Welcome to the new issue of the CIDE newsletter. The past year was active and engaging at OISE’s Comparative International and Development Education Centre (CIDEC). We were fortunate in June 2011 to have a visit from economist Lynn Ilon of Seoul National University. A summary of her lecture is our first newsletter piece and offers a new look at the economics of education. Several of our students and recent alumni have also provided insightful articles highlighting their field research in locations ranging from Malaysia to Haiti. Pictures from our student symposium are also available to showcase the excellent research CIDE students are engaged in. We would like to offer a special congratulations to our award-winning students and particularly draw your attention to CIDE’s recent publications and upcoming events on the final pages of this newsletter.

Sincerely,

Karen Mundy
Co-director of CIDEC

* Note: Sarfaroz Niyozov, CIDEC’s co-director is on sabbatical for the 2011-2012 academic year.

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On June 17, 2011 Dr. Lynn Ilon, professor at the College of Education, Seoul National University, Republic of Korea, gave a presentation to the CIDE community discussing ideas from her forthcoming book.

The days when we could think of development as a linear path to the luxurious lifestyle of the West has past. It is clear that the earth’s resources, the interplay of ethnic, religious and ideological ideas and the networks of disease and climate make us a globally linked world where the welfare of one people affect us all. The economy’s field is going through a revolution – possible in response. This revolution calls into question the very foundations of education and development – human capital theory, schooling, and the role of knowledge. This integrated world is driven by human creativity and the ability to build learning collectively. This is the new productivity – not industrial based, but human based. In the following is an excerpt, from her forthcoming publication, Dr. Ilon uses a story format to contrast the old view with the new.

My memory, now, turns to a hot, sticky day in rural Nepal – near the border with India. I sat in the simplest of grass huts and spoke with a young mother, small baby in her lap. Her five year old daughter was attending the village school. Her husband was off tending crops. Her dwelling was sparse and largely one small room. Outside stood a round structure on stilts intended to protect the rice crop from rats and other vermin. I had seen the men as my driver wended his way to the remote location. They carried huge bundles of green foliage on their backs – seemingly much too large a load for their slender bodies. I asked a simple question... “Why did you decide to send your daughter to school?”

The question and her response required the best of my thinking, the best of my knowledge and the best of my experience. For it wasn’t clear to me that, were I in her position, I would send my daughter to school. As she answered in her hesitant manner, I asked myself again, as I had in so
many parts of the world I’d been in, whether I could ever have the strength of this woman – the determination, the will and the sheer force of conviction to give my child up to a school for hours each day. Her daughter was the water carrier, the fuel gatherer (for cooking meals), the babysitter and the house cleaner. The mother worked hard, long hours in the rice paddies – small baby strapped to her back. Every moment spent doing something else meant less food for the family already living on the edge – already at risk of slow death from lack of food. And yet, this young mother, completely illiterate, with no literate neighbours, no examples of success from education, gave up a precious labor source each day – her daughter. She did so out of some conviction that there had to be a better life somewhere and her daughter would have a chance at that life if she had an education. The family lived even closer to the edge of existence for nothing more than a hope – a hope that life could be better for their daughter.

It is all too easy to see this as a singular decision – as it is treated in the literature and in much of the press. They are viewed as individual families who now have access to a local school and choose, for various reasons, to educate the very first generation. But, in fact, what I knew and the mother did not, was that she did not face many choices. The outer world was encroaching. Education would be the new norm and not to have it would put little Pima (we’ll give her this name) at the future margins of even this, seemingly remote society. For, the village would see many changes. The latest crop technology would be introduced and feed more people – a change that marked the turn around for Korean society some 50 years earlier. This would bring with it the need to participate in a moneyed economy. The pollution and weather alterations that came from a world already well into industrialization would change the environment for growing a family’s daily food. The chance to access basic health care would arrive with vaccines, birth control, dentistry and antibiotics. But its access would be severely limited for those not in a cash economy. In fact, by educating Pima, they were merely assuring that she would have a regular, normal life in a very transformed society. Normalcy, in that village would change from subsistence farming to crop farming for small markets and only the educated could be assured of a normal place.

The more difficult question to address is how the world of the educated and privileged are affected by the life of this mother and her daughter in Nepal. Little influence, seemingly, goes the other way – up the chain of influence from poor, rural, uneducated to wealthy, industrialized, educated populations. Yet the seeming distance is an illusion. The ties are strong. The days when the world might appear to be comfortably divided between rich and poor or even educated and uneducated are long past – comfortable as those days might have been for the educated. The clock cannot be turned back to those apparent days of comfort, control and power for the privileged any more than the Nepalese woman can prevent crop development, formal sector markets and educated neighbours from encroaching on the life of her daughter.

The notion that the ties are simple is also an illusion. Foreign aid is sent to poor countries to support the education of the daughter and this appears to be a simple bond between the two worlds – a transfer of funds from the rich to the poor. But this link is anything but simple. The linkages of trade, formalization of economies and integration of labor markets ultimately benefit consumers in wealthy countries more than those in poor countries. When was the last time you went to a large discount store and bought the running shoes on sale, the microwave with new features or the sheets for your bed? For that matter, when did you last buy a computer at a price much less than your last one, or try on that cute embroidered silk jacket at your favourite boutique? Without foreign aid, your purchases would be more expensive, less varied and less plentiful. It is the cash that went to the poorest countries that provided the education that allowed manufacturers to move production that linked the consumer markets that lowered the trade barriers that dictated the rules of exchange rates that put that computer in your lap (and mine now).
In February 2009 I left Toronto for the island of Barbados to begin the data collection phase of my research, which explores the transition to online education at the University of the West Indies Open Campus.

The University of the West Indies (UWI) is a regional university, designed to provide tertiary education to students in sixteen islands scattered across the Caribbean. The Open Campus is a new, virtual campus, designed to increase access to tertiary education in the region through the provision of online and blended courses and programmes. My research is a single case study which includes online surveys, document review and interviews, all aimed at understanding the transition to online learning from the perspective of students, instructors, and administrative staff.

Part of my research study explored the feelings of online students, including the feelings of isolation from the university community and the need for timely feedback from instructors. I shared some of their experiences in that during this part of my graduate programme I was a distance education student; separated in space and time from my university and depending on the internet to provide the link to both the learning community and to the material I needed to learn. I gained a new appreciation for the challenges facing distance education students and the importance of effective student support mechanisms.

Conducting research overseas for an extended period has been a wonderful and challenging process which highlighted the differences between planning research and executing that plan in the field. Things did not always go as expected, but my interviewees and survey participants were willing to freely share their experiences of the transition. They helped me to understand that making the shift to online education is about managing people as well as technology. Institutional politics and culture strongly influenced the pace and outcomes of change. This research underscored the importance of context and culture (especially communication) on how educational change is enacted.

The experiences of the UWI Open Campus can be used to provide insight into the challenges that other institutions (regionally and internationally) will experience as they choose to use online courses to provide tertiary education.

During my stay in Barbados, I also worked as a consultant, helping tertiary institutions to include online and blended learning in their teaching and learning practices. Using the knowledge and insights gained through my research to improve education was a field test of my own findings and how well they could be applied to other institutions. This has certainly been a rewarding experience and has whetted my appetite for further research in this field.

My doctoral research focuses on a network of quality assurance professionals in higher education in Asia and the Pacific. In 2009 and 2010 I went to Vietnam to attend an Annual Conference of the Asia Pacific Quality Network (APQN) and to conduct key informant interviews.

Part of my doctoral thesis includes an embedded case study of Viet Nam, examining higher education regionalization and quality assurance capacity building. My main interest is exploring the role regional, transnational networks playing in establishing quality assurance in a low middle-income country.

Quality assurance is a sensitive topic in Vietnam, so finding key informants to talk to me about the challenges they are facing in developing quality assurance policies and practices proved to be more difficult task than anticipated. I planned to use a snowball or chain sampling technique to find key in-
formants. What I learned in this process was the importance of social networks to find a “super-node” to assist in identifying willing participants. A “super-node” in this context is someone within the Vietnamese quality assurance network who is connected to everyone else.

I had three main difficulties with recruiting key informants for my study. First, before agreeing to meet with me, many of the QA professionals I contacted wanted to know who else I had interviewed. Since the University of Toronto’s ethical review protocol requires researchers to ensure the anonymity of all participants, I was unable to share this information, and thus unable to secure interviews with these professionals.

Second, even though my recruitment letter spelled out my need for their signed consent, some key informants would not sign the consent form when we met in person (thus making our interview “off the record”).

Third, I needed someone who could encourage people to participate in my study as well as help keep me informed about quality assurance developments in Viet Nam when I returned to Canada.

Finally, in 2010, after a dozen or more failed attempts to find key informants, I found the “super-node.” I had heard about this particular quality assurance professional during my first visit, but at the time I felt it was too difficult to connect with them. Lesson learned: When conducting key informant interviews, follow up on every lead, you never know when you might find your “super-node”.

by Gary Pluim, PhD Candidate, CTL

The irony of my research is not lost on me. Everyday I am here in Haiti, laying the foundation for my study on international interventions for Haiti’s reconstruction, I recognize my role too as a form of international intervention.

It is disparagingly clear that the country is overrun by foreigners – the ten thousand-strong UN forces, the constant turnaround of US missionary teams, umpteen hundred or thousand International Non-Government Organizations (INGOs), diplomats, poverty tourists, beach tourists, sponsor parents, commercial opportunists, solidarity activists, researchers, and so on. At the structural level of the political-economy, this can be seen in the continuing role of the foreign-led Interim Commission for the Reconstruction of Haiti, the recent, US-supported governing regime, the 60-70% of revenue garnered through foreign aid (a conservative estimate), and the foreign monopolies on tourism, food, and lodging.

As such, I self-justify my research, its nuances and implications, daily. My focus is on Haitian participation in the reconstruction – how it unfolds, how it is encouraged by INGOs, and how it is perceived. A deeper understanding of these aspects of the reconstruction is critical. Yet I am among a sea of foreigners doing what each feels is right in this complex nation at this distressing time. Perhaps hyper-conscious of this irony, I tread carefully in my travels, with my words and in my interactions. Yet time-and-time again, responses from representatives of the social reconstruction agencies with which I meet is affirming. One example occurred during a parting exchange with a Haitian colleague whom I have come to know and respect who, speaking in the common blending of French and Kreyòl, said “Thank you again for your interest in our situation”.

Report from the field: Reflecting on conducting research in Haiti

by Gary Pluim, PhD Candidate, CTL

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Research Report

by Gary Pluim, PhD Candidate, CTL

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Research Report
CIDE Student Research Symposium

By Sarah Dryden-Peterson, SSHRC Postdoctoral Fellow at CIDE

On Friday February 11, 2011, about forty students and faculty gathered for the Student Research Symposium. This cold day was filled with hot discussions on topics at the core of our field of comparative and international development education.

In the first session, Robyn Read, Rosabel Fast, and Carlos Parra asked us to critique the ways in which knowledge and power are created and, ultimately, used in organizations, communities, and social movements.

In the second session, Mira Gambhir, Jaddon Park, and Emily Antze examined the policies and norms in education that shape social relations and structures for teacher candidates, teachers, and families, focusing on spaces for transformation of relationships.

In the third session, Sheila Wilmot, Rebecca Melville, and Saskia Stille explored what learning looks like in community and classroom situations and the shifting power relations involved, both in the learning environments they study and in their own research relationships.

Taken together, the sessions highlighted an array of tools we can use to examine processes of teaching, learning, and policy development and implementation both inside and outside of schools, including historical analysis, participatory and ethnographic research, digital film, and word clouds.

What started out as the Student Research Symposium ended as the First Annual Student Research Symposium. Can’t wait for next year!

Robyn Read, MA student, presents “The spread of ideas: Public-Private Partnership in Education and the World Bank”

Carlos Parra, PhD Candidate, presents “Standing with unfamiliar company on uncommon ground: The Catholic Church and the first two Parliaments of Religion as global learning events”

Jaddon Park, PhD Candidate, Teacher change in Bangladesh: A study of teachers adapting and implementing active learning into their practice.
Recognition of Awards

Emily Antze, MA Student, SESE
Ontario Graduate scholarship (2010-2011)

Stephen Bahry, PhD, CIDEC Post-Doctoral Fellow

Sarah Dryden-Peterson, PhD, CIDEC Post-Doctoral Fellow
2011 Joyce Cain Award of the Comparative and International Education Society (CIES) for the best scholarly article that explores themes related to people of African descent.

Maggie Dunlop, PhD Candidate, CTL
Save-University Partnership for Education Research (SUPER) Fellowship to conduct a longitudinal analysis on pre-school and early grades literacy acquisition in two Save the Children projects in Mozambique

Kara Janigan, PhD Candidate, CTL
Ontario Graduate Scholarship (2010-2011)

Gary Pluim, PhD Candidate, CTL
Adel S. Sedra Distinguished Graduate Award, University of Toronto Alumni Association (UTAA)
Graduate Scholar Award, University of Toronto Alumni Association (UTAA)
Ontario Graduate Scholarship (2010-2011)

Gail Prasard, PhD Candidate, CTL
Joseph-Armand Bombardier CGS Doctoral Scholarships 2010-13

Helen Tewolde, MA Student, TPS
2011 DiverseCity Fellow, DiverseCity, The Greater Toronto Leadership Project

Reed Thomas, PhD Candidate, CTL
Save-University Partnership for Education Research (SUPER) Fellowship
2011 H.H. Stern Award, The Canadian Association of Second Language Teachers (CASLT)

Congratulations to our students and Post-Doctoral Fellows for their outstanding achievements!

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

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
New Publications by CIDE Faculty, Fellows and Students

**Portraits of 21st Century Chinese Universities: In the Move to Mass Higher Education**
by Ruth Hayhoe, Jun Li, Jing Lin, and Qiang Zha

**Educating Elites: Class Privilege and Educational Advantage**
Edited by Adam Howard and Rubén A. Gaztambide-Fernández

**Educating Children in Conflict Zones: Research, Policy, and Practice for Systemic Change-A Tribute to Jackie Kirk**
Edited by Karen Mundy and Sarah Dryden-Peterson

**Inquiry into Practice: Reaching Every Student Through Inclusive Curriculum**
Edited by Carol Rolheiser, Mark Evans and Mira Gambhir

**Consuming Schools: Commercialism and the End of Politics**
By Trevor Norris
CIDE Seminar Series and Events - Fall 2011

Monday, September 19, 10:00 - 12:00
Teleconference book-launch with Dr. Manzoor Ahmed
“Education in Bangladesh”

Tuesday, September 20, 4:30-6:00
CIDE Orientation and Potluck
7th Floor Peace Lounge

Monday, September 26, 11:30 - 12:55
Julia Resnick, Sociology of Education, School of Education, Hebrew University of Jerusalem
“The transformation of Israel’s education policy: From structural reforms in the 1960s to managerial reforms since the 1980s”

Thursday, September 29, 11:30 - 12:55
Murwarid Ziayee, Canadian Women for Women in Afghanistan. Kabul-based director.
Challenges, Opportunities and Responses to Education for Girls and Women in Afghanistan

Wednesday, October 5, 11:30 - 12:55
Santiago Rincon Gallardo (PhD candidate, Harvard Graduate School of Education) Visiting Scholar, TPS
Educational change as social movement in Mexico: Reconfiguring the relationship between practice and policy

Wednesday, October 12, 11:30 - 12:55
Erin Murphy-Graham, Assistant Professor of International Education, New York University, Steinhardt School of Culture, Education, and Human Development
“Opening Minds, Improving Lives: Education and Women’s Empowerment in Honduras”

Wednesday, November 2, 5:30-6:00 pm
Cynthia Joseph, Visiting Scholar Monash University
TBA

Wednesday, November 9, 11:30 - 12:55
John Gaventat  Director Coady International Institute and VP of International Development, St. Francis Xavier University
“Seeing Like a Citizen: Power, Participation and Strategies for Citizen Engagement in the Global South

Tuesday, November 15, 10:30-4:30
Elizabeth Rata, Associate Professor School of Critical Studies, University of Auckland
“The Unintended Outcomes of Institutionalising Ethnicity: The Case of Maori Education in New Zealand”

Wednesday, November 16, 10:30-4:30
Trevor Norris, Assistant Professor, Philosophy of Education, TPS
Consuming schools: Commercialism and the end of politics

Wednesday, November 23, 11:30-12:55
Simon Marginson, Professor of Higher Education and Australian Professorial Fellow Centre for the Study of Higher Education, The University of Melbourne
Nation-states, educational traditions and the global patterning of higher education

Wednesday, November 30  4:30-6:00
End of Term Potluck
7th Floor Peace Lounge

** All CIDE Seminars are located in the Smart Room, 7-105, OISE Building (252 Bloor Street West, Toronto) unless advertised differently.

**Faculty, students and OISE guests interested in presenting their research at a CIDE Seminar should contact cidec.oise@utoronto.ca with their proposed topic.