Directors’ Message

We are in the midst of an exciting year here at CIDEC. This current issue of the newsletter highlights the on-going work of our faculty, students and visiting scholars. We were privileged in the fall to have with us Dr. Cynthia Joseph, Senior Lecturer at Monash University in Australia. Cynthia sat down with CIDE student Elsa Wu to share her own story as an academic in two regions. Their conversation is our featured article in this edition. We also have several contributions from our students who have been busy around the world researching various education issues: Patricia Gaviria takes us to Nunavut, Jadie McDonnell shares her field research in Ghana/Nigeria, Cat Benzie learns from her students in Brazil and Yasmin Lalani explores global health at UBC. Two on-going research projects are also highlighted in this edition - the China-Canada linkages project and CIDEC’s expanding role in INEE. We hope you enjoy a look into our community - please join us for our upcoming seminars and student symposium in Winter 2012 (Page 8).

Sincerely,

Karen Mundy
Co-director of CIDEC

Growing Up Female in Malaysia
With Dr. Cynthia Joseph

By Elsa Wu, M.Ed, CIDEC

I had the pleasure of interviewing Dr. Cynthia Joseph, our visiting scholar from Monash University in Melbourne, Australia. Cynthia 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”. When we met, I had a great conversation with Cynthia regarding her research, her life while growing up in Malaysia, and her life now in Australia. Continued on page 2....

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CIDEC Student Research Symposium
Friday, February 10, 2012

Smart Room 7-105

Join us for a day of presentations focused on Advocacy, Democracy, Higher Education and Citizenship

During lunch we will be launching new books authored or edited by CIDEC faculty.
Continued from page 1... Growing Up Female in Malaysia

What is your educational background?
I did a double major in Maths and Chemistry, with Education for my undergraduate degree. I was a Maths teacher after graduating from university. While I enjoyed Chemistry and Maths, the courses in sociology of education and psychology of education raised a number of questions for me in relation to identity. Given that the Malaysian context is complex with the ethnic and religious politics, identity is then political. The question of ‘who am I?’ has always perplexed me – and that question was and still is the motivation behind my academic journeys.

I pursued my Masters (specializing in Educational Psychology) at a Malaysian university. I did this on a part-time basis while teaching at a science college. I told my supervisor then “I’m really interested in issues around gender and I’d also really like to look at issues in ethnicity”. She said, “No you can’t do ethnicity, it’s too sensitive, it’s a political thing.” So I looked at self-concept, values and academic achievement amongst a group of Malaysian students. I had 200 participants in my research study, and used two standardized questionnaires and conducted statistical analysis on my data.

I joined the university as a lecturer after I completed my masters. Then I went on to do my PhD at Monash University in Melbourne on an Australian scholarship in 1999. My supervisor introduced me to the body of literature on postcolonial theories – and I found my theoretical home-base. I got really excited reading and engaging with this body of literature; everything just gelled, and it all made sense. For my PhD, I looked at gender, ethnicity and schooling in the Malaysian context. It was an ethnography study located in a secondary school in Malaysia. There is a lack of critical research that looks at ethnic and gender politics in educational spaces in the Malaysian context.

Can you give us a brief overview of the book you’re writing?
In my book, I look at a group of young women from the three ethnic groups– Malay Muslim, Indian and Chinese– looking at their pathways from teenage years to early adult years, and how they negotiate ethnic and gender politics. In looking at their schooling years, what it is to be a young schoolgirl? What are the expectations from the society? from their family? and from the education system itself? For each ethnic group it’s quite different. Also how they carry expectations into post-secondary - and then either into the work place or into higher education. How do they position themselves within ethno-religious, educational and work spaces? The focus of the book is how they are positioned within these spaces – and how these positionings both empower and disempower them. It’s a story that captures their pathways from their teenage years to early adult years. This notion of what’s meaningful for
Continued from page 1...Growing Up Female in Malaysia

them varies. For example, you might use your own perspective to say, “oh poor girl she’s working in a factory.” When you talk to her she’s happy that she’s working and earning a salary because she feels that she has some sense of financial power to then make decisions and choices in her life; even though it might not be the same as another young woman who is a doctor. They’re very innovative and very resilient in the midst of the ethnic politics in Malaysia. There are their struggles as well – living in low-cost flats, working as a factory operator in a multinational company, getting married at an early age. On the other end of the spectrum, young women from wealthy families who have the opportunity to pursue their studies overseas. The disparity is huge. Issues related to social justice are important here.

Why do you think this research is so important?
First of all, it gives voices to all of these young women, because I draw a lot on their interview narratives. The other point is that there’s a lack of research coming out of Southeast Asia on issues to do with young women, or gender, ethnicity and education. There’s not much research that looks at all these complexities around identity politics. When you think about academia, it’s still privileging the west, in production of knowledge and dissemination of knowledge. It’s still used as the normative. So my research is about giving a voice and also to do with knowledge production.

As a visiting scholar, what led you to come to OISE?
I think OISE is known in the areas of equity, social justice and education. I’ve met some interesting academics and had great conversations and look forward to collaborating with them. You also have a vibrant graduate student collective. It’s really interesting to see you all take on different leadership roles within OISE. It’s really nice to see the students get involved; they don’t just come in for classes. In my new area of research, I look at migration, education and work especially in relation to the new skilled migrants within the Australian context.

There is a much longer history of research in these areas in Canada – and there is a great body of critical research coming out of OSIE on these issues.

You’ve lived in Australia for some time now, how would you compare Australia to Malaysia?
Can you really compare two countries, and what’s the framework or benchmark you use then? Do we end up with the Western model as the normative one then – whatever Western means? I’ve lived and worked in Australia and I’ve lived and worked in Malaysia. I’ve also travelled and lived for short periods in London and now Toronto. I’d like to think that my cultural and educational experiences have continued to shape me. I’d like to think that because of these experiences I’m more sensitive to issues of differences both in my daily experiences and in the workplace. I am not referring to diversity here - because diversity is an apolitical notion, where everyone from different backgrounds live together happily, celebrating each other’s festivals and enjoying each other’s cuisines. What I mean is differences, whereby different ways of being and knowing are located within webs of power. It’s a social, cultural hierarchy, where one is privileged over the other, one is marginalized, and that changes in different contexts. In some situations you feel empowered, in other situations you feel disempowered. I’d like to think that because I’ve lived in different contexts, these experiences make me a bit more sensitive or aware of differences and how it works, - and basically treat people with respect, engage with them on a respectful level, whether they are students, or colleagues, or the general public.

Watch Cynthia Joseph’s CIDEC seminar
www.oise.utoronto.ca/cidec/CIDEC_Seminar_Series/index.html
Self-Determination and Post-secondary Education: The Inuit and the Circumpolar North

By: Patricia Gaviria, PhD Candidate, CIDEC

Since the 1970’s, political devolution has resulted in different forms of Inuit self-determination. In Nunavut, the Inuit government is progressing toward further devolution of powers, while Greenlanders have taken control of their destiny to achieve a self-ruled government with the goal of full independence by 2021. These political changes have taken place against a backdrop of cyclical economic growth and decline, environmental change, and renewed multilateral cooperation amongst circumpolar states. Education has a pivotal role in articulating Inuit self-determination. From a regional perspective, the Inuit see education as an indigenous project for advancing Inuit values. At a local level, the Inuit face the challenge of dealing with disparities between indigenous knowledge and human capital models linking education outcomes to employment opportunities in sectors affecting Inuit ways of life. The interplay between Inuit political aims and environmental and economical challenges creates a particular context against which I am examining the relationships between Inuit self-determination and postsecondary education in Nunavut and Greenland.

My study falls under the umbrella of contextual comparison methodology. Such approach allows me to document the way in which Inuit self-determination is projected into and taken up by postsecondary institutions. My research proposal has taken me to Kangerlussuaq and Nuuk in Greenland, and Iqaluit in Nunavut; where I have had conversations with instructors, faculty, and administrators of Ilisimatusarfik, an Nunavut Arctic College. I am on my way to my second trip to Nuuk where I will collaborate with the university community to understand the right to self-determination from the standpoint of the people involved in education.

I hope my study will contribute to the knowledge of how postsecondary institutions evolve in places where indigenous people are the majority, and of how people working in them face the challenges of advancing indigenous aims. Ongoing conversations assure the relevance of the study, the appropriateness of the methods, and the usefulness of findings for both institutions.
Canada-China University Linkages in a New Era of Global Geo-Politics

By Ruth Hayhoe

We were stimulated by celebrations around the 40th Anniversary of Canada-China Relations in 2010 to design a project that would look specifically at large scale national level efforts at collaboration between Canadian and Chinese universities from 1983 to 2001. After the devastation of the Cultural Revolution, Canada was the only Western country that concentrated its development aid on higher education in China, and the projects it supported were quite different from those of the World Bank, which focused on infrastructural development. CIDA projects supported a large number of university linkages in the areas of education, agriculture, environment, health and management studies, with a particular emphasis on collaboration in the development of faculty and of new courses.

Our 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?

To answer these questions we are connecting with participants in past projects in many parts of Canada and China. Our project team includes Ruth Hayhoe (TPS), Julia Pan (Dean’s Office), Qiang Zha (York), Phirom Leng (TPS), Qin Liu (TPS) and Lois Dou (CTL).

CIDEC Joins INEE’s Working Group on Education and Fragility

CIDEC has been selected to serve on the Inter-Agency Network for Education in Emergencies (INEE) Working Group on Education and Fragility for the term 2011-2013. INEE is an open network of 5,700 representatives from NGOs, UN agencies, donor agencies, governments, academic institutions, schools, and affected populations. INEE is a leader in advocacy and in practice in the field of Education in Emergencies, particularly through the Minimum Standards, first created in 2002 and updated in 2010. The Working Group on Education and Fragility aims to facilitate inter-agency dialogues on the role of education in state- and peace-building and to develop research-based tools to promote conflict-sensitive approaches to education in fragile contexts (see www.ineesite.org/educationfragility).

CIDEC brings to this Working Group a long history of work on global citizenship and peacebuilding as well as a burgeoning body of current work on education and conflict. Current work lends critical, conflict-sensitive lenses to studies of educational policy, international cooperation in education, civil society actors in educational change, and curriculum and pedagogy. It includes a review of the state of the field of refugee education in collaboration with UNHCR; a background paper for the UNESCO Global Monitoring Report on Canadian aid to education in conflict-affected states; curriculum design for a new Masters in Education in Emergencies program at the University of Nairobi (Kenya) in partnership with the International Rescue Committee; formation of the CIDEC-based Canada-Afghanistan/Central Eurasia Education Research Group; and an edited volume in tribute to Jackie Kirk that, in her spirit, brings together the cutting-edge work of academics, policymakers, and practitioners toward building systemic change in education in conflict settings (Teachers College Press, 2011).

Please contact Sarah Dryden-Peterson (sarah.dryden.petersson@utoronto.ca), our CIDEC Representative to the INEE Working Group.
By Catriona Benzie

This summer I taught children, aged two to sixteen, numeracy and literacy in Portuguese. I worked at Educandário Creche Comunitária Sonho Vovó Clara in the favela Mata Escura, Salvador, Bahia, Brazil. I wrote the following letter for a very special student, a five-year-old boy named Nadson, who taught me an important lesson when I was having a bad day.

“Querido Nadson,

I was having one of those days. You know, those days where things don’t go like they should. Everyone was having trouble finishing their work. You were being so stubborn! You wouldn’t pick up your pencil until all your classmates had left the room. I made you stay to finish your work. I thought you were mad at me. How mean I was, not letting you play! And then you finally finished! Freedom! As you left the classroom, you said “abraços Tia” and gave me a huge hug and a kiss on the cheek. Then you ran to play.

Thank you Nadson! That meant the world to me. You reminded me why I love what I do. When you do what you love, that love will shine through every time. I hope when you grow up, you find something you love and do it with all your heart.

Muita obrigada,
Tia Catriona”

querido = dear
abraços = hugs
Tia = Auntie
muita obrigada = thank you so much!

For more information about the school where Catriona taught, go to: http://www.grandmotherclarasdream.org/

Summer Institute in Gender and Health, UBC

Yasmin Lalani was selected by the Canadian Institute of Health Research (CIHR) to participate in their Summer Institute in Gender and Health, held at the University of British Columbia in June 2011. Yasmin is a 4th year PhD student in Curriculum, Teaching and Learning. Her interdisciplinary study examines how HIV positive and sex worker women activists in the Peruvian Amazon apply HIV/AIDS curricula to counteract gendered beliefs and behaviours associated with HIV risk.

The Summer Institute in Gender and Health is a competitive training opportunity for graduate students and post-doctoral fellows to learn about integrating gender and/or sex into health research. Participants receive opportunities to learn from expert health scholars from across Canada and to network with other graduate students in a variety of disciplines. Yasmin is always enthusiastic to make connections with people who have research interests and expertise outside the field of Education. Yasmin made the most of this unique opportunity and met students in such fields as Community Health, Epidemiology, Basic Science, Nutrition, Nursing, Psychology, Exercise Science, Experimental Surgery and Psychiatry—to name just a few! There were lots of fruitful discussions each day that culminated in plans for future collaborations and in new friendships.
Exploring African Proverbs as Pedagogical Tools for Schooling and Development with Dr. George Dei

By Jadie McDonnell

With a strong interest in African Indigenous Knowledges and their role in an Africanized approach to development, I had the opportunity to explore these interests in the summer of 2011. As a part of research project examining the pedagogical uses of African proverbs, I accompanied Dr. George Dei to Ghana and Nigeria where we conducted interviews with students, faculty and cultural custodians. I was not only able to use this experience to complete a CIDE practicum, I was also to conduct interviews for my own MA research examining African proverbs as pedagogical tools for endogenous development. During our travels Dr. Dei was invited as a keynote speaker at two conferences, one in Lagos, Nigeria and another in Tamale, Ghana. At these conferences I had the opportunity to meet scholars in the field and present the preliminary findings of my research while in Tamale. I also had the opportunity to spend some time at the Centre for School and Community Science and Technology Studies at the University of Education in Winneba, Ghana. Although, I am pleased to be back at OISE, I look forward to returning to Ghana and Nigeria to further explore the great work that is going on there!

Book Launch
Friday, February 12:30 - 2:00

Join editors Karen Mundy and Sarah Dryden-Peterson to discuss their new book: Educating Children in Conflict Zones: Research, Policy, and Practice for Systemic Change; a Tribute to Jackie Kirk

Save these dates!

April 22-27, 2011 - Penn State University cordially invites you to the 56th annual Comparative International Education Society Conference in San Juan, Puerto Rico
http://www.cies2012.psu.edu/

May 26-30, 2011 - Wilfrid Laurier University/University of Waterloo proudly invites you to the annual Comparative and International Education Society of Canada Conference in Kitchener-Waterloo, Ontario
http://www.csse-scee.ca/conference/
Winter 2012 Seminar Series
Smart Room 7-105

Monday, January 16, 4:00 - 5:00 pm
Dr. Karen Mundy (CIDEC Co-director) hosts Q & A for new CIDEC students.

Wednesday, January 18, 5:00 - 6:30 pm
Ruben Gaztambide-Fernandez, Professor, CTL, OISE
Cristina Guerrero, PhD Candidate, CTL, OISE
Reflections on Doing Youth Participatory Action Research with Latino Students in Toronto Schools: Dilemmas and Possibilities

Wednesday, February 8, 4:00 – 5:30 pm
Sarah Dryden-Petersen, SSHRC Post-Doctoral Fellow
Social Integration as Key to Quality Education: Lessons from Refugee Education

Thursday, February 9, 11:00 am – 1:00 pm,
Round table discussion on education and conflict

Friday, February 10  9:00 am - 4:00 pm
Student Research Symposium and Book Launch
See opposite column for presentation times and titles.

Wednesday, February 29 11:30 am - 1:00 pm
George Dei, Professor, SESE, OISE
Jade McDonnell, MA Student, SESE, OISE
Ghanaian Proverbs as Pedagogical Tools for Community Development.

Tuesday, March 6, 11:30 am - 1:00 pm
Prachi Srivastava, Ottawa University
Privatisation, Education, and Development: discourse and new research directions

Wednesday, April 4, 3:00 - 4:30 pm
Preparatory meeting for CIES presenters
Karen Mundy, CIDEC Co-director
Wednesday, April 4, 4:30 - 6:00 pm
End of Term Potluck - 7th Floor Peace Lounge

** All CIDEC Seminars are located in 7-105, OISE Building, unless advertised differently.