Welcome.
Welcome to the new academic year, all new and continuing students, faculty, and friends. Among the highlights of 2008-9 were the establishment of an active CIDE Students Association, the collaborative exchange project on global justice and citizenship education between CIDEC and the Centre for International Education and Research of the University of Birmingham, UK and the CIDEC participation at conferences. This issue also includes an interview with new CIDE core faculty member Roland Coloma, articles and resource reviews by CIDE students, and a list of CIDE seminars and events for this fall. We look forward to your contributions to future CIDE events and newsletters. Please email your ongoing news and honours to Sylvia Macrae, CIDE Program and Finance Administrator at smacrae@oise.utoronto.ca.

With warm regards,
Sarfaroz Niyozov, CIDEC Director, 2009/10
Ruth Hayhoe, Acting Co-Director, Fall 2009
Kathy Bickmore, Acting Co-Director, 2008-07/09
Karen Mundy, CIDEC Director (on leave), 2008-09
Vandra Masemann, CIDE Program Coordinator, 2008-10

Interview with Professor Roland Coloma, Sociology

By Sohana Khandoker

How did you come to join OISE and the CIDE family?

I joined OISE as an Assistant Professor of Anti-Racist and Feminist Studies of Globalization and Education. The issues surrounding Globalization are very much at the core of my work. However, conversations about globalization are dominated by an economic discourse. What I aim to bring into that conversation is a strong grounding in history and cultural studies. Through that perspective I examine the transnational relations between North America and Asia, with a particular attention to the workings of race, gender and sexuality. During my on-campus interview at OISE, one of the people I met was Dr. Karen Mundy who gave me an opportunity to meet some of the CIDE faculty and students. CIDE is a terrific institutional space not only to address issues of globalization, but also to have other likeminded activists, intellectuals, researchers, and educators who share similar passions.

How has your experience been so far?

It’s been terrific. OISE faculty, staff, and students have been welcoming, generous and warm to me as a first year faculty member. It feels wonderful to be in an institution where critical perspectives can be brought to bear in research, policy and teaching. So it’s great to be here where my work can be nurtured and pushed both by faculty and students.

What courses are you teaching?

This spring 2009 I am teaching a graduate course on ‘Migration and Globalization’ and a B.Ed. course on ‘School and Society’. In fall 2009, I will teach a graduate course on ‘Foucault, Research, and Education.’

What are your research interests?

My doctoral dissertation looked at the first 10 years of the US occupation of the Philippines and focused on the education system. For my first book, I am expanding my dissertation to encompass a longer time period (1898 to 1926) and to analyze both formal and informal education. For formal education I look at policies, curricula, and teacher preparation program. For the informal I look at community programs regarding sanitation and hygiene, school architecture and gardening, athletics and sports. I am also using primary sources in different languages. My initial work was grounded in English language resources. But now I am using Spanish and local vernacular primary sources to provide more multi-dimensional perspectives on the work. In addition, I have completed editing academic books on ‘Post Colonial Challenges in Education’ which will come out in fall 2009.

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10. World Bank Doctoral Workshop
11. Founder’s Fund
12. Fall 2009 Seminar Series
You have done quite a lot of research on Asian Americans in race relation and education—Could you share some of your insight and understanding in these issues? Even though I was born in the Philippines, I was raised and educated in the United States. So my primary understanding of race, ethnicity, and diaspora is very much grounded within the US terrain. However, my sense of the scholarly literature in Canada is that there are a lot of parallels between Asian Americans and Asian Canadians. I will highlight two. One is the discourse of ‘model minority’ which depicts Asians as doing well in schools and therefore not needing social or educational services that address their needs. Asians get elevated as ‘good students’ and are not provided with culturally responsive services, and often they get pitted against other students of color. This is very, very damaging. Some of our Asian students do not do well in school and therefore do not receive proper services, and there is also the nature of divide and conquer politics. Second, there is a major lack of research, empirical and theoretical work, and curriculum materials about Asian Americans and Asian Canadians. I see this in my textbook analyses in both US and Canada. In the Canadian context, discussions about the Chinese head tax, the Komagata Maru incident in the South Asian community, the Japanese Canadian internment, and the live-in caregiver program in relation to Filipino/as are absent not only in K-12 schools but even at university level. The consequences of such absence are twofold: a) Asian Canadians are deemed as forever foreigners in this country, regardless of the number of generations that we have been here, and b) the rest of the Canadian community becomes completely ignorant about the largest visible minority community in this country.

Are you pursuing any particular research right now? I completed my edited book and am wrapping up the archival research for my solo-authored book. I am launching three new projects First I am looking at the history of Asian Canadian social movements. The title of the project is ‘From Grief to Grievance.’ I am trying to analyze the question of how racial minorities use their experiences and history of discrimination to file grievances to the government. I have four case studies that will focus on Canadians of Chinese, Asian Indian, Japanese, and Filipino/a descent. In the second project, I am going to look at a Canadian Catholic missionary group that is based in Toronto and has been going to the Philippines since the 1950s. I will trace historically Canada’s involvement in the Philippines for more than 50 years. Our common understanding is that Philippine-Canadian relations are relatively recent phenomena with Filipino/as migrating to Canada for work. I want to indicate that Canada has been in the Philippines for a much longer period of time. In the third project I am looking at sexual tourism in Asia. A lot of research on sexual tourism has been particularly, if we use the economic terms of supply and demand, on the supply side: on women and girls “providing services”. I am interested in the demand side when heterosexual and homosexual men go to Asia to procure sex with girls and boys. These three projects are related to my overall interest in the trans-Pacific relationship between Asia and North America.

What makes you feel rewarded in your work and research experiences? I think I can speak to that on three levels. I feel a very personal sense of accomplishment when doing research especially on topics that are so dear to me. Race, gender, sexuality, spirituality, and economy are very important topics to me. I believe that the most fascinating and meaningful work comes from autobiography. Second, to engage students in my class. Sometimes, academic work can be astoundingly isolating and solitary, and it is very fulfilling to be in a community of learners and academics. Thirdly, I am always interested in policy relevance and implication. I want to know how this research impacts the way things are governed and implemented.

What do you hope will be enduring contribution to OISE? People around the world are interested in learning about Canada because they see Canada as a country with high levels of achievement and relatively low levels of inequity. Many countries are interested in what Canada is doing in education and how we do it. Our education reputation is much better abroad than it is at home!

Do you have any recommendations for students? Pursue questions that you find meaningful for yourself and for the communities with whom you affiliate, questions whose answers you do not already know, questions that keep you up late at night. Use and work with resources that are around you, within the university, and outside in the community. Have a good support network both personally and academically. This work is not easy and it helps to have family and friends to keep us grounded and real.
By Katherine Daly, M.Ed, Adult Education and Community Development

I initially felt uncomfortable when I agreed to be an international election observer in the March 15th 2009 presidential elections in El Salvador. I approached the experience believing that international observing was simply a neocolonial pursuit where “civilized” northerners ensure that the election of a “less developed” was “free and fair” and approve the “legitimate” democracy in that country. My classes at OISE were telling another story and demanding that I question who is able to claim “legitimate knowledge” and who is able to legitimate or de-legitimate democracy. I agreed because a friend convinced me that the presence of international observers makes electoral spaces safer for average voters.

Shortly before election day I told a fellow observer, half-jokingly, that our main job was to “be white”; that our white/Northern privilege would make the area safer for voters. When we arrived at the voting centre I realized that our role would be much more active. People from both the right and left-wing parties sought us out to calm tense disputes. We found the proper authorities to resolve problems and we worked closely with the head police officer to relay complaints that electoral rules were not being followed. While our privilege as Northerners had a huge impact on the authority that was bestowed on us, our ‘neutral’ status created trust that we would help to resolve a dispute as fairly as possible. While complete neutrality is impossible (who buys a plane ticket to go to an election they have no feelings about?), our personal stakes in the election were minimal in comparison to other actors who had lost loved ones to the civil conflict. This semblance of neutrality and our obvious desire to support the process rather than the outcome of the election allowed us to contribute positively to the electoral process.

SSHRC Post-Doc, Sarah Dryden-Peterson, visiting CIDE

By Sarah Dryden-Peterson

Dumela from Botswana. I am thrilled to be joining the CIDE community as a SSHRC-funded postdoc. I have just finished my doctorate at the Harvard Graduate School of Education, which I have been working on most recently from Gaborone, Botswana. My work has focused on education in conflict-affected African states, particularly in the Great Lakes region. I lived in Uganda for several years, doing participatory research with refugee families from the Democratic Republic of Congo, focusing on their experiences with education in urban and camp-based settings as well as in internationally-funded and locally-initiated schools. For my dissertation, I worked with African refugees and immigrants in the United States, examining the role of schools and churches in integration, particularly community-building, in a new country. My new project focuses on education in post-conflict settings and the role of transnational interactions between Diasporas and local communities in educational reconstruction. Before starting my doctoral studies, I taught Grades 7 and 8 in Boston and worked in rural Madagascar and in Cape Town, South Africa, where I founded a non-profit called the Idea Truck/Inqwelo yolwazi, a mobile library and teachers’ resource center serving township primary schools. I look forward to meeting you in the fall!

CIDEC Funding is renewed!

“I am delighted to inform you that the Comparative, International, and Development Education Centre will receive $20,000 annually for administrative support for a period of five years beginning May 1, 2009 and ending April 30, 2014.”

Normand Labrie, Associate Dean, Research and Graduate Studies, OISE
By Melissa H. Conley Tyler, Diane Bretherton, Anna Halaffoff, Yung Nietschke
Reviewed by Allina Lee

Educators representing local and national levels of education in Vietnam, UNESCO, and the International Conflict Resolution Centre at the University of Melbourne, Australia (ICRC) were involved in a systematic planning project, initiated by Vietnamese teachers, to develop a Primary Education Teaching Manual: Education for Peace and Conflict Resolution. Variations in the different linguistic, cultural, government, and education systems created challenges to setting the purpose and methodology of the project since Vietnamese social and cultural expressions are generated from fifty-four different ethnic groups and nearly 100 language traditions. Responding to local Vietnamese conditions led to the use of cooperative research methods in developing the culturally specific peace education core course for Vietnamese primary schools. A Participatory Action Research (PAR) process was established by the ICRC. This project reflects their joint efforts to create a five-year manual containing fifty lesson plans and materials for use in peace education courses in Vietnam.

Creating a cross-cultural curriculum required more collaboration than simply translating materials into Vietnamese. Processing ideas for peace lessons meant that democratic mechanisms inherent in the lesson plans required that both teachers and planners walk ‘the talk.’ Individual Vietnamese teachers’ responses were considered and incorporated into the process and content of the larger program structure using consensus decision-making processes. This review, planning, and implementation cycle most likely opened up democratic spaces for those on the educational frontlines to further reflect upon and contribute their ideas and strategies towards developing opportunities for learning from the grassroots.

What are the implications of this cross-cultural development? We learn that, to continue to piece together the principles of peace education from the margins, we need to communicate with strategic authenticity and critical reflection. While the team successfully developed a document which blended exchanges between a communist and democratic government and their mixed and market economies, the primary change agent potential was seen to be with the outside ‘experts.’ If we are truly to empower the poor, then there needs to be a paradigm shift where change potential remains with the initiating group, in this case the Vietnamese teachers. Critics doubt as to whether authentic, cross-cultural meaning can ever be brokered among diverse groups of strategists, and if the clash of contextualizations and realizations will ever bridge commonalities and differences. The use of PAR in this project was effective and allowed for the necessary local innovations to occur in the democratic development of peace education materials. For future projects, Canadian educators wishing to work in cross-cultural projects should ensure that change agents remain the activists operating from within the local knowledge bases to develop a sustainable culture of peace.
CIES at Charleston, March 2009

By Kara Janigan

Once again many members of the OISE/UT CIDE community came together with other educational researchers and practitioners from many countries and organizations at the annual conference of the Comparative and International Education Society (CIES). This year more than forty graduate students and faculty traveled to Charleston, South Carolina, from March 22nd to 26th, to participate in the conference, the theme of which was “The politics of comparison”.

The CIES conference provides an excellent opportunity for participants to share ideas and research through presentations, to honour colleagues, to meet professional colleagues and friends as well as forge new friendships. This year was no exception. Twenty-eight CIDE graduate students and nine CIDE faculty presented papers this year with several also serving as the chair or discussant for a session. Professor Ruth Hayhoe, a CIDE core faculty member, received the Lifetime Contribution Award by the Higher Education Special Interest Group for her years of valuable contributions, leadership and research in comparative and international higher education. Mira Gambhir, a CIDE doctoral student, was selected to participate in the New Scholars Committee Dissertation Workshop. Several CIDE graduate students also participated in the post-conference workshop which focused on gender and research methodologies.

Several CIDE students and faculty attended the memorial to celebrate the life and work of Dr. Jackie Kirk, who was tragically murdered by the Taliban while working in Afghanistan. Jackie, who worked out of McGill University, was a colleague and friend to many in the OISE CIDE community and is greatly missed.

On Monday March 23rd, OISE/University of Toronto hosted a well-attended reception for conference participants in collaboration with Institute for International Studies in Education/University of Pittsburgh, International Bureau of Education/UNESCO, and Taiwan’s National Chung Cheng University. The reception was held to honor Professor Donald K. Adams who was in attendance. Professor Adams was the CIES President in 1965 and was awarded as a CIES Honorary Fellow in 1998. He was also Joe Farrell and David Wilson’s doctoral supervisor.

The conference was graciously hosted by the College of Charleston and the University of South Carolina while Teachers College, Columbia University, did an excellent job of organizing the conference with approximately 350 panels as well as many receptions, meeting and exhibits. We look forward to next year’s conference which will be held in Chicago, Illinois.
By Kaylan Horner & Gary Pluim
As the academic year settles into summer, the outgoing CIDE-SA Core Team – Spogmai Akseer, Solomon Belay, Margaret Bent, Kaylan Horner, Alison Malcolm, Nhung Truong and Doug Waters – would like to thank the entire CIDE community for your participation over the past twelve months. Whether you competed in a pub quiz, learned how to line dance or donated your culinary prowess to a potluck, we truly appreciate all of your energy and enthusiasm. It has been our pleasure to support such a vibrant group of friends and colleagues.

Looking forward to 2009-2010 you can anticipate returning favourites like cultivating community during the student orientation in September, escaping to Hart House Farm for the retreat this fall, or showcasing hidden talents at CIDE-Show this winter. You can also expect exciting new initiatives courtesy of the incoming CIDE-SA: Larissa Barr, Yuko Bessho, Stian Haklev, Liz Kalnin, Gary Pluim, Gail Prasad, and Erin Sperling. Particularly hot on the burner are plans for the (Out-CIDE) Amazing Race; the visit of renowned speaker Greg Mortenson (of 3 Cups of Tea fame); and the Great CIDE Debate, all for 2009-2010.

For ongoing ways to get involved be sure to inquire about joining the CIDE Social Action group, participating in African dance, collaborating on panels at CIES conferences; playing on the CIDE Ultimate Frisbee team, or initiating a CIDE event through the support of the SA. Visit the CIDE bulletin board on the 7th floor or e-mail us at oisecidesa@gmail.com to stay posted on this year’s student events!

2009 - 2010 CIDE SA Team: Larissa Barr, Gary Pluim, Gail Prasad, Stian Haklev, Erin Sperling, Liz Kalnin and Yuko Bessho

Congratulations to all of those from CIDE who won awards and honours this year. CIDE students did very well in winning research awards from the Social Sciences and Humanities Research Council and the Ontario Graduate Scholarships. They also won thesis awards from several academic societies. We are listing those students and faculty who gave permission for us to publish their news of their achievements, and this list is by no means complete. We offer our heartfelt congratulations to everyone for their success this past year.

Awards
Kaylan Horner (CTL) – Muriel Fung Student Appreciation Award, OISE.
Kirk Perris (CTL) – Muriel Fung Student Appreciation Award, OISE.

Research Grants and Scholarships (partial list)
James Corcoran (CTL) – Ontario Graduate Scholarship
Sameena Eidoo (CTL) – Ontario Graduate Scholarship
Mira Gambhir (CTL) – SSHRC Doctoral Award, Ontario Graduate Scholarship, Shastri Indo-Canadian Institute Student Excellence Award
Kara Janigan (CTL) – Ontario Graduate Scholarship, Kappa Kappa Gamma Foundation of Canada Doctoral Scholarship, Kirk Perris (CTL) – Ontario Graduate Scholarship, Shastri Indo-Canadian Institute Student Excellence Award
Gail Prasad (CTL) – Ontario Graduate Scholarship
An Ode to Joe

By Cynthia Murnaghan

In the fall of 2002 I began my part-time Master’s degree at O.I.S.E. in CTL/CIDE. My first “face” at O.I.S.E. was Professor Joe Farrell. In the fall of 2002, Joe was a long-time, tenured professor soon to enter semi-retirement (thank goodness for me he did not fully retire) and one of the courses he was teaching was the core Introduction to Comparative, International and Development Education course. This was the beginning of a scholastic relationship that has continued for seven years and it is due to Professor Joe’s influence that I have followed the scholarly path that I have since chosen. Joe’s some 40+ years of scholarly experience and interest in the area of non-formal education (among other comparative and international education areas) offered me a learned source and connection to a wealth of research, and theoretical and ideological educational thought. What I connected with through Joe’s writings and teachings is his ability to make the world of academia accessible. “It is your Master’s, not your life”, Joe would sometimes tell me as I worried over the direction of a term paper bringing me back to what is really important. I am coming to the end of completing my M.A. after seven long but intensely rewarding and mind expanding years at CIDE and O.I.S.E. As I near the end of my thesis writing I am in a unique position of looking back on these seven years and the academic journey I have taken from the vantage point of being a student who like many part-timers feel sometimes disconnected and remote from the “action” at 252 Bloor St. but have had the benefit of concurrently continuing to work in the field of education as well as study. My M.A. Thesis entitled “The Educative Practices of Public Alternative Educators around Student-Directed Learning and Student Choice in the Ontario Context” has evolved over the past year in great part to Joe’s influence and interest in non-formal education and his keen curiosity in what is happening in schools that work hard to go beyond the traditional “forms of formal schooling” (Farrell, 2007, p. 201) to make schooling meaningful and useful to its pupils. There are very interesting educative pedagogies and alternatives happening in our own backyards that offer a local perspective to our global C.I.D.E. practice. Thanks Joe for your continued advisory support.

World Bank Doctoral Workshop

By Frances Menashy

From April 26-28, 2009, I was fortunate enough to participate in the 5th annual Doctoral Workshop on the World Bank in Washington, D.C., a gathering of upper-year doctoral candidates and recently PhD recipients whose research focuses on the Bank. Topics presented included anti-corruption, health and public policy, participation and empowerment, various country case studies, and (of course) education. The 12 participants represented 10 countries, and we were each matched with a discussant from the World Bank with an expertise on our subject. We also took part in a very enlightening discussion with Dr. Catherine Weaver, where she shared with us her experiences doing interviews and research at the Bank and on scholarly publishing. I encourage CIDE students in the final years of their PhDs who may be writing on international organizations to apply to this valuable workshop in the future.

The CIDE Founders’ Fund

The CIDE Founders’ Fund will support travel fellowships for CIDE students. To donate online go to https://donate.utoronto.ca/give/show/32 and under Designation options: enter your donation amount in the Area of Greatest Need box and you will then be directed to the Donor information page where you can specify in the comment box that the donation is for the CIDE Founders’ Fund.

If you want to pay by cheque you can contact Sylvia Macrae-CIDE Administrator and she can assist you, smacrae@oise.utoronto.ca
## Fall 2009 CIDE Seminar Series and Events Calendar

**In Room 7-105, CIDE “Smart Room” unless otherwise noted**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
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<tr>
<td>Monday September 14th</td>
<td>12.00 noon - 1.00pm</td>
<td>CIDE- SA Welcome and Information Session with CIDE Program Coordinator Vandra Masemann</td>
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<tr>
<td>Wednesday Sept. 16th</td>
<td>12.00 noon - 1.00pm</td>
<td>CIDE- SA Welcome and Information Session with CIDE Program Coordinator Vandra Masemann</td>
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<tr>
<td>Monday September 21st</td>
<td>11.30 - 1.00pm</td>
<td>Sarah Dryden-Peterson (SSHRC funded Postdoctoral Fellow at CIDE) <em>A Typology of Approaches to Primary Education for Refugees and National Hosts in Protracted Displacement in Uganda: A New View of Teaching, Learning and Social Integration in Refugee Education</em></td>
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<tr>
<td>Monday September 21st</td>
<td>4.30 – 6.00pm</td>
<td>CIDE Official Orientation and Potluck - all new students required to attend - family friendly - please bring a dish to share 7th Floor Peace Lounge South</td>
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| Monday September 28th | 11.30 – 1.00pm | 1) Margaret Bent (MA Candidate – CTL) *A Peaceful Partnership? Peace education and the International Baccalaureate*  
2) Elaine Lam (Formerly Award Leader for International Education at Bath Spa University, UK) *Reconceptualizing International Cooperation: An examination of the impact of colonization and education borrowing in the secondary education systems of Barbados and Trinidad & Tobago* |
| Wednesday September 30th | 5.00 – 6.00pm | Jane Knight (Faculty - TPS) *The Race to Develop Education Hubs in Asia and the Middle East - Risks and Opportunities* |
| Monday October 5th    | 11.30-1.00pm  | 1) Sameena Eidoo (Ph.D. candidate – CTL) *Learning Active Citizenship Through Praxis: An Inquiry Into Civic Engagement and Learning Among Diverse Muslim Youth in Southern Ontario, Canada*  
2) Steven Hales (Ph.D. Candidate - CTL) *Municipal School Curricula Knowledge Dynamics in Brazil’s Northeast* |
| Thursday October 8th  | 2.00 – 5.30pm | **Panel “Hard Talk” on State-Civil Society-INGO Relationships in Education Development in Central Asia: Challenges, Future Possibilities and Roles for Outside Actors (Focus on: Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan)** |
| Monday October 19th   | 5.00 – 6.00pm | Vandra Masemann (Faculty and Coordinator, CIDE) *Professional development: Applying to and preparing for conferences: CIES, CIESC, the XIV World Congress in Istanbul, June 2010* |
| Monday October 26th   | 11.30 – 1.00pm | 1) Mai Ngo (MA Candidate – AECF) *Canadian Youth Volunteering Abroad: Rethinking Issues of Power and Privilege*  
2) Reshma Somani (MA candidate - CTL) *Educating for Citizenship in the English Secondary Classroom* |
| Monday November 2nd   | 5.00 – 6.30pm | 1) Mai Ngo (MA Candidate – AECF) *Canadian Youth Volunteering Abroad: Rethinking Issues of Power and Privilege*  
2) Reshma Somani (MA candidate - CTL) *Educating for Citizenship in the English Secondary Classroom* |
| Monday November 16th  | 11.30 – 1.00pm | Ruth Hayhoe (Faculty – TPS/OISE) and Qiang Zha (Faculty –York University) *Portraits of 21st Century Chinese Universities: in the Move to Mass Higher Education* |
| Monday November 23rd  | 11.30 – 1.00pm | Roland Coloma (Faculty – SESE) *Imperialism, Education, and Research*  
Elizabeth Kalnin (MA candidate – AECD) *Thai national policy formation, implementation and impact on access and rights: Displaced Burmese in Thailand from 1988-2008* |
| Monday December 7th   | 4.30-6.00pm   | CIDE Holiday Potluck 7th Floor Peace Lounge South |