Welcome

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

In This Issue

1. Interview with Safaroz Niyozov
2. Life after CIDE: Where in the world can you find our graduates?
3. Workshop and Seminar Series
   - CIDE Potluck
4. Research Notes
   - Comparative Education Pre-Service Project
5. Interview with Safaroz Niyozov
   - Who is Sylvia Macrae?
   - Faculty Profile

Interview with Safaroz Niyozov

By Terence Frater

How did you come to join the OISE faculty?

First, I am a graduate of OISE and as a student I was impressed with the knowledge, pedagogy and relationships of my professors. Second, the experience with my fellow students was incredible. We always had study groups and there was a culture of learning, support and challenge. Third, the position that was announced was very close to me in the sense that it involved something that is curricular but at the same time having to do with comparative international development and cross cultural perspectives. Finally is the ability to see education in a much broader context, as a window to make a global contribution through OISE, an institution of international and global caliber. These were the factors that led me apply to and have the honor of becoming a faculty at OISE.

What do you hope to bring to the institution?

I come with a rich experience of living and working in a number of contexts and a number of cultures beginning with my days as a university student in Tajikistan. Subsequently, I studied and taught in the former Soviet Union and one of its successors – Tajikistan, spent a number of years working and learning in the Middle East and North Africa. In each of these contexts I was exposed to different discourses and perspectives. I witnessed the enormous transformation of the systems during the period of the collapse of the Soviet Union, where the reconsideration of values, beliefs and regimes of truths with concomitant restructuring of societal institutions continue to take place. Later, I lived in Pakistan and then in the U.K. I studied, taught and researched in most of these countries. So this rich background of living, learning, researching, and teaching in so many different contexts, with the knowledge of the major languages in these regions are in my view most valuable things that I hope to bring and offer for use to CIDEC in particular, and CTL, OISE and indeed UofT in general.

cont’d on page 5
My name is **Brenda Haiplik**. I am a recent graduate of the CIDE Ph.D. program at OISE/UT. Five months after graduating I found a job as an Education Project Officer in the UNICEF Somalia Support Centre in Nairobi, Kenya.

Since April 2005 I am responsible for managing the Integrated Primary Education Program for Somalia (IPEPS) (4.5 million Euros) from the UNICEF Somalia Support Centre which is based in Nairobi, Kenya.

In this multi-faceted role I prepare quarterly reports on IPEPS, provide inputs for other donor and program reports, support the development of the primary education component of national and zonal annual work plans and participate in the formulation and development of overall program goals, strategies and approaches for the UNICEF plan of cooperation. I also coordinate, support, monitor and facilitate the Training of Trainers mentor workshop across all three zones of Somalia. I identify, support and supervise international consultants working in various areas including mentor and teacher training, student textbooks and teachers’ guides development and primary school survey data collection and presentation. I regularly travel to all three zones in Somalia (something I enjoy very much) to monitor program implementation and to support my colleagues in the field. To live in one country and ‘commute’ to work in another country is quite the unique experience.

As my father says I am now working towards my ‘second Ph.D.’ I work very long hours, take work home and spend at least one day of most weekends in the office or on my couch with files. There is so much to learn about UNICEF and the challenging context of Somalia, one of the most complex environments on the planet. I feel that I am applying the knowledge and experience gained at OISE/UT directly to my work. Life after grad school is challenging, interesting and fast-paced – everything that I was looking for in an interesting post-graduate experience!

**Edward (Ted) Howe**

I graduated in 2005 from CIDE. My PhD Abstract appears in the September issue of *Compare*. My thesis was entitled, *Japan’s Teacher Acculturation: A comparative ethnographic narrative of teacher induction*. A paper based on my doctoral research was published in the international peer-reviewed *Journal of Education for Teaching*. Another one is under review and likely will appear in 2006. I just started my new position as Assistant Professor in the Faculty of Education at Utsunomiya University, Japan. It is great to keep in touch with CIDEC friends and colleagues. I have fond memories of my time at OISE.
Room 7-105, CIDE “Smart Room”
All sessions are 11:30-1pm unless otherwise noted

**Friday January 13 (10-12pm)**
“An incomplete education: Civic education of latino immigrant students in the United States”
**Professor Fernando Reimers**, Harvard University Graduate School of Education

**Friday January 20 (10-12pm)**
“Internationalization: A Changing Landscape: Preliminary Findings from the International Association of Universities 2005 Survey on Internationalization”
**Professor Jane Knight**, Adjunct Professor, CIDE

**Monday January 23rd**
“Beyond the liberal notion and tradition: Historical perspective of citizenship education in Singapore”
**Yeow Chia**: Doctoral student, History and Philosophy of Education/TPS

**Monday February 6th**
“Evaluating Foundations by the values they convey: A cross-cultural comparison of Canada, the US and Europe.”
**John Whitman**: Doctoral student, AECP

**Friday February 17th (10-12pm)**
“Faith in Schools or Schools of Faith? Comparative Reflections on Secularism and the State”
**Professor Amy Stambach**, Department of Education Policy Studies
University of Madison-Wisconsin

**Monday Feb. 20th**
“The Need to Develop Literacy in Media and Technology.”
**Li Koo**: Masters Student, CTL

**Monday March 6th**
Practice Session for presenters at the Annual Comparative and International Education Conference in Hawaii

**Friday March 31 (10-12pm)**
“The Practical Relevance of Test-driven School Accountability within the National Contexts of Germany and the USA”
**Professor Heinrich Mintrop**, University of California, Berkeley

On December 12, CIDE hosted a successful year end potluck.
Last fall, Annick Corbeil, under the guidance of Ruth Hayhoe, Karen Mundy, and Kathy Bickmore, embarked on research project to determine the need for a comparative and international education textbook for Teacher Education students across Canada and to learn what content would be valuable to professors and students. The results found that students have a keen interest in comparing educational practices in different jurisdictions. Professors believe the textbook should be relevant to Teacher Education students, specifically dealing with patterns of globalization affecting educational policy.

This fall, the faculty team of three expanded to eight with the inclusion of Stephen Andersen, Mark Evans, Joe Farrell, Sarfaroz Niyozov, and David Wilson. Textbook topics include comparative and international education and its impact on Canadian education; its philosophical underpinnings; pedagogy, teachers, and school improvement in comparative perspective; EFA and the global politics of childhood; education for conflict, social cohesion, and conflict resolution; international assessment programs; and democracy and global citizenship. The textbook has nine chapters, each including activities, discussion questions, suggested reading lists, and supplemental audiovisual materials. Plans are underway to teach a pilot course Fall 2006 as a related studies course for Teacher Education students at OISE. The committee’s goal is to publish the textbook by Fall 2007.

“Civil Society and Education in Mali”
Suzanne Cherry, MA Student CIDE/CTL

Suzanne Cherry will be conducting field research in Mali, West Africa, between February and May 2006 on civil society participation in the governance of basic education. She will study the activities of Malian civil society actors within national-level education policy processes. Suzanne’s Mali case study on Mali is part of a wider research project lead by Professor Mundy, and funded by CIDA and the IDRC: Civil Society Participation and the Governance of Educational Systems in the Context of Sector Wide Approaches to Basic Education. The wider project involves CIDA-funded desk studies of education in eight countries: Burkina Faso, Kenya, Mali, Mozambique, Senegal, Tanzania, Zambia and Bangladesh, and field research in four African countries.

“Foundations and Social Values”
John Whitman, Doctoral Candidate CIDE/AECP

Philanthropic foundations in North America and Europe spend billions of dollars in grants each year, presumably to benefit society. Do their values matter? This is one of the questions I am exploring in the second year of my PhD program while conducting research on foundations in Canada, the US, and Europe. While much scholarly and practitioner attention is being paid to assess and evaluate the outcomes of foundation grantmaking, I have chosen instead to investigate how foundations describe their respective visions of a better world.

Based on my observations at foundation meetings in Europe and my conversations with Canadian and US foundation professionals, the comparative differences in social values are almost palpable. I am now identifying and measuring social values in a sample of foundations and expect as a result to produce a validated instrument and methodology for the sector. Following analysis I hope to demonstrate specifically how social values do indeed matter. The results may also provide the basis for a transformative educational program designed to engage foundation principals in a critical reflection of their commitments to social values. (Comments and inquiries are welcome.)

john.whitman@utoronto.ca
How has your experience been so far?

One thing that stands out is that everyone has been very welcoming. People value the strengths that I bring, and appreciate what I can contribute. That is something that makes one feel good. At the same time, you feel a great sense of responsibility to not slow down, but to work harder to deliver so as to meet everyone’s high expectations. The experience has also been very busy. It is completely different from being a graduate student where you are only focused on doing your research and writing your thesis. As a faculty, you have to do a number of things: teaching, research, supervising, service through committee meetings, reviewing, and a number of other things at different levels, so you get really busy and engaged. However, apparently, I feel I am doing all the things that I love to do. Great learning is taking place and I am reading, teaching, and connecting all these things to my experiences. So I not only challenge my students but I also challenge myself. At the same time there is sometimes a feeling of being a bit overwhelmed but it feels good when I see myself making a contribution.

Is there any particular research that you are pursuing right now?

At this stage I am building on my own research agenda, which will expand on my thesis and experience as research coordinator at my previous workplace in London UK. This is an examination of teaching and learning in different contexts, particularly in relation to the post-Soviet, post-communist, and Muslim contexts. I think there is a serious need for and an understanding of the issues that I want to explore within OISE and in Canada. Clearly, the implications of exploring how migrants from those countries experience schooling and society in Canada are worthwhile for education, teaching and society in Canada and their home countries. I see that as a valuable opportunity for me to engage these issues and focus my energies and research in this area.

What is your teaching philosophy and what is your key message to students?

It may seem easy to say ‘this is my teaching philosophy’ and this is not, however; through my research and teaching I have come to realize that it is not so easy to answer this question. One could say that ‘I am a critical pedagogue’, or ‘I am a transformative teacher’ or ‘I am a caring teacher’. However, what does that mean in a more practical sense, in reality? I see teaching as living practice, with all its complexities, richness, contradictions, potentials, used ones and missed ones. I certainly help to make students aware of implications, of assumptions, of consequences, of any learning process. But for me it is not just about becoming critical, cautious and conscious about biases, and ‘the outside forces and realities’, but also and more importantly about developing critical attitude towards one’s own thinking, feelings, emotions, values, and judgments. It is about metacognition, one could stipulate. I believe people can make better decisions in teaching when they understand that teaching, similar to life, is not a dichotomy, and it is not simply the case of either/or. That is my philosophy in some general sense, and that is what I practice with my students. Certainly it is much more than this… In the classroom, I am an open minded, balanced teacher and learner and believe that, the capacity to quickly see and judge what you need to do when, how, and why, is very important.

If you were to see yourself 10 years from now, what would you like to see?

While life is unpredictable, I feel that OISE is where I want to spend the rest of my teaching and research career, so the first challenge to overcome is the matter of tenure. Additionally, I have always been involved in development projects, particularly when I was in Central and South Asia. This is a passion of mine that I want to continue being involved in it, while working at and for OISE.
In October 2005, Daniel Schugurensky attended the Conference ‘Globalization & Education Reform’ in Korea, organized by the Korean Comparative Education Society and the College of Education at Seoul National University. This was part of his involvement in a 16 country-project about educators’ views of the impact of contemporary educational reforms on their daily practices.

In November 2005, Daniel gave a keynote address at an international conference held at Columbia University’s Teachers College, in New York City. The theme of the conference was ‘Democratic practices as learning opportunities’. Daniel’s address was entitled ‘Democratic spaces as learning opportunities, learning spaces as democratic opportunities.” At that conference Daniel also presented the findings of a research project he undertook with Josh Lerner from the New School (New York) on the learning acquired by citizens of Rosario (Argentina) through their engagement in participatory budgeting.