This report is available in full on the CIDEC website:
http://www.oise.utoronto.ca/cidec

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The Comparative, International and Development Education Centre (CIDEC) is a research and graduate education centre at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. CIDEC’s mandate is to promote excellence, collaboration, and innovation in comparative international education research and teaching at OISE. During the 2011-2012 year, the CIDEC community included 53 core and affiliated faculty members, 3 adjunct faculty, and 8 visiting scholars. CIDEC is the institutional anchor for OISE’s popular collaborative degree in Comparative, International and Development Education, which draws graduate students and faculty from seven programs at OISE. Approximately 115 graduate student researchers with an interest in international issues and comparative methodologies are affiliated with the Centre.

This year, we are pleased to present an annual report that reflects the wide range of geographic and thematic research interests supported by CIDEC. We highlight in particular: Public Private Partnerships in Education: New Actors and Modes of Governance in a Globalising World – a book project that tackles the complex role of public private partnerships in education (p. 16) and initiatives of the Canada-Afghanistan/Central Eurasia Education Research Group (p. 10). In breadth, this year’s CIDEC research has taken us to Central Asia, Chile, China, and Africa. Offshoots of the many research projects have resulted in a critical mass of publications (p. 21), clear evidence that CIDEC brings momentum to international research on education at OISE.

CIDEC was, once again, privileged to host a large number of comparative scholars from around the world at our 2011-2012 Seminar Series. Simon Marginson (University of Melbourne) presented a post-Confucian conceptual framework for higher education, Visiting Scholar Cynthia Joseph (University of Monash) offered perspectives on growing up female in postcolonial Malaysia, and Beatrice Avalos (University of Chile) shared results of a national study on how teachers view their profession in Chile. Other guests included Julia Resnick (Hebrew University of Jerusalem), Bob Lingard (University of Queensland), Lynn Murphy (Hewlett Packard Foundation) and Erin Murphy-Brown (University of California, Berkeley). Our students also joined together for a day of presentations, hosting a Research Symposium which show-cased work from across departments and degrees.

Karen Mundy & Sarfaroz Niyozov
Co-Directors, CIDEC
CIDEC Directors and Staff

Karen Mundy, CIDEC Co-Director
Associate Professor & Canada Research Chair, AECP
Educational policy and politics in Sub-Saharan Africa; the politics of international cooperation in education; civil society; global governance & educational change

Sarfaroz Niyozov, CIDEC Co-Director
Associate Professor, CTL
Curriculum studies and teacher development in comparative education; education in Muslim and post-Soviet societies.

CIDEC Core Faculty

Stephen Anderson, Associate Professor, TPS
Education administration and change, school improvement in comparative perspective
Kathy Bickmore, Associate Professor, CTL
Education for democracy, peace, and conflict resolution, social studies in comp. perspective
Alister Cumming, Professor, CTL
Second language education in comparative perspective; English as foreign/second language
George J. Sefa Dei, Professor, SESE
Anti-racism and domination studies; sociology of race, ethnicity; international development
Mark Evans, Senior Lecturer
Teacher education; global citizenship education; social studies education
Joseph P. Farrell, Professor Emeritus, CTL
Comparative teacher development; policy and planning; alternative schooling
Ruth E. S. Hayhoe, Professor, TPS
Comparative Higher Education, international academic relations; higher education in Asia
Shahrzad Mojab, Professor, AECP
Globalization; feminism and women’s education; women and war in Middle East,
Paul Olson, Associate Professor, SESE
Sociology and equity studies in education; political sociology; aboriginal education

CIDEC Affiliated Faculty

Nina Bascia, Professor, TPS
Policy analysis, teachers organizations.
Megan Boles, Professor, TPS
Philosophy of technology, post-structuralism
Linda Cameron, Associate Professor, CTL
Early childhood education, children's literature, adaptive instruction, role of parents in education
Roland Coloma, Assistant Professor, SESE
Transnationalization, Diaspora, gender, race
Jim Cummins, Professor, CTL
Literacy in multilingual school contexts
Kari Dehli, Associate Professor, SESE
Feminist studies of knowledge and education
Grace Feuerverger, Professor, CTL
Cultural and linguistic diversity, ethnicity
Antoinette Gagné, Associate Professor, CTL
ESL issues, teaching strategies for diversity
Ruben Gaztambide-Fernandez, Associate Professor, CTL
Arts education, curriculum
Diane Gerin-Lajoie, Professor, CTL
Identity, teaching in minority settings
Anne Goodman, Assistant Professor, AECP
Peace/reconciliation in South Africa
Monica Heller, Professor, SESE
Franco-Ontario studies, social inequality
Eunice Jang, Associate Professor, CTL
Educational assessment and measurement
Glen Jones, Professor, TPS
Policy and politics of higher education

Julie Kerekes, Assistant Professor, CTL
Second language acquisition, linguistics

Mary Kooy, Professor, CTL
Teacher learning and development

Normand Labrie, Associate Dean
Sociolinguistics, bilingualism

Ben Levin, Professor, TPS
Educational reform, change, policy, politics

David Levine, Professor, TPS
History of education, social modernization

Angela Miles, Professor, AECP
Feminist theory, critical theory,

Kiran Mirchandani, Associate Professor, AECP:
Transnational service work

Cecilia Morgan, Professor, TPS
Gender, colonialism, imperialism

Roxana Ng, Professor, AECP
Gender, immigrant women, race and class

Trevor Norris, Assistant Professor, TPS
Globalization, modernity and post-modernity

John Portelli, Professor, TPS
Democratic values, student engagement

Jack Quarter, Professor, AECP
Social economy, community development

Katharine Rankin, Associate Professor, Dept. of Geography
Post-conflict transition in Nepal

Jean-Paul Restoule, Associate Professor AECP
Aboriginal Education and Culture Identities

Creso Sá, Associate Professor, TPS
Higher education, public policy

Richard Sandbrook, Professor, Political Science
International political economy, globalization

Harold Troper, Professor, TPS
Immigrant, ethnic and minority group history

Alissa Trotz, Associate Professor, SESE
Social inequalities, migratory circuit/Diaspora

Rinaldo Walcott, Associate Professor, SESE
Cultural studies, queer and gender theory

Njoki Wane, Associate Professor SESE

CIDEK Adjunct Faculty

Jane Knight, Adjunct Professor, TPS
Internationalization of higher education

Vandra Masemann, Adjunct Professor

Sam Mikhail, Adjunct Professor, TPS
Post-basic education, poverty reduction
Sarah Dryden-Peterson  
**Post-Doctoral Fellow**

**Dates of Appointment: September 2009 – September 2011**

Sarah Dryden-Peterson is a Social Sciences and Humanities Research Council of Canada postdoctoral fellow affiliated with CIDE. She conducts research on the role of schools, churches, and nonprofits in the integration of immigrants and refugees, the development of communities, and the transformation of society. Her work is comparative, situated in conflict-affected countries in sub-Saharan Africa and with African Diaspora communities in the United States and Canada. Her recent work has been published in Teachers College Record, the Journal of Refugee Studies, Refugee Survey Quarterly, and the International Journal of Education Development. Dryden-Peterson has taught middle school in Boston and founded non-profits in Uganda and South Africa.

Carly Manion  
**SSHRC Post-Doctoral Fellow, University of Montreal and University of Toronto**

**Dates of appointment: September 2011 - May 2012**

Caroline (Carly) Manion holds a Ph.D. from the Ontario Institute for Studies in Education, University of Toronto, specializing in comparative, international, and development education. She is currently a Social Sciences and Humanities Research Council (SSHRC) Post-Doctoral Research Fellow at the University of Montreal, working with the Canada Research Chair - Islam, Pluralism, and Globalization. Caroline’s research interests include gender and education, transformative education, civic education, education multilateralism, policy borrowing, development ethics, feminist transnationalism, post-colonial theory, and sociology of religion. Caroline's geographic region of focus is sub-Saharan Africa, where she has implemented research projects in Gambia and Tanzania with the support of the Canadian International Development Agency (CIDA), the Social Sciences and Humanities Research Council of Canada (SSHRC), and the International Development Research Centre (IDRC).

Francine Menashy  
**Post-Doctoral Fellow**

**Dates of appointment: January 2011 - April 2012**

Francine Menashy joined CIDE as a postdoctoral research fellow in January 2011, funded by the Open Society Institute's Education Support Programme. Her project focuses on the World Bank's support of private sector engagement in education. Her research interests include education as a human right, public-private partnerships, global public goods, and the policies of global governance organizations. Her work has been published in Globalisation, Societies and Education, the McGill Journal of Education and the Journal of Educational Thought. She is also a co-editor on the forthcoming volume Public Private Partnerships and Educational Governance. Menashy holds a Ph.D. from the University of Toronto/OISE, Ed.M. from the Harvard Graduate School of Education, and B.A. from McGill University.
Stephen Bahry recently received his doctorate in the Comparative, International and Development Education Program and Department of Curriculum, Teaching, and Learning at Ontario Institute for Studies in Education at the University of Toronto. His dissertation, Perspectives on quality in minority education in China: The case of Sunan Yughur Autonomous County, Gansu, was a multiple embedded case study of stakeholder perspectives on the place of local knowledge, and minority language and culture within quality education under conditions of minority language endangerment and curriculum reform. The thesis was selected co-winner of the CIES Language Issues Dissertation Competition Award. His recent comparative work focuses on the intersection of educational reform, language-in-education policy and practice, and minority education, focusing on curriculum reform, quality perspectives, cultural and linguistic diversity and bilingual and multicultural education.

Cynthia Joseph is a Senior Lecturer at Monash University, where she completed her Ph.D. Her research covers gender, ethnicity and identity issues in education, especially within the Asian context. Her areas of interests include postcolonial and feminist studies, sociology of education, Asian studies, and comparative and international education. She is currently working on her book set to be released within the next year, entitled Ethnicity, Gender and Education: Growing up female in postcolonial Malaysia.

Elaine Lam is a Research Fellow at Bath Spa University where she formerly led the International Education degree program and was a tenure track professor. She is currently a Senior Consultant in Higher Education at Deloitte and Touche LLP within their public sector consulting practice, and is advising a Ministry of Education funded gap closing strategy project in intermediate-senior mathematics. Elaine completed her PhD in 2009 in education borrowing in the Caribbean, and holds a MSc from Oxford University, B.Ed and B.A with honours from Queen's University.

Kerrie Proulx works internationally to support program implementation and policy development through research and evaluation. Her work focuses on educational access, transitions and equity (social class, ethnicity & gender) and aims to increase understanding of the reasons why some children and youth fail to access and complete education, and why some succeed against in the odds in education. Her recent work in Bangladesh has examined the impact of early childhood education and maternal education on children’s access, participation and achievement in the early years of primary school. She has worked for numerous non-profit international
agencies to provide research guidance in early childhood programmes and strengthen the capacity of country offices to develop and implement effective research strategies. She holds a Doctorate in Education from the University of Warwick in the UK and a Masters in Psychology from the University of Munich.

Zahra Punja
Visiting Scholar,
Dates of Appointment: February 2011 - December 2012

Zahra Punja received her PhD from the Ontario Institute for Studies in Education at the University of Toronto in the area of Knowledge Building in Medical Education. She also has a Masters in Arts in Educational Technology from Concordia University, a Bachelor of Education from York University and a Honours Bachelor of Arts in Psychology from York University. This past year, Zahra worked as a Consultant for the Mental Health Commission of Canada’s Peer Support Project. She was also a researcher for Professor Itiel Dror at Cognitive Consultants International. From 2008-2009, Zahra worked for the Royal College of Physicians of Canada where she worked on a research project involving patient safety. Her CIDEC Visiting Scholar project builds on this research, and proposes to design, teach and evaluate patient safety online using mobile learning to the Aga Khan University Medical School East Africa campus. She is a Reviewer for the journal of Medical Education and Medical Teacher.

Anna Rzevska
Visiting Scholar,
Dates of Appointment: April 2012 - March 2013

Anna received her Ph.D. from Luhansk Tara Shevchenko National University, Ukraine. Her general research interest is the European Higher Education Area with emphasis on Modern West European universities. As the academic administrator she pays particular attention to the European university practice which includes international activities; governance, management, administration; financing, and quality assurance. In 2011, she published a book, Development of Modern University Education in West European Countries, in Ukrainian.
Canada-China University Linkages in a New Era of Global Geo-Politics

Principal Investigator: Dr. Ruth Hayhoe  
Funding: Social Science and Humanities Research Council Research Grant, $111,001.00  
Duration: 2011-2014

Canada-China university linkages date back to the 1980s. The CIDA-supported Canada-China University Linkage Program (CCULP, 1988-1995) paired 31 Canadian universities with Chinese counterparts in areas such as health, agriculture, education, and engineering in order to develop the institutional capacity of the Chinese universities and support them in contributing to China’s development. Building on the successes and strengths of CCULP, the Canada-China Special University Linkage Consolidation Program (SULCP, 1996-2001) supported 11 projects involving 25 Canadian and more than 200 Chinese universities, teaching hospitals, schools, and governmental and non-governmental agencies. The combined span of CCULP and SULCP (1985-2001) coincided with a period of pivotal change in Chinese society. Indeed, apart from Soviet Union in the 1950s, no other country has assisted the development of China’s higher education at a comparable scale. This project intends to reflect on the historical contribution made by the universities and other social institutions on both sides that were involved in these linkages. What kind of long-term impact can be traced, and what lessons have been learned? How did the projects specifically address areas of knowledge that were crucial to China’s rapid transition towards the position of economic and geo-political leadership it holds today in the world community? What new synergies are now emerging between universities in the two countries that might be built upon in new forms of collaboration?

Education For All: Global Politics and Prospects

Principal Investigator: Dr. Karen Mundy, with collaborators: Dr. Ruth Hayhoe, Dr. Prachi Srivastava and postdoctoral fellow Dr. Francine Menashy.  
Funding: SSHRCC Standard Grant $109, 000;  
Duration: 2010 - 2013

The research proposed for this SSHRC is focused on the evolution of global efforts to achieve Education for All (EFA). It will focus on a) understanding the role of the World Bank in shaping international collective action on EFA; (including in particular its role in promoting public-private partnerships); b) exploring the roles of emergent donors (such as China and India); c) documenting the role of newer/newly emerged foundations in education and development, and of new transnational non-state actors in EFA; and d) mapping the effects of interventions by these new actors in two African countries (Kenya and Tanzania). The project will highlight the continued gulf between collective aspirations and achievements in this arena. It was developed in conjunction with three research collaborators: Professor Ruth Hayhoe, Professor Prachi Srivastava and post-doctoral fellow Francine Menashy.
In 2011-2012, Dr. Niyozov’s paper *Exploiting Globalization While Being Exploited by It* was accepted for publication at the *Canadian and International Education*, Special Issue to come out in the fall of 2012. His chapter, “Encountering Globalization in Central Asia: The Case of the Institute for Professional Development in Tajikistan” was accepted for publication in a volume titled *Education in the West Asia* edited by C. Brock and M. Ahmed. Niyozov also made presentations on *Neoliberalism, Globalization and Education Reforms in Pakistan* in March 2012 and at the CIES 2012 in Puerto Rico. Niyozov has been working on facilitating the acceptance of two visiting students from Afghanistan. Their studies are sponsored by OSI, Central Europe.

As part of the Central Eurasian group’s work, Stephen Bahry further developed his section of a CIDE seminar with Sarfaroz Niyozov and Spogmai Akseer into a presentation at CIES 2011 in Montreal, which has been further developed into a book chapter, “Language in Afghanistan’s education reform: Does it play a role in peace and reconciliation” in C. Benson & K. Kosonen (Eds.), *Language issues in comparative education*. He is currently working on extending this work into an article for submission to a peer-reviewed journal. He and Rakhat Zholdoshaliev also published a comparative analysis of two minority education models in northwest China titled “Educational and linguistic equity for Yughur and Kyrgyz minorities in northwest China: Disadvantages of dominant-language submersion and mother-tongue education” in A. S. Yeung, C. F. K. Lee, & E. L. Brown (Eds.), *International advances in education: Global initiatives for equity and social justice, Volume 7: Communication and language*. 
Rahat Zholdoshalieva and Serhiy Kovalchuk organized two highlighted panels for the Central Eurasian SIG at the CIES, 2012, Puerto Rico. In addition to her CIES presentations on Central Asia, Zholdoshalieva also submitted a chapter, “Redefining Education and Labour Markets Relations in the Kyrgyz Republic” to in Education in West Central Asia, mentioned above. Another manuscript, Contesting the meanings of place, community and education in the Ylay Talaa valley, Kyrgyz Republic, was co-authored with A. DeYoung was accepted with revisions for a journal. Serhiy Kovalchuk co-authored a paper Introduction of Standardized External Testing in Ukraine: Its Challenges and Successes. Lastly, we are currently hosting Professor Anna Rzehvska from Lughansk University of Ukraine and Dr. Stephen Bahry from University of Toronto as visiting fellows.

The World Bank and Privatization in Education: History, Policies, Practices

Principal Investigator: Dr. Karen Mundy; with Dr. Francine Menashy (Postdoctoral Fellow); Robyn Read and Emily Antze (Research Assistants)
Funding: Open Society Institute $25,000
Duration: December 2010 - April 2012

This project, sponsored by the Open Society Institute (OSI) Education Support Programme’s Private Education Research Initiative, seeks to improve understanding of the evolution of World Bank policies and practices and their impact on education in developing countries. The research has included a historical review of the Bank’s formal policies and research on education, a detailed analysis of the Bank’s education sector lending portfolio, and an exploration of the key decision-making processes that have shaped World Bank policies and lending operations related to the role of the private sector in education, based on interviews with senior staff in the research, thematic, and operational divisions of the institution. The preliminary findings of this research were presented to the OSI at a conference in August 2011 in Nepal. A final report was submitted in April 2012, with conclusive findings to be presented to the OSI in the fall of 2012.

School Leadership Initiative with la Fundación Chile (FCH) and the Centro de Estudios de Política y Práctica en Educación (CEPPE) of La Pontificia Universidad Católica de Chile in Santiago.

Contributors: Dr. Steve Anderson (OISE), Dr. Joe Flessa (OISE), Dr. Ben Levin (OISE), Dr. Jose Weinstein and Dr. Gonzalo Munoz (la Fundación Chile).

In 2011, Dr. Anderson made invited presentations at regional seminars for educators sponsored by FCH with partner foundations, the Ministry of Education and universities in Valparaiso, Copiapo, and Iquique, Chile. Anderson also gave guest lectures to participants in a masters in educational leadership program co-sponsored by FC and the Universidad de Desarrollo in Santiago, as well as delivered a lecture for an annual ceremony for schools that have passed a quality accreditation process sponsored by FCH. In the Spring of 2011, Dr. Ben Levin travelled to Chile to deliver large scale lecture at an annual event sponsored by FCH for education stakeholders in Santiago. Dr. Flessa also developed and delivered a
module for masters in educational leadership program in Chile. Plans are set to repeat this module with subsequent program cohorts in 2012.

FCH and OISE Continuing Education Department submitted a successful proposal to a new competitive grant program of the Chilean Ministry of Education for in-service leadership development programs for school principals that involved international partners. Two cohorts of approximately 30 principals visited OISE for two-week “leadership internships” in January and February 2012 organized by OISE’s Continuing Education Department. The internship includes sessions with OISE professors (e.g., Anderson, Flessa, Mascall), inputs from other leadership and leadership development experts from school boards, the Ministry, and the College of Teachers, and organized visits to multiple elementary and secondary schools from several school boards.

In 2012, Dr. Anderson and a team from FCH attend annual conference of ICSEI in Malmo, Sweden, to present results of school leadership research in Chile, and to publicize plans for next year’s conference in Santiago, Chile. Dr. Anderson is continuing his chairing responsibilities of the conference program committee for the International Centre for Educational Change 2013 conference in Santiago de Chile.

Canada Foundation for Innovation: Research Infrastructure Grant for CIDE and the CIDE Global Governance Laboratory.

Principal Investigator: Karen Mundy
Funding: Canada Research Chair: Foundation for Innovation, $150,271.00
Duration: January 2010-December 2012

In 2011 the Global Governance Research Lab updated its equipment, including the purchase of research software such as SPSS, Nvivo, and Dragon Speak. Our research team also determined the type of infrastructure necessary for a flexible videoconferencing system that will allow web streaming and video capture of live events across multiple platforms, such as Skype, Adobe Connect and Collaborate. In the summer of 2012, the Smart Room (7105) equipment will be updated, and a new podium will be installed to increase our capacity and efficiency in producing live web-streamed events.

Teachers’ Understanding of the Education of their Muslim Students in Toronto’s Public, Islamic and Catholic Schools: An Ethnographic Life History Case Study, 2007-2012.

Principal Investigator: Dr. Sarfaroz Niyozov

This is a qualitative, multisite comparative study of how a select number of teachers in each Public, Islamic and Catholics schools understand and explain their daily teaching practices in meeting the educational and social needs of their Muslim students in the classrooms and schools. The study aims at a complex and balanced portrayal of the work of the teachers, presenting not just the challenges these teachers face but also their constructive achievements. The study has implications for diversity, multicultural, Islamic education, curriculum and teacher development in Canada and internationally. The study is in its final phase of report writing. Niyozov Sarfaroz is its principal investigator who mainly worked with graduate students and research assistants from OISE. The project ended April 2012. Sarfaroz has published a few articles and is writing a 300 page manuscript on the project. He is also planning to apply for a new related project for SSHRC grant this fall.
CIDEC Seminar Series 2011 - 2012

Professor Julia Resnick (Hebrew University of Jerusalem), The transformation of Israel’s education policy: From structural reforms in the 1960’s to managerial reforms since the 1980’s

Murwarid Ziayee (Kabul-based Director, Canadian Women for Women in Afghanistan), Challenges, opportunities and responses to education of girls and women in Afghanistan

Santiago Rincon Gallardo (Ph.D. Candidate, Harvard Graduate School of Education), Educational change as social movement in Mexico: Reconfiguring the relationship between practice and policy

Professor Erin Murphy-Graham (University of California, Berkeley), Opening minds, improving lives: Education and women’s empowerment in Honduras

Professor Cynthia Joseph (Monash University), Growing up female in postcolonial Malaysia: Gender, ethnicities and education

Professor John Gaventa, (Director Coady International Institute, Vice-President of International Development, St. Francis Xavier University) Seeing like a citizen: Power, participation and strategies for citizen engagement in the Global South

Professor Elizabeth Rata (University of Auckland), The unintended outcomes of institutionalising ethnicity: The case of Maori education in New Zealand

Professor Trevor Norris (OISE/UT), Consuming schools: Commercialism and the end of politics

Professor Simon Marginson (University of Melbourne), Nation-states, educational traditions and the global patterning of higher education

Professor Ruben Gaztambide-Fernandez (OISE/UT) & Cristina Guerrero (Ph.D. Candidate), Reflections on doing youth participatory action research with Latino students in Toronto schools: Dilemmas and possibilities

Sarah Dryden-Peterson (SSHRC Post-Doctoral Fellow), Social integration as key to quality education: Lessons from refugee education

Professor Karen Mundy (CIDEC Director) & Sarah Dryden-Peterson (SSHRC Post-Doctoral Fellow), Roundtable discussion on education and conflict

Lynn Murphy (Program Officer, Hewlett Foundation), Promoting Learning for All: Reflections on recent innovations and the state of lay in the field

Professor George Dei (OISE/UT) & Jadie McDonnell (M.A. Student, AECP), Proverbs, indigenous philosophies and the lessons for African schooling, education and development

Professor Prachi Srivastava (Ottawa University), Privatisation, education, and development: Discourse and new research directions

Professor Karen Mundy (CIDEC Director), Preparatory meeting for CIES presenters

Professor Bob Lingard (University of Queensland), Education policy as numbers: Enumerating two Australian cases of misrecognition

Beatrice Avalos (Associate Researcher, Center for Advanced Research in Education, University of Chile), How teachers view their profession in Chile: Some results from a national study
CIDEK STUDENT RESEARCH SYMPOSIUM 2011-2012

CIDEK Student Research Symposium- February 11, 2012

Panel 1 – Higher Education
Linda Tung, (M.A. Student, TPS)
Pragmatist Ethics of Education: Influence and potential for North American higher education
Julian Weinrib, (Ph.D. Candidate, TPS)
Interrogating the "South" in South-South-North development modalities: A case study of one trilateral research network
Patricia Gaviria, (Ph.D. Candidate, TPS)
Self-determination and Postsecondary Education in Greenland and Nunavut: The Inuit and the Circumpolar World

Panel 2 - Advocacy Democracy and Literacy
Yasmin Lalani, (Ph.D. Candidate, CTL)
Gender Relations and HIV/AIDS Prevention Education: Women Activists’ Work in the Peruvian Amazon.
Sally Hooper, (Ph.D. Candidate, AECP)
Small Spaces for Meaningful Participation in Democratic Life?: A South African Community’s Perspectives of Their Involvement in an Early Childhood Education and Care Program.
Arif Anwar (Ph.D. Candidate, CTL)
"I can send a text. I just don't know how to write.": Inspiring literacy through mobile phones in rural Bangladesh.

Panel 3 - Citizenship
Leigh-Anne Ingram (Ph.D. Candidate, CTL)
Subjects, objects, citizens?: Exploring girls’ perspectives on gender, civic participation and school.
Karen Pashby (Ph.D. Candidate, TPS)
Syeda Rufeeda Bukhari (M.A. Student, CTL) The role of the school culture in the integration of immigrant teachers in public schools in Ontario.
55th Annual CIES Conference in Puerto Rico

The 2012 56th annual Comparative, International Education Society (CIES) conference boasted over 2000 attendees. CIDEC was a key leader in the week-long event, with over 50 OISE-affiliated presentations of both faculty and student research.

During the CIES Business Meeting, it was announced that Dr. Karen Mundy was elected as the Vice-President/President Elect for CIES.

Arif Anwar, CTL Ph.D. Candidate and Jeff Burrow, TPS doctoral student, were selected to participate in the New Scholars Workshop.

Karen Mundy and Francine Menashy contributed to several panels that discussed the role of public private partnerships in education. As Secretary for the Special Interest Group on Gender and Education, Carly Manion, post-doctoral researcher organized and facilitated an all day workshop.

Sarfaroz Niyozov contributed to a highlighted session on critical perspectives on education and society in post-Soviet central Asia. Further events included a book launch – hosted by Sarah Dryden-Peterson for the Education in Conflict Zones: From Concepts to the Voices of Children and a film screening of the Finland Phenomenon that was organized by Grace Karram Stephenson and sponsored and attended by the film producer, Bob Compton. CIDEC students Grace Karram Stephenson, Meggan Madden, and Saskia Stille also hosted a panel on the use of film in teaching comparative and international education.
Select Faculty, Post-Doctoral Fellow, and Visiting Scholar Publications

Featured Books

**Education in Conflict: A Tribute to Jackie Kirk. Teacher’s College Press, 2011.**

Editors: Karen Mundy and Sarah Dryden-Peterson

Jackie Kirk (1968-2008), a prolific scholar and passionate activist, dedicated her professional life to advocating for quality education in conflict-affected countries and territories. This collection brings together four pieces of Jackie’s work, accompanied by thirteen new chapters from preeminent scholars in the field of education in conflict. It will also include six short essays from teachers and students and policy makers who work in conflict settings. The volume presents promising policy developments, pioneering programmatic responses, and innovations in research that, when taken together, provide directions in building systemic change in conflict and post-conflict contexts.

**Indigenous Philosophies and Critical Education, Peter Lang, 2011.**

Author: George J. Sefa Dei

“An important academic goal is to understand ongoing contestations in knowledge in the search to engage everyday social practice and experiences, as well as the social barriers and approaches to peaceful human coexistence. This reader pulls together ideas concerning Indigenous epistemologies (e.g., worldviews, paradigms, standpoints, and philosophies) as they manifest themselves in the mental lives of persons both from and outside the orbit of the usual Euro-American culture. The book engages Indigenous knowledges as far more than a ‘contest of the marginals’, thereby challenging the way oppositional knowledges are positioned, particularly in the Western academy. Subsequently, this book is a call to recognize and acknowledge Indigenous knowledges as legitimate knowings in their own right, and not necessarily in competition with other sources or forms of knowledge. The project offers an opportunity for the critical thinker to continue on a de-colonial/anti-colonial intellectual journey in ways informed by Indigenous theorizing.”

**Gendering from Marx: Race, Gender, and Learning, Palgrave MacMillan, 2011.**

Editors: Sara Carpenter and Shahrzad Mojab

In recent years adult educators have been working to develop an important body of literature on neo-liberalism, capitalism, and imperialism. Many of these analyses draw on various strands of Marxist theorizing. With the exception of Jane Thompson’s work as an early socialist feminist, a Marxist-Feminist framework has yet to be articulated for adult education. This text combines original empirical studies with literature review from critical adult education and feminist theory to examine the sites, theories, and practices of adult education from a Marxist-Feminist perspective.


Editors: Susan Robertson, Karen Mundy, Anthony Verger & Francine Menashy

This edited volume, tackles the complex role of public private partnerships (PPPs) in education. The contributors approach the topic from various angles, and include both theoretical and empirical accounts of private sector engagement in education in an international context. Chapters focus on the multifaceted concept of PPPs, the role of international organizations, individual country case studies and corporate philanthropic endeavours.
Refereed Journal Articles


Olson, P. & Liu, J. (2012). Establishing a Curricular Content for the King Gesar of Ling: Why it is important for Tibetan, other Chinese and the World Youth

Book Chapters


Bickmore, K. & Angela MacDonald (2010), Student leadership opportunities for making ‘peace’ in Canada’s urban schools: Contradictions in practice. Interamerican Journal of Education for Democracy/


**Select Student and Recent Alumni Publications**


Eidoo, Sameena; Ingram, Leigh-Anne; MacDonald, Angela; Nabavi, Maryam; Pashby, Karen; Stille, Saskia. (2011) "Through the kaleidoscope": Intersections between theoretical perspectives and classroom implications in Critical Global Citizenship Education" *Canadian Journal of Education*, 34, 4: 59-8.


Faculty Awards

**Ruth Hayhoe** was appointed Seventh C.J. Koh Professor at the National Institute of Education, Nanyang Technological University, Singapore, April 28-May 5, 2012.

**Karen Mundy** was elected Vice-President/President-Elect of the Comparative and International Education Society, on April 28, 2012.

Student Awards

- **Kazi Arif Anwar, (Ph.D. Candidate, CTL)**
  - Comparative and International Education Society New Scholars Workshop (2012)
  - Val Duncan Travel Award (2011)
  - **Jeff Burrow (Ph.D. Student, TPS)**
  - Comparative and International Education Society New Scholars Workshop (2012)
  - **Maggie Dunlop (Ph.D. Student, CTL)**
  - Save-University Partnership for Education Research (SUPER) Fellowship (2011)
  - **Sameena Eidoo (Ph.D. Candidate, CTL)**
  - Ontario Graduate Scholarship (2009-11)
  - **Solomon Belay Faris (Ph.D. Candidate, CTL)**
  - University of Toronto Doctoral Completion Award (2011)
  - **Mira Gambhir (Ph.D. Candidate, CTL)**
  - SSHRC Doctoral Fellowship (2009-12)
  - **Kara Janigan (Ph.D. Candidate, CTL)**
  - University of Toronto Doctoral Completion Award (2011)
  - **Serhiy Kovachuk (Ph.D. Student, CTL)**
  - Comparative and International Education Society New Scholars Workshop (2012)
  - **Jian Liu (Ph.D., TPS)**
  - Best Dissertation Award, Higher Education Special Interest Group, Comparative and International Education Society (2011)
  - **Meggan Madden (Ph.D., TPS)**
  - Azim Premji Foundation Fellowship (2011)
  - **Carlos Parra (Ph.D. Candidate, TPS)**
  - University of Toronto Doctoral Completion Award (2011)
  - **Jaddon Park (Ph.D. Candidate, CTL)**
  - Ontario Graduate Scholarship (2011)
  - **Gary Pluim (Ph.D. Candidate, CTL)**
  - Ontario Graduate Scholarship (2010-2012)
  - **Grace Karram Stephenson**
  - Ontario Graduate Scholarship (2011)
  - **Helen Tewolde (M.A. Student, TPS)**
  - **Kathy Madjidi (Ph.D. Candidate, AECP)**
  - University of Toronto Doctoral Completion Award (2011)
  - SSHRC Doctoral Fellowship (2008-11)
  - **Neville Panthaki (Ph.D. Student, CTL)**
  - Azim Premji Foundation Fellowship (2011)
  - **Kara Janigan (Ph.D. Candidate, CTL)**
  - University of Toronto Doctoral Completion Award (2011)
  - **Jaddon Park (Ph.D. Candidate, CTL)**
  - Ontario Graduate Scholarship (2011)
  - **Gary Pluim (Ph.D. Candidate, CTL)**
  - Ontario Graduate Scholarship (2010-2012)
  - **Grace Karram Stephenson**
  - Ontario Graduate Scholarship (2011)
  - **Helen Tewolde (M.A. Student, TPS)**
  - **DiverCity Fellowship (2011)**
In 2011-2012 the CIDE collaborative program was home to 119 vibrant, dynamic students from across OISE. In February 2012, the admissions process saw more than 480 applications to the program. So far we have made offers to 73 students. As of May 31, 2012, 38 students had accepted our offer.

Admissions

2012 Admissions (as of May 31, 2012)

| February 2012 Total Applications: | 481 |
| Offers of Admission | 73 |
| Total Confirmed Students | 38 |

- Adult Education Community Development: 8
- Curriculum Studies and Teacher Development: 13
- Educational Administration: 5
- Higher Education: 6
- History/Philosophy of Education: 0
- Second Language Education: 2
- Sociology in Education: 4
CIDE COLLABORATIVE PROGRAM—COURSES

Courses

Total Offered Courses: 55 (17 core, 38 affiliated)

Core Courses

- CIE1000H Introduction to Comparative, International and Development Education (Sarfaroz Niyozov)
- CIE1002H Practicum in Comparative, International and Development Education
- CIE1005H: Special Topics in Comparative and International Development Education: International Program and Project Management
- AEC1146H Women, War and Learning (Sharhazad Mojab)
- AEC3131H Popular Education: Comparative and International Perspectives (Sarah Carpenter)
- AEC3180H Global Governance and Educational Change (Karen Mundy)
- AEC3182H Citizenship Learning and Participatory Democracy (Bettina von Lieres)
- CTL1037H Comparative and Cross-Cultural Perspectives (Sarfaroz Niyozov)
- CTL1060H Education and Social Development (Caroline Manion)
- CTL1318H Teaching Conflict and Conflict Resolution Politics and Practices (Kathy Bickmore)
- SES1921H The Principles of Anti-Racism (George Dei)
- SESE1924H Modernization, Development and Education in African Contexts (George Dei)
- SES1927H Migration and Globalization (Roland Coloma)
- SES3911H Cultural Knowledges, Representation and Colonial Education (Thomas)
- TPS1807H Strategic and Long-range Planning for Post-Secondary Education Systems (Creso Sa)
- TPS1825H Comparative Education Theory and Methods (Ruth Hayhoe)
- TPS3810H International Academic Relations (Ruth Hayhoe)

Affiliated Courses

- AEC1102H Community Development: Innovation Models
- AEC1131H Special Topics: Work, Learning and Migration
- AEC1131H Special Topics: Women in Development and Community Transformation
- AEC1145H Particiyatory Research in the Community and the Workplace
- AEC1181H Embodied Learning and Qi Jong
- AEC1184H Aboriginal World Views: Implications for Education
- AEC1190H Community Healing and Peacebuilding
- CTL1010H Children’s Literature within a Multicultural Context
- CTL1031H Language and Cultural Identity: Using the Literary Text in Teacher Development
- CTL1033H Multicultural Perspectives in Teacher Development: Reflective Practicum
- CTL1307H Identity Construction and Minority Education
- CTL1799H Special Topics: Pedagogies of Solidarity
- CTL1816H Official Discourses and Minority Education
- CTL3015H Seminar in Second Language Teacher Education
- CTL3042H Second Language Teacher Education
- JSA5147H Language, Nationalism, and Post-Nationalism
- SES1912H Foucault and Research in Education and Culture: Discourse, Power and the Subject
- SES1922H Sociology of Race and Ethnicity
- SES1926H Race, Space and Citizenship: Issues for Educators
- SES2999H Special Topics: Militarism and Sustainability: Concepts of Nature, State and Society
- SES2999H Research Methods for Historical and Cultural Analysis
- SES3904H Advanced Sociological Theory in Education
- SES3912 Race and knowledge Production: Issues in Research
- SES3933H Globalization and Transnationality: Feminist Perspectives
- TPS1020H Teachers and Educational Change
- TPS1027H The Search for Educational Quality and Excellence in a Global Economy
- TPS1029H Special Topics: Multicultural and Intercultural Education for Leadership and Conflict Resolution in a Time of Globalization
- TPS1401H The Origins of Modern Schooling II: Problems in the 19th and 20th Century Educational History: Focus on Canada and the US
- TPS1427H History and Commemoration: Canada and Beyond, 1800 – 1900s
- TPS1430H Gendered Colonialisms, Imperialisms and Nationalisms in History
- TPS1447H Technology in Education: Philosophical Issues
- TPS1803Y Recurring Issues in Post-Secondary Education
- TPS 1806H Systems of Higher Education
- TPS1820H Special Topics: Higher Education and Globalization: Critical Policy Perspectives
- TPS1820H Special Topics: War, Conflict and Terror
- TPS1846H Internationalization of Higher Education in a Comparative Perspective
- TPS3029H Special Topics in Education Administration: Politics and Education
- TPS3055H Democratic Values, Student Engagement, and Critical Leadership
The 2011-2012 CIDE SA team had an excellent year offering CIDE students a variety of stimulating and enjoyable academic events. To support our new and existing CIDE students, we provided formal and informal academic advice and support as well as held several orientation and information sessions. In addition to support, we provided students with a year full of exciting events. Our events began in July with a fabulous garden party for CIDE staff and students at our own Vandra Masesmann’s home. Although Vandra had retired the previous year, she was still up for organizing another CIDE Garden Party! Thanks Vandra!

Following the great party in July, the academic year started off in September with our usual CIDE orientation week for new CIDE students, which offered a variety of academic and entertaining events for new and existing students. In September, we also assisted Jaddon Park (CIDE Ph.D. Candidate in CTL) with a book launch for Manzoor Ahmed of BRAC Bangladesh with special guest Dr. John Richards from Simon Fraser University. It was a great event!

We also contributed to the CIDE Student Symposium in February which provided CIDE students with an excellent opportunity to share their own research. In addition to our contributions to CIDE events, we also organized a variety of events including two documentary and pizza nights featuring Part I and II of “Pre-School in Three Cultures: Japan, China and the United States”; our annual Hart House Farm retreat in February, games night at Snakes and Lattes and of course, our beginning and end of year potlucks which always attracted existing students and staff as well as alumni. Altogether the 2011-2012 CIDE SA year was a great success! We welcome the new 2012-2013 CIDE SA team and look forward to their exciting events in the year ahead!

–Darlene, Laura, Jade and Rufeeda.