Welcome
to the first edition of the quarterly newsletter of the
Comparative, International and Development Education Centre. CIDE Centre 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.

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

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Canadian Global Campaign for Education Alliance

GLOBAL CAMPAIGN FOR EDUCATION

Formed in December 2004, the Canadian GCE alliance is a coalition of academics, nongovernmental organizations, and teachers unions, housed at OISE/UT’s CIDE centre and managed by a team of OISE/UT faculty and students. Our goal is to build a broad-based coalition of nongovernmental organizations, teachers unions, church based development groups, Canadian educational advocacy organizations and Canadian research organizations with an interest in promoting the universal right to education.

The Alliance is loosely linked to the Global Campaign for Education, an umbrella group that brings together national and regional coalitions of NGOs and citizen organizations to advocate for education for all and the achievement of the Millennium Development goals in education. The Canadian GCE Alliance focuses in particular on the role played by civil society organizations - both in Canada and abroad - in the achievement of the universal right to education.

The Canadian GCE’s three primary objectives are; 1) To enhance Canadian commitment to the achievement of the universal right to education by raising public awareness, stimulating evidence-based dialogue, and demanding better funding and more effective approaches to this issue within our foreign policy agenda; 2) To support forms of research and policy dialogue that can encourage a sustained role for democratic engagement in the governance of education in developing countries; 3) To provide a forum for debate, information sharing and discussion among those Canadian civil society organizations which are active in efforts to achieve universal publicly-funded basic education in developing countries. Members include: the Canadian Council for International Cooperation, The Canadian Teachers Federation, World University Service (WUSC), Oxfam Canada, Save the Children Canada, World Vision, and faculty from OISE/UT, McGill and University of Ottawa.

We will be hosting an international forum on April 25 and 26: writing opeds, and launching a public education campaign on this issue.

For more information - and to join or volunteer - contact canadiangce@oise.utoronto.ca
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CIDE Seminar Series

**Wednesday March 2, 2:30 – 4:30**
A Reflexive Ethnography of a Jewish-Palestinian Village in Israel with Grace Feurverger, OISE/UT
Room: 11-164, OISE/UT
252 Bloor Street West

**Friday March 11, 12-2**
Deconstructing Development Discourses: Economics, Health and Education with Karen Mundy from OISE/UT
Munk Centre, Room 208 North Building

**Friday April 1, 12-2**
Deconstructing Development Discourses IV: Sociology, History, Women’s Studies with Alissa Trotz from OISE/UT
Munk Centre Room 208 North Building

**Wednesday April 6, 12:30 - 2:30**
Gender, development and peace in post-conflict recovery: NGO discourses in Bougainville with Peter Ninnes, School of Education University of New England, Australia
Room TBD, OISE/UT, 252 Bloor Street West

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**Faculty Highlights: Shahrzad Mojab**

*Shahrzad Mojab* now has all her research projects up on an exciting website! [www.utoronto.ca/wwdl](http://www.utoronto.ca/wwdl)

Her recent publications include:


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**Congratulations to...**


**Zahra Bhanji** and **Kayleen Oka** (2004) on their OGS.

**Elizabeth Wickwire** for CIDA grant (administered through the IDRC) called the “Innovative Research Award” for research conducted in Nepal from 2003-2004.


Congratulations to CIDE Alumni **Oben Mufum Mensah** on his position at assistant professor at Temple University, **Brenda Haiplik** on her appointment as Project Officer, Education for UNICEF Somalia, **John P. Myers** for his appointment as assistant professor at the University of Pittsburg, and **Melissa White**, who has accepted a position as lecturer at the University of New England, Australia, to begin June 2005.
Ruth Hayhoe has just completed a study of the lives and educational ideas of eleven of China’s most influential educators in the period since 1949. The project has been underway since 1997, and has involved extensive interviews with each of the scholars, also a great deal of interaction and feedback as the project developed. It will be published in both English and Chinese. The intention is to illustrate some of the core values of Chinese educational philosophy through the life-stories and educational contributions of these individuals. “Portraits of Influential Chinese Educators” will appear later this year.

See also Ruth Hayhoe and Zha Qiang’s “The Role of Public Universities in the Move to Mass Higher Education: Some reflections on the experience of Hong Kong, Taiwan and China,” has just appeared in Frank Iacobucci and Carolyn Tuohy (eds.) Taking Public Universities Seriously. (Toronto: University of Toronto Press, 2005)
International Meeting on Citizenship and Teacher Education, July 2005

In July 2005, approximately 40 invited academics and policy makers from around the world who have special interests and expertise in the fields of citizenship and teacher education will meet for three days at OISE/UT to take stock of current/key developments in research, policy, practice and research in citizenship (and teacher) education across the world at national, regional and international levels; launch Issue 1 of the International Journal of Citizenship and Teacher Education; and provide an opportunity for the exploration of other initiatives in citizenship education that could be developed.

This invitational meeting will be co-sponsored by the CitizED project (http://www.citized.info/) in the UK and the Department of Curriculum, Teaching and Learning (CTL), Comparative, International and Development Education (CIDE), and the Transformative Learning Centre (TLC) at OISE/UT (OISE/UT contact: Mark Evans, mark.evans@oise.utoronto.ca)

Student Profile: Eric Jabal

Working title: Border-crossing students and (dis-) connected worlds: Hong Kong lessons for border-transformative international schooling

Eric Jabal is Year 3 PhD candidate in Educational Administration in the Department of Theory & Policy Studies. After working for 7 years in Hong Kong as an international schools educator-administrator, he has returned to the territory to conduct his doctoral research with senior students at eight international schools. Such schools tend to be for expatriates who need “a program of studies and a set of examinations which are continuous, consistent, and uninterrupted as they move about the world when the careers of their parents require periodic transfers from one location to another” (Blaney, 1991: 200). However, in contrast to neighboring jurisdictions Singapore, Malaysia, and Indonesia, Hong Kong allows its local (mainly Chinese) population to attend K-12 international schools. This creates unique socio-cultural-political-educational dynamics that challenge how schools help every student connect their school experiences with their sense of self. Jabal will be looking at the border transformative role of international schooling.

As Eric is likely staying in Hong Kong/China for the foreseeable future, one of the beneficiaries of his doctoral research will be his son, Ben.
Faculty Highlights: Rose Baaba Folson

Rose Baaba Folson’s research, publications and teaching are focused in four areas: Global Economic Restructuring, International Migration & Relations, and Immigration Policies (Canada, U.S.A., Germany/EU); Sociology of Education and Development; Critical Sex Education & HIV/AIDS Prevention Strategies; The Impact of Race Purity Ideologies of the German Nazi and South African Apartheid Governments on National Policies.

Recent publications:


Folson will be presenting “The Impact of Race Purity Ideologies of the German Nazi and South African Apartheid Governments on the Civil and Human Rights of Jewish and Black People in the 20th Century” at the International Studies Association Conference in Hawaii.

Student Profile: Annick Corbeil

Annick Corbeil, an M.A. student in Theory and Policy Studies (Higher Education) is on exchange with the National Institute of Education, Nanyang Technological University in Singapore, for a nine month period.

Annick will be auditing courses in South Asian studies and collecting data for her research - a qualitative study of international student perspectives and perceptions of cultural and academic experiences in transnational higher education programs in Singapore.
Kathy Bickmore has a SSHRC standard research grant (on-going), “Safe and Inclusive Schools: A Comparative Analysis of Anti-Violence Policies and Programs”

This is a comparative case study analysis of current and recent policies, policy development, and program implementation for ‘safe’ and ‘inclusive’ education in urban Canadian school boards with differently-diverse student populations. The study examines ‘peacemaking’ (intervention for safety), ‘peacebuilding’ (education for overcoming problems and injustices that underlie violence), and ‘citizenship’ (education for social and political participation) initiatives.

**Recent publications:**


Presented at British Assn for International and Comparative Education, September 2004: “Learning to Disagree, or just to Act Nicely: Conflict (resolution) education in Canadian public school curricula”

**Anything you’d like to highlight about students in the programme?**

CIDE students with whom I am working include:

- Valerie Smith, completing an MA thesis on gender equity in nonformal HIV/AIDS education in Tanzania
- Sharri Plonski, embarking this month for field work on social movement learning of and in grassroots cross-party peacebuilding initiatives in Israel and Palestine
- Fazilat Thaver, completing an MA thesis on citizenship education in a culture of conflict in the context of an Aga Khan University teacher training project in Pakistan
- Mona Ghali, and Sharri Plonski, have been research assistants on the SSHRC “Safe and Inclusive Schools” project (above)
- Recent CIDE MA graduate, Olimpia Boido, just sent a note from rural Guatemala where she is doing indigenous bilingual/ bicultural education (the topic of her MA thesis).
Call for Volunteers


*Deadline for submission of papers is March 11.*

Volunteers needed for this conference.

This is a great opportunity for CIDE students to meet with people from all the major international organizations - UNICEF, World Bank, CARE, CIDA, USAID, Save the Children, etc., as well as the federal & provincial government officials, other Non-profits, and research institutions.

Registration fees or accommodation for the duration of the conference will be waived for students who volunteer.

For more information, please see [http://c2005.evaluationcanada.ca](http://c2005.evaluationcanada.ca)

Interested students should contact students@evaluationontario.ca

Other Schools and Our Projects: A Preservice Education Project

*Ruth Hayhoe, Karen Mundy* and *Kathy Bickmore* are working on a new Comparative Education textbook for B Ed Students. The project started with surveys of BEd students and comparative educators in Canada. We plan to use new themes emerging in the comparative education literature, related to global governance, the dialogue among civilizations, and citizenship education in a globalized world as a foil to help prospective teachers think critically about the social foundations of teaching and learning, and explore the rich resources of thought available to them from other cultures and civilizations.

Building a Common Higher Educational Space Between Latin America and Europe

*An update from Jane Knight an adjunct professor in the department of CTL and CIDEC*

In June 2000, the heads of state from countries in Europe (EU) and Latin America/Caribbean (LAC) signed an important agreement (EULAC) signaling a commitment to establish a common higher education space between Europe and LAC. This is a major step forward in creating closer cooperation between higher education systems and institutions in the two regions.

Europe is making progress through the Bologna process to develop a European Higher Education Area but the challenge facing LAC is the lack of any significant collaboration or integration of higher education systems within the region. This is a critical condition for improving the quality, compatibility, transparency and attractiveness of higher education in LAC and for future inter-regional cooperation. Thus new efforts and projects are being developed to work towards these goals. CENEVAL in Mexico is leading a key project aimed at developing a Community of Higher Education in LAC and building the Common Higher Education Space between Europe and LAC.

My focus as researcher and advisor to the project is to look at the potential mechanisms, frameworks and regulations that will achieve these goals. Special attention is being given to increased mobility, improved recognition of qualifications, a competency approach to graduate profiles, a common academic credit system, improved quality assurance and accreditation frameworks, and the training/mobility of researchers.