Welcome to the fall edition of the quarterly newsletter of the Comparative, International and Development Education Centre. CIDEC brings together a dynamic group of students and faculty interested in comparative and international research around a series of projects and events. We hope to highlight our activities - and our accomplishments - and keep you up to date on future events.

~ Karen Mundy, Director of CIDE

Please e-mail us your news, events, honours or publications at cide@oise.utoronto.ca

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Life After OISE with UNICEF Pakistan

By Brenda Haiplik

After graduating from the CIDE Ph.D. program in November 2004, I was fortunate to land a job with UNICEF Somalia managing the formal primary education program for the country. When the October 8th, 2005 earthquake hit northern Pakistan, I was one of three UNICEF Somalia staff that were sent to help. The 7.8 magnitude earthquake destroyed over 10,000 educational institutions, 6,000 of them at the primary level. My current position as the Emergency Education Focal Point at UNICEF Pakistan is both challenging and exhilarating. Along with a field team of 15 other education officers (national and international), I manage and support UNICEF’s education program (worth USD 21 million in 2007) in the earthquake affected areas (Azad Jammu and Kashmir and North West Frontier Province). At present, UNICEF is supporting approximately 4,800 tent schools (one school consists of 2 to 5 tents with around 40 students per tent) having ordered over 18,000 tents since the earthquake.

A typical work week for me consists of phone calls, answering emails and attending an endless number of meetings (internal UNICEF meetings, UN family meetings as Pakistan is a UN Reform pilot country, Inter Agency Standing Committee meetings/cluster approach, meetings with donors and government). I am currently busy writing proposals worth USD 26 million, the incredible amount we need to complete our ambitious program. UNICEF is committed to soft components such as teacher training and to building 500 primary schools and approximately 1,000 transitional shelter schools.
Li Koo, (Graduating class of 2006, from the Department of Curriculum Teaching and Learning (CTL) and CIDE) has accepted an 8 month CIDA-sponsored internship with World Literacy of Canada. During this time she will be responsible for the growth and development of literacy programs within local libraries in Varansi, India. She will help centralize the local library database, expand the adult collection in rural libraries within Utter Pradesh, develop a curriculum supporting literacy development, and teach computer skills to help improve informational/technological literacy. This is an exciting opportunity for Li as she will be able to apply her background in arts based education, community building and international development. On another note, although Li is of Chinese descent, her parents were born in Kolkata, India. Raised in a household where Hindi and Chinese culture and traditions were easily interchangeable, this is an opportunity for Li to work in a community that had a great influence on her life.

On International World Literacy Day (September 7), Li was interviewed by Elizabeth Mitkos from Book Television. Li has a background in visual arts and an interest in new media, she will document the process of program development and work with Mitkos to capture the experience of field work, value of international development and the importance of literacy for women and children. It is hoped that an episode will be ready for air in 2008.

Since graduating from CIDE through the Department of Adult Education and Community Development (May 2006), I have had the opportunity to work as an educator and community development worker in two unique international community health projects.

In May 2006, I accepted a CIDA-sponsored internship with the Christian Children’s Fund of Canada (CCFC) in Nicaragua. My role was to work in partnership with the CCFC counterpart organization, Los Pipitos: Association of Parents of Children with a Disability, to strengthen their work in HIV-AIDS. As part of this work, we formed and trained a powerful network of community leaders on HIV-AIDS issues and developed a sexual and reproductive rights education program for youth with disabilities. We also organized the First Regional Forum on HIV-AIDS and Disability to promote inclusive partnerships and strategies on HIV-AIDS in Southwestern Nicaragua.

Since March 2007, I have been back in Toronto working as a Community Researcher/Engagement Worker looking at health service issues in two Scarborough “priority neighborhoods”. Through this work, I have been participating in Action for Neighborhood Change, a United Way-sponsored community development initiative to facilitate resident engagement, neighborhood associations and improved service delivery in the most underserved and overstressed neighborhoods in Canada.
CIDEC EVENTS FALL 2007

LOCATION: CIDE Smartroom, Room 7-105 (Unless otherwise listed)

**Monday, September 17:** 4:00-6:00pm - ORIENTATION & POTLUCK
Welcome for Seodi White Dame Nita Barrow Lecturer

**Monday, September 24:** 11:30-1:00pm
OISE at 13th World Congress of Comparative Education Societies in Sarajevo & BCES Conference in Sofia, August/September 2007
Professor Vandra Masemann & OISE students

**Monday, October 1:** 11:30-1:00pm
Public Policy and the Future of the Public Research University in Asia and Latin America Jorge Balan, Adjunct Professor CIDEC/TPS. Senior Researcher at CEDES (Buenos Aires, Argentina) and visiting faculty at OISE.

**Thursday, October 11:** 4:30-6:00pm Location: 208N Munk Centre
Gender in Education in Emergencies (Co-sponsored with CWSE)
Jackie Kirk. Specialist on Education in Emergencies and Post Conflict Education McGill University and the International Rescue Committee

**Friday, October 12:** 9:30-12:00
Inter-Agency Network for Education in Emergencies (INNE)
Minimum Standards Training (registration form at CIDE after Oct. 1)
Jackie Kirk. Specialist on Education in Emergencies and Post Conflict Education McGill University and the International Rescue Committee

**Monday, October 22:** 11:30-1:00pm
Charting Global Education in Canada’s Elementary Schools
Report on the 2007 Unicef Study/CIDEC study
Professors Karen Mundy and Vandra Masemann
Researchers Megan Haggerty, Caroline Manion, Kirk Perris, Angela MacDonald

**Thursday, November 8:** 4:30-6:00pm Location: 208N Munk Centre
Knowledge Banks and the Study of Traveling Reforms
Gita Steiner Khamsi. Professor of Comparative and International Education, Teachers College, Columbia University

**Friday, November 9:** 9:30-12 noon Location: 12th Floor, Dean’s Boardroom
“Access to Quality Education” (register online after Sept. 15 at www.akfc.ca)
Aga Khan Foundation Canada Seminar Series

**Monday, November 19:** 11:30-1:00pm
Conceptions of Quality Education in a Multilingual, Multiethnic Minority District in Northwest China
Stephen Bahry, Phd Candidate Department of Curriculum, Teaching and Learning

**Monday, December 10:** 3:00-5:00pm
POTLUCK/ HOLIDAY FESTIVITIES

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Charting Global Education in Canada’s Elementary Schools: Provincial, District and School Perspectives

New cross-Canada study on the state of global education in elementary schools published by UNICEF Canada. This cross-Canada study explores the way in which global education is being implemented within Canadian elementary schools, and answers three key questions:

- What is the current situation of global education inside Canadian elementary schools?
- How well is global education being supported by schools, districts, provincial ministries of education, nongovernmental partners and federal bodies?
- How might global education be better supported?

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Professor Joseph Farrell was presented with the award of Honorary Fellow in March 2007 at the U.S. Comparative and International Education Society’s annual meeting in Baltimore MD in recognition of his long and scholarly career and his signal service to the field of comparative education. The ceremony was followed by a reception in his honour which OISE co-hosted with the University of Pittsburgh. Many of his friends, students and colleagues were able to greet and congratulate Joe, who was accompanied by his wife Joan.

Many OISE students and faculty attended the very interesting conference with the theme “Engaging Our Differences.” They presented papers, participated in the Ph.D. workshop, attended meetings, and enjoyed socializing with friends and colleagues.

On a sadder note, a memorial event was held in Baltimore in honour of the late Professor David N. Wilson from CIDE, which was very well attended by his colleagues from the United States, Canada and other countries, as well as his two daughters, Sharyn Outtrim and Dianne Wilson. His advisor, Professor Don Adams, and many others spoke movingly of their memories of his life and work. Similar memorial events were held at OISE in April, 2007 and at the CIESC meeting in May in Saskatoon.

I have been interested in how language settlement teachers seek to integrate immigrants into Canadian society since 1992, when I moved from Montreal to Toronto and began teaching in a federally-sponsored English language settlement program for immigrants called Language Instruction for Newcomers to Canada (LINC) at a local college. While emphasis was placed on teaching our students basic “survival” language skills to enable them to live and work here, available curricular material also offered teachers the chance to introduce citizenship concepts or values education within the context of the period of settlement, which the federal government defines as the first three years an immigrant spends in Canada. (1)

My dissertation grew out of my curiosity about how English language settlement teachers in Ontario and French language settlement teachers in Quebec view their work. It compares the immigrant integration discourse of nine English teachers in the Language Instruction for Newcomers (LINC) program in Toronto-area schools and nine French language settlement teachers in the Programme d’intégration linguistique pour immigrants (PILI) [Linguistic Integration Program for Immigrants] in Montreal-area schools, within the larger contexts of official immigrant integration ideologies.

My study provides an historical overview of Canadian and Quebec immigration and integration policies and language settlement programs in order to contextualize how both the contemporary manifestations of the Canadian immigrant integration ideology of multiculturalism and the Quebec ideology of interculturalism are communicated through government policy documents and (re)transmitted in LINC and PILI program documents. Finally, it seeks to understand how these two ideologies, or official discourses, are reproduced or resisted in the discourses of these eighteen participants, as well as
Life After OISE with UNICEF Pakistan

The earthquake destroyed virtually all infrastructure which means the rebuilding effort will most likely take years. Transitional shelters are the interim answer to providing safe, child friendly learning environments. Many UNICEF-supported schools sit at altitudes over 2,000m above sea level in some of the remotest, inhospitable locations in Pakistan.

My favourite part of my work is going to the field. In the early days, there were helicopters available to transport humanitarian staff to the field. In 25 minutes you could be in a hub office. Now, we have to drive up treacherous mountain roads in standard UN vehicles. It can take up to 6 hours to reach the furthest field office. As a woman, I must adhere to local costumes. I generally wear shalwar kameez and hiking boots when on field visits.

I have now been working for UNICEF for two years. In that time I have learned so much. UNICEF is an organization that is going through a period of change. It is moving back into its originally mandated area of being a strong, first responder in emergencies (the ‘E’ in UNICEF). For an OISE grad with a strong interest in ‘how things work’, being in Pakistan during an era of UN reform and a growth in the area of education in emergencies is timely. There is a lot of learning still to be done!

Spring Retreat

By Kathy Madjidi

In May, CIDEC students escaped the concrete jungle of OISE-UT and headed for Hart House Farm for a year-end retreat. The retreat was open to all CIDEC students, staff and faculty to attend, and ten students turned out for the overnight event. Arriving was a bit of an adventure, with one carload taking an unintentional ‘scenic route,’ but by late afternoon Friday all parties had arrived. The group enjoyed a hike around the property, exploring moss-covered caves and playing with puppies from the local hunting club. A great feast was followed by an evening of guitar playing, percussion, and song. Who knew that so many of our fellow CIDEC’ers had such musical talent! The night was capped off with a relaxing midnight sauna and dips into a frigid springwater pond! Saturday morning we woke to a delicious pancake breakfast, complete with fresh HHF maple syrup. We enjoyed the sun, played Frisbee, and yes, ate some more. No one wanted to go home, so the caravan made a few more stops at local sights and coffee shops on the way back. All in all it was a great success. Watch for announcements for the next CIDEC retreat- we’re hoping to get even more of us out there for the next one!
as how their lived experiences affect these teachers’ discourses.

While official multiculturalism policy has sought to portray the immigrant integration process as a ‘two-way street’ involving accommodation by both immigrants and Canadian society, Quebec informs immigrants of its ‘moral contract’ and expects immigrants to abide by it when they move to Quebec. It declares that (1) French is to be the common language of public life; (2) everyone is expected to participate and contribute to society; and (3) Quebec is open to contributions from all citizens, ‘within the limits imposed by […] democratic values, and the necessity of intercommunity exchange” (2)

A notable finding of this study is that teachers in both groups tend support a more assimilationist view of integration than those presented in either Canadian or Quebec official discourse. They view their role as helping students to adapt to life in Canada or Quebec and to adopt these societies’ social mores and behaviours. A strong undercurrent in the discourse presents ‘full’ integration as a long-term project, involving two or three generations, by which time immigrants and their families shed their ‘inappropriate’ behaviours. In this respect, participants express directly what Li (2003) believes is the implicit message of official multiculturalism: that an immigrant’s attachment to his or her culture is only a temporary phase leading to acceptance of the majority culture’s attitudes and behaviours.(3)