE.

Ayan Duale Jama - M.Ed. Student in Educational Leadership and Policy (ELP) in the Department of Leadership, Higher and Adult Education (LHAE) at OISE.

Labib Malik - M.Ed. Student in Adult Education & Community Development (AECD) in the Department of Leadership, Higher and Adult Education (LHAE) at OISE.

Shukri Hilowle - Ph.D. Student in the Department of Social Justice Education (SJE) at OISE.

Yecid Ortega - Ph.D. Student in Languages and Literacies Education (LLE) in the Department of Curriculum, Teaching and Learning (CTL) at OISE.

We thank Umesh Sharma and other outgoing CIDESA members for their wonderful service over the past year.

3. OISE/CIDEC AT CIES 2017



The CIES 2017 conference theme was, "Problematizing (In)equality: The Promise of Comparative and International Education". This annual meeting always draws a large number of faculty and students from OISE, particularly those associated with the CIDE collaborative specialization. This year was no exception and we're pleased to say that we had just under 40 individuals from OISE participating at

CIES 2017. While all of these individuals presented papers, several were also involved in organizing conference-related activities in their roles as chairs of Standing

Committees (SCs) and Special Interest Groups (SIGs). Here we mention Stephen Bahry, chair of the Language Issues SIG; Kara Janigan, for her involvement as



former chair of the New Scholars Committee and Carly Manion, outgoing co-chair of the Gender and Education SC. OISE/CIDE Ph.D. student, Norin Taj, is currently serving as Secretary-Treasurer for

the Gender and Education SC.

4. INTERVIEW WITH PROFESSOR DIANE

GÉRIN-LAJOIE: by Carly Manion



Professor Gérin-Lajoie is a faculty member in the Department of Curriculum, Teaching and Learning (CTL), in the Curriculum Studies and Teacher Development (CSTD) program. Since beginning at OISE, where she earned her PhD (Sociology), Gérin-Lajoie has been cross-appointed to the Centre de recherches en éducation franco-ontarienne (CREFO) (Centre for Franco-Ontarian Studies), and since 2015

has been serving as the centre's head. She recently led the process of creating OISE's first official collaborative specialization in French: *Éducation, francophonies et diversité*. Gérin-Lajoie is also an affiliated faculty member of the Comparative, International and Development Education (CIDE) specialization.

Research Interests and Experience: Professor Gérin-Lajoie has always brought a critical lens to whatever work that she is engaged in. When she first joined CREFO, she was drawn to the work being done by others there on linguistic minorities in the field of education and more precisely on Francophones in French minority language schools in Ontario. In the years that followed, Gérin-Lajoie developed her expertise in

this area, focusing on notions of identity, and particularly identity in youth from linguistic minorities, first in Ontario and since 2005 on the Anglophone linguistic minority in Quebec. As a sociologist of education, Gérin-Lajoie views identity as a social construct and does not look at it from a psychological point of view. Moreover, she is increasingly interested in, and is currently exploring the role of space and place in relation to identity.

Gérin-Lajoie's work has been supported by several large, multi-year SSHRC grants, and engages notions of power and of language as power, using a comparative lens to explore issues and features related to identity and youth in the two official linguistic minorities in Canada. She has recently received a SSHRC grant for 2017-2020 for a project entitled, *Trajectoires de vie de jeunes immigrants diplômés en contexte scolaire francophone minoritaire*.

In her research, Professor Gérin-Lajoie has primarily used qualitative approaches, positioning herself as an ethnographer, though in her most recent book (more below) she used a life history approach. With respect to her ethnographic work, Gérin-Lajoie talks of a continuum in such approaches, involving at one end the more traditional, grounded theory types, and those with a more postmodern bent on the other end.

A further dimension of her research focuses on teachers that work in French minority language schools in Ontario, and teachers that work in English minority language schools in Quebec. Of central concern is the role of the school in linguistic minority settings.

In terms of highlights from some of her research findings, Gérin-Lajoie suggests that there are important differences between the Quebec and Ontario cases in terms of discourse and practice: "It's clear that the minority language is not perceived in the same way". For example, French schools in Ontario have a clear mandate to preserve the French language and culture; however, this is not the case in English-speaking schools in Quebec – the notion that English language and culture is under threat and could be lost, is not part of the official discourse. The discourse focuses more on ensuring that the students in the English-speaking schools in Quebec will develop fluency in French and will be able to stay in the province. The stakes then

are perceived to be different: “The threat of French disappearing in Ontario, this is part of the daily discourse, but you don’t have that concern in Quebec... even in regions where French is really a majority language, it’s still not perceived as the most important thing to focus on. That’s why I was saying that language is very much related to power and the politics of language”. Where Gérin-Lajoie hasn’t seen as much difference is between the teachers working in English schools in Quebec and French schools in Ontario, “I think that practically speaking, the teachers in both types of schools see themselves as transmitting knowledge and not necessarily as linguistic reproduction agents... not in the way the Ministry of Education would like to see them make sense of the notion of linguistic identity anyway”.

Gérin-Lajoie has published three books, based on her research, and has edited a related volume. She has also widely published her research findings in scholarly journals. Her most recent book, *Negotiating identities: Anglophones teaching and living in Quebec* (UT Press, 2016), uses a critical sociological framework to explore the life stories of Anglophone teachers and illustrates the social practices that connect them with their linguistic, cultural and professional identities.

Teaching : Professor Gérin-Lajoie teaches courses in both English and French. One of her courses is on qualitative research methods and approaches. The other course is on minority education and identity construction. She explains that when she teaches it in French, the focus is more on the French reality in Ontario, but when she teaches it in English, the focus is more language and identity in relation to racial, ethnic and cultural diversity. While it hasn’t been offered in a few years, Gérin-Lajoie has also offered a doctoral seminar on policy, inclusion and teachers’ work.

Advice for students? When asked about any advice that she might give to current students, Professor Gérin-Lajoie reflected that as a graduate student herself, she didn’t really understand the process of writing a thesis, and that it’s helpful to see it as something that begins not when courses are done, but rather during coursework. Careful to clarify that she is not advocating students focus too narrowly, too soon, Gérin-Lajoie suggested that students should try to use coursework as an opportunity to explore, in their papers, some possible aspects of their thesis work (e.g., regarding their theoretical foundation).

To get a broader sense of what people are doing and what options are available, Professor Gérin-Lajoie also suggested that students seek out opportunities to take courses with many different faculty members. She reminds us that even if we're thinking we'd like to ask someone to be our research supervisor, that generally one course with that faculty member is sufficient for both they and the student to decide if it will work out. Additionally, Gérin-Lajoie encouraged students to take courses in different departments, and if appropriate, beyond OISE.

Professor Gérin-Lajoie also highlighted the importance of participating in graduate student life culture, and expressed concern for flex-time PhD students' ability to engage in such supportive and inspiring spaces and interactions.

Life Outside the Academy: While Professor Gérin-Lajoie defines herself largely in relation to her work, she has an active life beyond the academy. For over 25 years she has been participating in the Terry Fox run as well as the CIBC Run for the Cure.

I want to sincerely thank Professor Gérin-Lajoie for taking the time to speak with me for this newsletter interview.

5. REFLECTIONS FROM THE FIELD

By Norin Taj

Our car stopped at the front gate of a small house, I stepped out and scanned the environment. It was a small neighborhood with houses erected tightly together, cars parked on the narrow street and small children playing in the space between. I was warmly welcomed in a language familiar to my ears as poems of birds cuckooing in the trees. Inside was a small arrangement and I was settled in the 'drawing-room' (guest room) and served some snacks before continuing to the interviews.

It was my fourth day in Karachi and my first interview; I had to collect data on parents' views and aspirations for their daughters' education. In that room, with uneasy feelings and nervousness, I talked to a grandmother. I had not known the participants of the interview and accepted my position as a 'Canadian' going back to Pakistan to talk about 'girls' issues'. I also recognized that in general Pakistani people had mixed views on Malala Yousafzai – an icon for girls' education in

the world—which needed thorough framing of my questions as well. Preparing my questions in a way that conformed to the norms of the society also needed attention, for instance I was very careful when asking parents about their daughters' friends (and male friends) and decided not to even bring up those questions openly to the fathers and grandfather.

These notions of respect are expected in a society where religion and cultural norms shape the general interactions between the positions of power and subordinates, between the elders and younger, and between the teachers and students. These moral and civic values of traditional societies also influence the purpose of education to prepare future citizens for instance the concept of binary gender scale, the role of a man for 'production' and women for 'reproduction', the patriarchy and compliance and the collective sense of society that upholds its traditions are transmitted to younger generations through guidance, training and clear expectations.

It was easier to speak to a young mother in my second interview as I felt connected to her at many levels (in educational experiences, as a mother and as a student) which helped me to probe the questions and look for cues. She believed in supporting her daughter's education since she had faced challenges while attending co-education in her college/university years. The interview with the young father was also interesting as he valued education and listened to my questions carefully. He later expressed that he would want his daughter to grow up and study in Canada just like me.

I learned that for Pakistani parents, it has become a norm for the girls to attend schools or higher education. They help them by providing financial, physical and moral support, yet no one really knows what to do with that education afterwards. Girls are not expected to work after their education but to comply to the wishes of others. Parents fulfill the 'right' to education with their own understanding and definition of rights. Does this mean that the global narratives are understood differently in local settings as people have their predeveloped meanings of such notions? Do traditional societies try to fit the global norms into their preexisting norms? And even within a society how do differences exist between different generations?

I knew there were no simple answers to these questions when I spoke to my friends, driving home each evening. While commuting remained a key issue (as all the road links were simultaneously under construction before the next year's budget gets rolling) we stopped at the roadside eateries to get energized. The temperature in the high 20's was a sign of the arrival of spring, and as we ate American style 'burgers' along with spicy chutneys each day, I remained hopeful that new ideas will gradually blend in and improve the conditions for the girls' education in these societies. Those new spaces and ideas will be different than global and local but unique in their own way. The new generation is open-minded and will be the agents of change as one of the participant

commented, “the more we are educated, the more we can bring change.”

6. CIDEC presents the *JOSEPH P. FARRELL* *STUDENT RESEARCH SYMPOSIUM 2017*

The annual Joseph P. Farrell Student Research Symposium was held this year on Friday, February 17. We had a great turnout to hear 9 engaging presentations:

Session 1: Exploring Issues of Class and Culture in Education [Chair: Vandra Masemann]

Everyone's Story: Becoming Culturally Collaborative by Using Hermeneutics for Equity in Blended Learning Discussions [Teresa Avery, M.A. Student, CTL]

Gender Complexities in Jamaican Secondary Education: Class, Culture and the 'Elephant' in the Room [Everton Ellis, PhD Candidate, LHAE]

Pedagogical Relationships in a Culturally Specific Program in Toronto [Alexandra Arraiz Matute, PhD Candidate, CTL]

Session 2: Governing and Internationalizing Education [Chair: Carly Manion]

China's Outward-Oriented Higher Education Internationalization: A Multidimensional Analysis and an Empirical Inquiry into the Views of International Students [Hantian Wu, EdD Candidate, LHAE]

Governance and Management of Pre-University Education in Egypt [Ayman Rizk, PhD Candidate, LHAE]

Say 'Hello' and Don't Say 'Ni Hao' – An Examination of English-Only Policies at the Workplace and Their Implications [Xiaoyong Xia, M.Ed. Student CTL]

Session 3: Language, Learning and Identities [Chair: Norin Taj]

Identity Investment: Harnessing Social Media as a Platform for an Identity Text Project [Rebecca Martyn, M.A. Student, CTL]

Code-Switching and the Reshaping of Identity: Written Narratives of Adult Chinese Multilingual Students [Wales Wong, M.A. Student, CTL]

Teachers' Perspectives on Uniform Language of Instruction in Low-Income Multilingual Communities: A Case Study of Karachi, Pakistan [Fatima Rizwan, M.Ed. Student, LHAE]

Special thanks to Joanne Bacon and Dr. Caroline (Carly) Manion for organizational support; CIDESA for co-sponsoring this event and to the Panel Chairs: Norin Taj, Carly Manion and Vandra Masemann for the Welcome and Opening Remarks honouring Joe Farrell.

7. CIDEC FACULTY & STUDENT PUBLICATIONS

Publications

Anderson, S.E. (2016). *Llevando innovación en programas educativas a gran escala: Perspectivas, estrategias y desafíos*. In Santiago Cueto (Ed). *Innovación y calidad en educación en América Latina*, pp 231-247. GRADE (*Grupo de Analysis para el Desarrollo with Iniciativa Latinoamericana de Investigación para las Políticas Públicas* (ISAIPP). Lima, Peru: CENDOC/GRADE.

Anderson. S.E. & Sivasubramaniam, M. (2017). Comparative perspectives on school improvement. In Kathy Bickmore, Ruth Hayhoe, Caroline Manion, Karen Mundy & Robyn Read (Eds.). *Comparative and International Education: Issues for Teachers* (2nd Edition), Ch 5, pp. 119-154. Toronto, Canada: Canadian Scholars Press.

Bahry, S., Niyozov, S., Shamatov, D., Ahn. E., & Smagulova, J., (2016). Bilingual education in Central Asia. In O. García and S. A. May (Eds.), *Encyclopedia of Language and Education*, 3rd Edn, Volume 5: Bilingual and Multilingual Education. New York: Springer Science + Business Media. Published online: Sept 10, 2016 NB: authors CIES members, Elise Ahn & Juldyz Smagulova are LI SIG members.

Bennett, B. & Anderson, S.E. (2017). Rethinking the intersection of instruction, change and systemic change. In Gene Hall, Donna Gollnick & Linda Quinn (Eds) *The Handbook of Teaching and Learning*, Ch. 26. Wiley-Blackwell.

Bickmore, K. Hayhoe, R., Manion, C., Mundy, K. & Read, R. (Eds.) (2017). *Comparative and International Education: Issues for Teachers*, 2nd revised & expanded edition. Toronto: Canadian Scholars Press. [1st edition = Mundy, Karen, Kathy Bickmore, Ruth Hayhoe, Katherine Madjidi & Meggan Madden (Editors, 2008)]

Bickmore, Kathy (2015). "Incorporating Peace-Building Citizenship Dialogue in Classroom Curricula: Contrasting Cases of Canadian Teacher Development" In Régis Malet & Suzanne Majhanovich (Eds.), *Building Democracy in Education on Diversity*. Rotterdam, Netherlands: Sense Publishers, pp.17-39.

Bickmore, K., Awad, Y. and Radjenovic, A.. (2017). Voices of Canadian and Mexican Youth Surrounded by Violence: Learning experiences for peace-building citizenship. Research in Comparative and International Education (Theme issue: Revisiting Peace Education: Bridging

Theory and Practice. Guest Editor, Zehavit Gross). March. (Presented at CIES, 3/2016)

Corcoran, J. N. (in press). The potential and limitations of an English for research publication purposes course. In M. J. Curry & T. Lillis (Eds.) *Global academic publishing: Policies, practices, and pedagogies*. Clevedon, UK: Multilingual Matters.

Corcoran, J. N. (2017). A Review of "Getting published in academic journals: Navigating the publication process" (B. Paltridge & S. Starfield). *Journal of English for Academic Purposes*. <http://dx.doi.org/10.1016/j.jeap.2017.01.002>

Corcoran, J. N. (2017). The potential of autobiographical identity texts in EAP classrooms. *College ESL Quarterly*, Winter 2017, 1-7.

Corcoran, J. N. & Englander, K. (2016). A proposal for critical-pragmatic approaches to English for research publication purposes. *Publications*, 4(6), pp. 1-10.

Corcoran, J. N. (2016). Scholarly writing support for graduate students at research-intensive universities: A review of "Research Literacies and Writing Pedagogies for Masters and Doctoral Writers" (Eds. C. Guerin & C. Badenhorst). *English for Specific Purposes Today*, 4(2), pp. 281-288.

Corcoran, J. N. (2016). Review of "The Semiperiphery of Academic Writing: Discourses, Communities & Practices" (Ed. Karen Bennett). *European Science Editing*, 42(3), pp. 73-75.

Corcoran, J. N. (2016). Review of *Current Perspectives on Pedagogy for English as a Lingua Franca* (Eds. Y. Buyyurt & S. Akcan). *Journal of English as a Lingua Franca*, 5(1), pp. 183-194.

Hayhoe, R., Manion, C. and Mundy, K. (2017). *Why Study Comparative Education?* In K. Bickmore, Ruth Hayhoe, Carly Manion, Karen Mundy, Robyn Read (eds) *Comparative and International Education: Issues for Teachers*, Toronto: Canadian Scholars Press, expanded second edition, forthcoming in 2017.

Hayhoe, R. and Jun Li, "Philosophy and Comparative Education: What can we learn from East Asia?" in *Comparative and International Education: Issues for Teachers*, Toronto: Canadian Scholars Press, second edition, forthcoming in 2017.

Hayhoe, R. "Inter-religious Dialogue and Education: Three Historical Encounters between Christianity, Buddhism and Confucianism," in Malini Sivasubramaniam and Ruth Hayhoe (eds)

Religion and Education: Comparative and International Perspectives forthcoming in the Oxford Series of Comparative Education, Symposium Books, forthcoming in 2017.

Hayhoe, R., Pan, J. and Qiang Zha, "Transforming Canada-China Educational Cooperation: Significant Legacies and Future Challenges" in Ruth Hayhoe, Julia Pan and Qiang Zha (eds.) Canadian Universities in China's Transformation: An Untold Story (Montreal: McGill Queens University Press, 2016), pp. 1-32.

Hayhoe, R. and Qiang Zha, "The Educational Dimension of China's Transformation: from the Perspective of Canada-China University Partnerships" in Canadian Universities in China's Transformation: An Untold Story (Montreal: McGill Queens University Press, 2016), pp. 211-229.

Hayhoe, R. and Hayhoe, C. "Closing the Circle: Reflections on Past and Future Partnerships across the Disciplines" in Canadian Universities in China's Transformation: An Untold Story (Montreal: McGill Queens University Press, 2016), pp. 297-310.

Hayhoe, R. "The Idea of the Normal University and the University of Education: Implications for a Confucian Pedagogy," In John Chi-kin Lee and Christopher Day (eds.) Quality and Change in Teacher Education: Western and Chinese Perspectives (Dordrecht, Netherlands: Springer, 2016), pp. 215-230

Malone, H., Rincón-Gallardo, S., & Kew, K. (Forthcoming) Future Directions of Educational Change: Social Justice, Professional Capital and Systems Change. <https://www.routledge.com/Future-Directions-of-Educational-Change-Social-Justice-Professional-Capital/Malone-Rincon-Gallardo-Kew/p/book/9781138283916>

Muchu Zhang with Ruth Hayhoe, "The Origins of Modern Education in China" Chapter One of A Handbook of Chinese Education, edited by John Morgan, Qing Gu and F. Li Cheltenham, U.K., and Northampton, MA, USA: Edward Elgar Books, 2017.

Nieto, D., and Bickmore, K. (2017). Immigration and emigration: Canadian and Mexican youth making sense of a globalized conflict. *Curriculum Inquiry*, 47(1), 36-49.

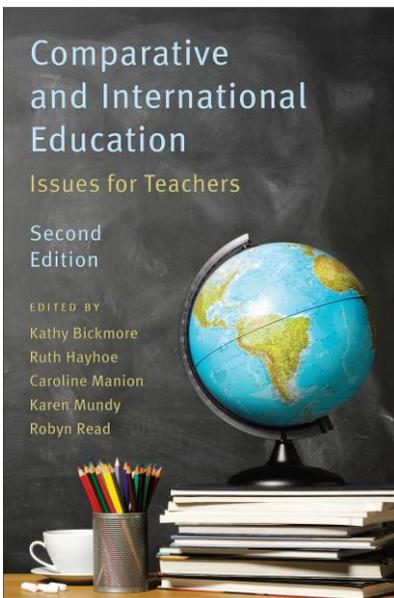
Nieto, D., & Bickmore, K. (2016). Citizenship and Convivencia Education in Contexts of Violence: Transnational challenges to peacebuilding education in Mexican schools (Educación Ciudadana Y Convivencia En Contextos De Violencia: Desafíos transnacionales a la construcción de paz en escuelas de México – in English). *Revista Española de Educación Comparada*(28), 109-134. doi:10.5944/reec.28.2016.17087

Rincón-Gallardo, S., & Fleisch, B. (2017) Bringing Effective Instructional Practice to Scale. *Special Issue of the Journal of Educational Change*, 17(4).

<https://link.springer.com/journal/10833/17/4/page/1>

Rouf, K. (2017). Measuring training participants' changing performance using self-reporting methods and their implication in the Grameen Bank training evaluation. *International Journal of Research Studies in Education*, 7(2), 41-51.

Books by Faculty and CIDE Graduates



Bickmore, K., Hayhoe, H., Manion, C., Mundy, K. and Read, R. (eds.) (2017). *Comparative and International Education: Issues for Teachers*. Toronto: Canadian Scholars Press.

With a stronger focus on the teacher's role and emerging alternative pedagogies in diverse settings, this thoroughly updated second edition draws on research by scholars from the Americas, Australia, Africa, Asia, Europe, and the Middle East. *Comparative and International Education: Issues for Teachers* offers an overview of the history of comparative education and international development education, exploring issues related to social justice, human rights, gender equality, and Indigenous knowledge in the classroom. Appropriate for

use in undergraduate and graduate education courses, this edited collection will help students better understand how globalization has impacted the classroom and led to the internationalization of schooling.

*Malini Sivasubramaniam and Ruth Hayhoe (eds.) *Religion and Education: Comparative and International Perspectives* (scheduled to come out in the Oxford Studies in Comparative Education Series under Professor David Phillips, with Symposium books, in late 2017).*

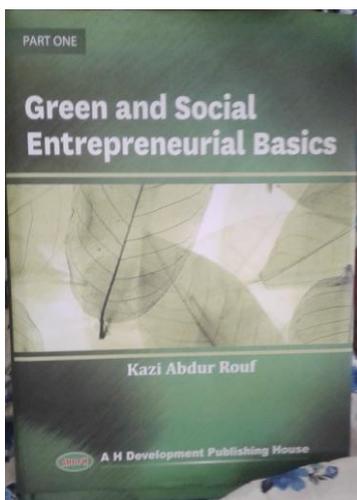
Green and Social Entrepreneurial Basics

Author Dr. Kazi Abdur Rouf, Visiting Scholar, FES

Publisher name: A. H. Development Publishing House

Publishing Period: February, 2017 ahdph@ahdphbook.com

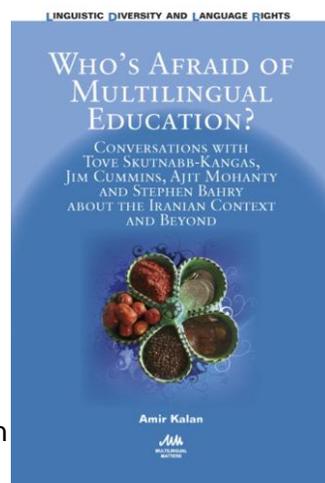
Book is available on Amazon.com



The book defines green businesses, social business, the economics of green economy, and the importance of the social economic mission blended organizations and their legal and financial management issues. The book contains green and social businesses different theories and thoughts. It focuses on new green and social entrepreneur's business skills development, small and medium (SME) green business development. Moreover, it covers what entrepreneurs do, need to do, the problems and challenges they face, their frustrations and satisfactions, and on how entrepreneurs think, feel and act. The book also contains solutions for strategies to increase entrepreneurs' understanding of the evolving business challenges associated with each stage (starting small businesses, resources collection, running businesses, marketing businesses, pricing and costing of products)

Who's Afraid of Multilingual Education?

More than 70 languages are spoken in contemporary Iran, yet all governmental correspondence and educational textbooks must be written in Farsi. To date, the Iranian mother tongue debate has remained far from the international scholarly exchanges of ideas about multilingual education. This book bridges that gap using interviews with four prominent academic experts in linguistic human rights, mother tongue education and bilingual and multilingual education. The author examines the arguments for rejecting multilingual education in Iran, and the four interviewees counter those arguments with evidence that mother tongue-based education has resulted in positive outcomes for the speakers of non-dominant



language groups and the country itself. It is hoped that this book will engage an international audience with the debate in Iran and show how multilingual education could benefit the country.

Kalan, Amir (2016). Kalan, A. (2016), *Who's Afraid of Multilingual Education? Conversations with Tove Skutnabb-Kangas, Jim Cummins, Ajit Mohanty and Stephen Bahry about the Iranian Context and Beyond*. Multilingual Matters.

Publisher: Multilingual Matters Language: englISBN: 9781783096190

Format: eBook: See more at: <http://www.multilingual-matters.com/ebooks.asp?/&bid=9781783096190#sthash.c3EgZ7NU.dpuf>

Amir Kalan is a researcher at the Ontario Institute for Studies in Education of the University of Toronto, Canada. His research interests include multilingual education, multiliteracies, second language writing and multilingual text generation.

CIDEC Visiting Scholar, Dr. Steve Bahry was interviewed by Amir Kalan of LLE on the relevance to Iran of language and education in Afghanistan, Central Asia and northwestern China, areas Steve has researched for inclusion in the book "Who's Afraid of Multilingual Education? Conversations with Tove Skutnabb-Kangas, Jim Cummins, Ajit Mohanty and Stephen Bahry about the Iranian Context and Beyond" . In December 2016 a panel discussion / book launch was held in OISE's NEXUS Lounge with Ajit Mohanty (Jawaharlal Nehru University, India), Tove Skutnabb-Kangas (University of Lund, Sweden), Amir Kalan (LLE, OISE), and Jim Cummins, Diane Dekker and Stephen Bahry (CIDE) participating, introduced by Carly Manion of CIDEC and Enrica Piccardo of CERLL and moderated by Antoinette Gagné of LLE/CERLL. The link below will take you to the panel discussion

<https://www.youtube.com/watch?v=Uq1v3PU-oZM>

(AMIR KALAN 0:00

JIM CUMMINS 8:00

AJIT MOHANTY 16:00

STEVE 27:00

DIANE DEKKER 41:30

TOVE SKUTNABB-KANGAS 47:00

Bahry, S. & Kalan, A. (2016). Multilingual Education in China and Central Asia. In A Kalan (Ed.), *Who's Afraid of Multilingual Education? Conversations with Tove Skutnabb-Kangas, Jim Cummins, Ajit Mohanty and Stephen Bahry about the Iranian Context and Beyond* (pp. 104-127). Multilingual Matters.

Congratulations for the acceptance of the New Book Proposal

Drinkwater, M., Rizvi, F., & Edge, K. (Eds.) (Book Proposal accepted, January 2017). *Transnational perspectives on Democracy, Citizenship, Human Rights and Peace Education*. Bloomsbury, UK.

The volume will be based on CIE1006 course, *Transnational perspectives on Democracy, Citizenship, Human Rights and Peace Education*. Dr. Mary Drinkwater will be the lead editor for this book, with Dr. Fazal Rizvi (Melbourne Graduate School of Education) and Dr. Karen Edge (University College London) (also a CIDE graduate). The book will contain chapters from the guest lecturers in the course from OISE, MGSE and UCL. Chapters authors from OISE include: Mark Drinkwater, Mark Evans, Reva Joshee, Kathy Bickmore and Sarfaroz Niyozov.

Bringing Effective Instructional Practice to Scale

Recently released special issue of the Journal of Educational Change titled "Bringing Effective Instructional Practice to Scale" features 6 case studies from a diverse and wide range of countries: Colombia, Mexico, South Africa, India, Canada, and the United States. It also includes commentary papers by Michael Fullan and Richard Elmore. Santiago Rincon Gallardo, Chief Research Officer, Michael Fullan Enterprises, Inc. and a visiting scholar at OISE, University of Toronto worked as a guest co-editor for this special issue, together with Dr. Brahm Fleisch.

Here is a link to the special issue: <http://link.springer.com/journal/10833/17/4/page/1>

8. PRESENTATIONS

Anderson, S. (2016) Keynote. *Llevando innovaciones en programas educativos a gran escala: Perspectivas, estrategias y desafíos (Taking innovations in educational programs to scale: Perspectives, strategies and challenges)*. II Conferencia Regional de ILAIPP (*Iniciativa Latinoamericana de Investigación para las Políticas Públicas*). Lima (Peru) April 5-6, 2016.

Anderson, S. (2016). Keynote. *Los servicios locales de educación y el mejoramiento escolar*. Seminario Internacional Liderazgos para una Nueva Educación Pública: Fortaleciendo la Escuela desde el Territorio. International seminar hosted by Lideres Educativos: Centro de Liderazgo por La Mejora Escolar, Pontificia Universidad Católica de Valparaíso. Valparaíso (Chile), August 2, 2016; Santiago (Chile), August, 4, 2016

Bickmore, K. (2017). "Construcción de una Paz Democrática Duradera por medio del Currículo Cotidiano." Guest lecture at Universidad Iberoamericana, León Guanajuato, México (March 1)

Bickmore, K. (2016). "Enseñar para la construcción de una Paz Democrática Duradera por medio del currículo cotidiano." Keynote lecture at Foro: La Construcción de la Paz: Retos de la Educación. Bogota, Colombia (District Ministry of Education and NGO co-sponsors, September 23).

Bickmore, K. (2016). "Construcción de Paz Democrática en Escuelas." Keynote lecture, Save the Children Latin American regional education staff training conference, Lima, Peru (teleconference, March 28).

Hayhoe, R. (2016). Keynote Speaker for the World Congress of Comparative Education, Beijing Normal University, Beijing: "China in the Centre: What will it mean for Global Education?" This will be published in *Frontiers of Education in China*, Vol. 11, No.1, March 2016.

OCTOBER 2016 One Belt, One Road Conference, Ningxia, China

Stephen Bahry was an invited speaker at a conference in October 2016 on China's One Belt, One Road Strategy at Ningxia University, Yinchuan China. With graduate students of Ningxia University and Prof. Atsuko Shimbo-Kobayashi of Waseda University, Japan.

Bahry, S. 2016, Oct. 23. Multilingualism and Education in Central Asia and Northwest China: Implications of China's Central Asian Silk Road initiative. *International Seminar on China's*

Nationality Education Development in the Context of the "One Belt, One Road" Strategy. Ningxia University, Yinchuan, Ningxia Hui Autonomous Region, China, Oct 22-23.



Steve Bahry, Yinchuan China



9. AWARDS

At Midaynta Community Service's Annual General Meeting, Feb 15, 2017, Stephen Bahry received an award for his volunteer service as liaison between CIDEC and Midaynta and on



behalf of Dean Glen Jones was given an award acknowledging OISE's support for their ongoing work, especially the conference, *Youth Radicalization: New and Emerging Challenges*, co-organized by Midaynta Community Services, CIDEC/Ontario Institute for Studies in Education at the University of Toronto. Nov 16-17, 2016.

Photo, L_R: Jagmeet Singh, MPP, Brampton-Gore-Springvale; Mahad Yusuf, Executive Director, Midaynta Community Services, Stephen Bahry, the Hon. Laura Albanese, MPP, York South, Weston & Minister of Children and Youth Services.

10. LANGUAGE ISSUES SIG-CIES MINI-INTERVIEW WITH YECID ORTEGA PAEZ



What language issue do you wish would be paid more attention to on an international level?

Thanks for this question. I think there are several issues that deserve attention, but here I will mention 3 that I would be interested in learning more.

a) The role of English as a hegemonic language in developing countries and how it has been used as a device to marginalized local/aboriginal languages. Many teachers, scholars and researchers across the globe have been using English language to teach, to do research and to disseminate knowledge. I believe academics, teachers, researchers and writers can be empowered to use other languages and target audiences that have never been reached because they do not know English.

b) The importance of Mother Tongue Multilingual Education to enhance quality education. We need to learn the value and benefits of mother tongue instruction. Policy makers, education practitioners and specialists can support this initiative to promote inclusive education and equality in order to prepare ethnic/linguistic minority learners for literacy in both mother tongue, national languages and why not foreign languages.

c) How Language teacher education and/or teacher training can provide instruction for more culturally and linguistically relevant pedagogies that address issues that are relevant for communities. Sometimes nation states adopt foreign policies, curriculum and teaching practices in order to be prepared for the global academic and professional demands and dismiss the nation's cultural background and practices (e.g., aboriginal traditions and knowledges).

Briefly describe the current research or work that you are doing in the field of language issues.

The signing of the peace accords between the Colombian government and The Revolutionary Armed Forces of Colombia (FARC) marks the end of over 50 years of conflict in the country. Although direct violent conflict in Colombia is decreasing, what Galtung (1990) labels structural violence – the invisible, systematic marginalisation of groups in society – remains prevalent. The education sector has been working to implement Bill 1732 (2014), which promotes peace and reconciliation among all Colombian citizens. An area that has been overlooked, however, is how peacebuilding can be integrated with English as a Foreign Language (EFL) instruction. Even issues of social justice in the English language classroom at a global level have been minimally discussed (Hastings & Jacob, 2016) nor thoroughly theorized (Ghaith & Shaaban, 1994). My research seeks to better understand the ways EFL instruction can be used to promote peace building, more specifically to answer these questions: 1) How does the current Colombian EFL policy promote or impede peacebuilding? and 2) How can the English language class promote peacebuilding and address issues of social injustice experienced by the students? My project is informed by main conceptual lenses of critical globalization studies, Social Justice/ Peace Building Education and Critical Pedagogy. A critical ethnographic case study approach (Pole & Morrison, 2003) will be employed to understand students' awareness of their social conflicts and then device lessons that are relevant to address those conflicts in an attempt to mitigate them.

If you could have unlimited funding for a language-issues-related project, what project would you pursue?

I believe community-organized learning hubs (learning centres, libraries, afterschool programs etc.) are a good way to support underfunded public schooling and connect with the community. When I have enough funding, I will promote the creation of learning centres with the collaboration

of local teachers, community organizers, families, advocates and others in which children spend their time practicing (preserving) their mother-tongues by telling / reading stories of their own communities, play games, sing songs and create their own multilingual books that can be used in a library-like space where all share knowledges. Children will learn the importance of their languages and their culture as they create projects that are relevant for their communities.

If you had an opportunity to immerse yourself in another community and learn one of its mother languages for one year, which community would you want to live in?

I have always been fascinated by languages, but if I were to learn another language I would be interested in aboriginal languages. When I have the opportunity, I will probably travel to South Africa to learn the Bantu language of Xhosa. As a Colombian/Canadian, I would love to learn the language of my great grandparents from Nasa/Paez indigenous peoples of Colombia and the Ojibwe language from the Anishinaabe indigenous peoples of Canada.

What languages do you know? What is your favourite word in another language?

Other than Spanish and English, I do not know more, but I am curious about other languages. My favourite word in Spanish is Molinillo which is something to whisk hot chocolate in Colombia and Mambo in Swahili always make me giggle because it reminds me of the music genre and dance style in Cuba, when I hear the word Mambo, I picture those Cubans dancing Mambo.

<http://www.cieslisig.com/2017/02/20/sig-mini-interview-with-yecid-ortega-paez/>

11. RESEARCH NEWS

Peace-Building Citizenship Learning in Comparative Contexts affected by Violence: School Connections with Life Experience

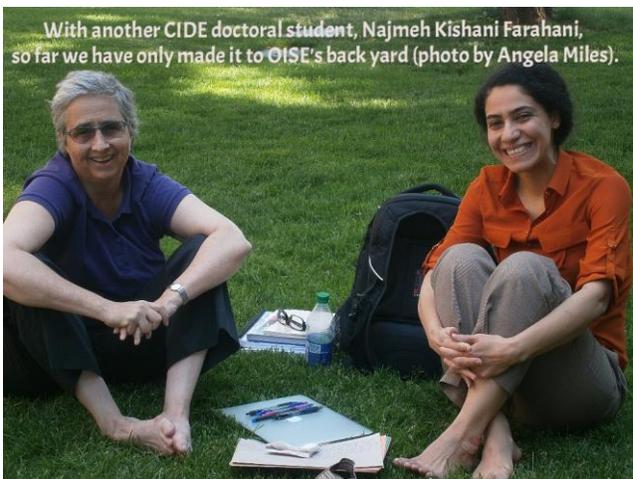
By: Kathy Bickmore

How might peace-building education in school respond to the actual life experiences of young people suffering from violence in marginalized communities? The ways young people experience conflict, diversity, dissent, authority, and status competition continually shape the roles, models, and enacted understandings that make up their lived curriculum of citizenship.

Unfortunately, prevailing attempts to address youth violence often emphasize security over

education. **Citizen security** approaches, such as harsh discipline regimes in schools, frame 'bad' individuals as the sources of social conflict and violence, often exaggerating the internal threat of violence to legitimize authorities' use of surveillance and force in response. "Feet-first" learning of peace-related citizenship, in such a regime, would tend to emphasize compliance and/or disengagement. Yet fortresses of surveillance and control are ineffective educational institutions, in conflict with the basic mission of schools in a democracy, burning bridges by fracturing relationships.

Convivencia represents a contrasting ideal: roughly translated as community life or coexistence, **democratic *convivencia*** emphasizes human rights, cooperative interaction, mutual learning and power sharing in addressing the sources and solutions to social conflict. "Feet-first" learning of peace-related citizenship, in such a regime, would tend to involve dialogue and guided practice in autonomous and collective problem solving. Impulses for citizen security and for democratic *convivencia* tend to co-exist (uneasily) in plural societies and schools: these contradictions may create space for emergence of alternative learning opportunities.



With another CIDE doctoral student, Najmeh Kishani Farahani, so far we have only made it to OISE's back yard (photo by Angela Miles).

A five year research project, funded by the Social Sciences and Humanities Research Council of Canada, is examining how teaching and learning activities in schools might contribute to tangible peace-building citizenship consequences in the lives of students and, conversely, how the lived concerns and social participation experiences of young people might be engaged to improve the relevance and

democratic power of school-based teaching and learning activities. Specifically, in purposively chosen upper elementary and intermediate public schools in urban communities experiencing violence—in Canada, Mexico, Bangladesh, and soon Colombia—the research elicits young people's (age 10-15) experiential understandings of social conflict and violence problems, their causes, and what they think individuals and social institutions can do about them. Based on anonymous summaries of initial student focus group findings, a set of teachers in each school participate in a series of additional focus group discussions, to interpret, discuss, and generate ideas for pedagogy and programming that more adequately build upon their diverse students' lived experiences of social conflict and citizenship, to support learning and practice for democratic *convivencia* and just, sustainable peace. It is through schools' most fundamental role—the organization of learning experiences—that they can best become havens of safety, mutual respect, and inclusion.

Project: “Peace-Building Citizenship Learning in Comparative Contexts affected by Violence: School Connections with Life Experience.” Summary of continuing SSHRC-IG project, published in *Fifty Years of Impact: Ontario Institute for Studies in Education 1965-2015* (OISE 50th anniversary book) edited by David Booth et al (December 2016), p.84. [copy attached]



This project has given me the wonderful opportunity to travel to Colombia with CIDE doctoral students Angela Guerra Sua and Diego Nieto, and to Bangladesh with CIDE doctoral student A. Salehin Kaderi (friend in photo is helping our project with translation). These photos show rare moments of relaxation during each trip!

DECEMBER 2016 Research Initiative on Democratic Reform in Ukraine

Stephen Bahry participated in a Symposium on Higher Education Reform in Ukraine at University of Alberta, Dec. 8-9 with Prof. Olenka Bilash and other University of Alberta faculty and graduate students, Hong Kong University and OISE grad, Anatoly Oleksiyenko, & a team from Ukraine, including former Minister of Education,



Serhiy Kvit Bahry, S. (2016, December 9). Rapporteur. Working Discussion Group 2. Research Initiative on Democratic Reforms in Ukraine (RIDRU), Symposium on Higher Education Reform in Ukraine. University of Alberta, Dec. 8-9, 2016.

12. CIDE HAS A NEW CORE COURSE

CTL 1799 (L0109): Education and Peacebuilding in Conflict Zones: International Comparative Perspectives

This course examines education’s role in exacerbating, mitigating, or transforming direct and

indirect (systemic) violence, and in building sustainable democratic justice and peace, in different kinds of conflict zones around the world (such as divided and post-colonial societies, post-war reconstruction, refugee education, and societies suffering escalated gang criminality). We address conflict, justice, relational and peace-building learning opportunities and dilemmas embedded in various curricula and local/international initiatives. Themes include: education in 'emergency' and 'fragile state' contexts; securitization and colonization vs. humanization and restorative/transformational justice in education; history education for violence or peace; education for human rights and social cohesion; inter-group contact and integrated schooling; conflict resolution capability development; and teacher development for democratic peacebuilding. Participants will gain competence and confidence in conflict (transformation) analysis and in applying contrasting theories to contrasting examples of practice.

Related themes of participation, diversity, justice, social transformation and conflict in comparative international contexts are pursued in another CIDE core course: CTL 1312, Democratic Citizenship Education? (offered in Winter 2018). A CIDE affiliated course: CTL 1318, Teaching Conflict (Resolution) (offered in Fall 2017) focuses on interpersonal and small-scale conflict, communicative dialogue, and conflict resolution education and restorative/ transformational justice processes in school settings.

13. CALL FOR PROPOSALS

2017 CIES Symposium: Interrogating and Innovating CIE Research

October 26-27, 2017, George Mason University, Arlington Campus, Arlington, VA

Organized by: The Center for International Education, George Mason University, the CIES Gender and Education Committee & the CIES South Asia Special Interest Group

The ways in which comparative and international education phenomena are studied, the questions we ask, the tools we use and the epistemological, ontological, and ideological orientations they reflect, shape the nature of the knowledge produced, the value placed on that knowledge, and of critical importance, its pedagogy and implications for practice in diverse societies globally. **For this symposium we invite paper proposals that interrogate existing practices of knowledge production, dissemination and application in CIE research. Our vision is to offer platforms for discussion and dialogue amongst CIE scholars who are committed to fostering a deeper understanding of methods and methodological issues.** For more information visit: <https://cehd.gmu.edu/2017symposium/>

“Historically, within ICE [International Comparative Education] there has been a sense that the goals of research are to furnish reliable information about educational systems, ideals, problems and activities” (Carey, 1966, p. 418). Over time, this idea has consistently changed and with that evolution comes an effort to deconstruct systems and subsystems towards sharing and utilizing “theories and concepts...in cooperatively developing strategies for educational development (p. 419). In the intervening years, discussions addressing concerns of hegemonic power, insular understanding of cultures and peoples and increased awareness of the colonizers and the colonized have grown (Marginson & Mollis, 2001; Benhabib, 2002).

The foundation of comparison underlying CIE over the past fifty years has moved from a sole focus on measurement, which seeks to refine metrics to engage in sound evidence-based findings, to recognition of the importance of qualitative understandings of context and meaning. In reflecting on the role, function, and use of research, CIE now attends to larger philosophical questions that are explicit, implicit, overt, and covert. Some of these questions relate to how we know what we know; and, how do our experiences color what and how we know? Other questions emerging from this discussion include: addressing who has power over knowledge production and its dissemination (Quinn, 1998), to whom access is granted, and interrogating the role of researcher identity.

SUBMISSION PROCEDURES

Authors are encouraged to submit proposals that address one of the thematic questions below that relate to or extend the symposium’s focus. These thematic questions are designed to inspire inquiry and innovation into the methodological and epistemological roots of research in the field of CIE, as well as drive engaged and deep conversations on comparative methodology in the context of the symposium.

Thematic Questions:

- How might questions concerning the dominant application of positivist epistemologies and research paradigms in the field of CIE draw our attention to problems of exclusion and the reproduction of rigidly unjust hierarchies?
- What sorts of regional efforts have characterized both change and continuity in terms of the research paradigms and methodologies embraced in CIE?
- How might we conceptualize and account for intersectionality in research, policy and practice?
- What are the linkages between research and international education agendas?

- What are the research and policy trends in the area of educational equity?
- How can we better acknowledge and address value pluralism in the context of research, policy and advocacy?
- How can local epistemologies and positionalities (particularly those of women and other marginalized populations) be leveraged to improve educational contexts in post-colonial societies?
- How do existing power and authority dynamics shape CIE research and practice? How can the field of CIE confront internal and external power and authority dynamics?
- How can the field destabilize and transform knowledge hierarchies through research and practice?

Proposals should not exceed 750 words (excluding the title and references). Individual papers or focused paper sessions may be proposed. Proposals should include:

- Title
- Author/s name, affiliation and contact email
- Objectives and alignment with symposium theme or thematic question
- Theoretical and/or conceptual framework
- Research method/s and evidence
- Results or conclusions
- Significance to policy, practice, and/or research in comparative and international education

Proposals should be submitted for consideration by May 15, 2017. [Submit here.](#)

For more information visit: <https://cehd.gmu.edu/2017symposium/> **Contact:** cie@gmu.edu

[follow on Twitter](#) | [friend on Facebook](#) | [forward to a friend](#)

Copyright © 2013 | * [CIDEDEC/OISE] *, All rights reserved.

You are receiving this email because you are subscribed to the CIDEDEC listserv.

Our mailing address is: 252 Bloor Street West, Toronto, ON, M5S1V6

CIDEDEC

252 Bloor Street West, Toronto, ON, Canada

Toronto, ON M5R

Canada [Add us to your address book](#)

MailChimp

[unsubscribe from this list](#) | [update subscription preferences](#)