Welcome Note

Dear CIDE faculty, students and administration,

We would like to welcome you all, and especially our new students, to the CIDE program and centre (CIDEC) and wish you a productive and exciting winter term.

We believe that all our CIDE students and faculty have enjoyed the fall term, a term rich with great formal and informal learning activities. It is enough just to recall the Orientation activities, the stimulating faculty and student CIDE seminar presentations, the “Hard Talk on Central Asia Education Round Table”, the two CIDE potlucks, and the courses offered by our experienced faculty.

During this term our students and faculty have continued their research projects and practica internationally and within Canada. This volume includes briefs about some of these events and activities. It also highlights new activities that will take place at CIDEC in the winter term. Importantly Karen Mundy, the Co-Director of CIDEC, is re-joining us after her sabbatical.

Once again, we wish you a wonderful new term and look forward to new learning and development opportunities.

On behalf of CIDEC
Sarfaroz Niyozov, Ruth Hayhoe, Vandra Masemann & Sylvia Macrae

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Report from the Field:
Researching educational issues for secondary school-age girls in rural Tajikistan

By Kara Janigan, Ph.D. candidate, CTL

Since the collapse of the Soviet Union and Tajikistan’s independence in 1991, the number of rural girls in Tajikistan who drop out of school after grade 9 or who attend school irregularly has been increasing at an alarming rate. Having received the Save-University Partnership for Education Research (SUPER) Fellowship through Save the Children US, I have been researching the effects of a two-year Girls’ Education Project (GEP), implemented by Save the Children and their local NGO partners in select rural communities. The purpose of the Project was to identify and address challenges within the family, school and community that limit girls’ educational opportunities and experiences.

For this three month study in the fall of 2009, I conducted research in six rural schools, three GEP schools and three non-GEP schools. Each GEP school was paired with a non-GEP school with similar demographics and characteristics. These schools are located in two districts. I conducted interviews and focus group interviews with female students in grades 9, 10, and 11, parents of female students, teachers, administrators and community members over the five or six days spent at each school. I also conducted interviews with national and regional officials from the Ministry of Education as well as project staff from Save the Children Tajikistan and their local NGO partners. With the assistance of a Tajik translator, I conducted 168 interviews in total.

When I reflect back over the last three months, I am struck by how much I was able to accomplish in a relatively short period of time. I attribute this to the way I was welcomed into schools and assisted by the Ministry of Education officials (at both the national and district level), as well as by the headmasters, teachers, parents and students who agreed to participate in this study. I also wish to thank the Save the Children offices in the US and in Tajikistan not only for funding this research but also for facilitating such time-consuming activities as finding a suitable translator and obtaining a letter of permission from the Ministry of Education to conduct the study. This experience has been amazing. As is common in research, I had to adjust my initial research plan, which was overly ambitious, to fit the circumstances in the field. Initially I planned to conduct both community- and school-based research. However, because of the relatively short period of time I was at each school, it became very clear early on that I needed to focus on participants at the schools...
including community members involved in school activities as they were most accessible. My initial thoughts regarding what would be the central at focus of my research shifted over time as a result of the discoveries made through the interview and transcription process.

During my fieldwork, I had to cope with some very interesting situations. Upon learning that the President of Tajikistan was going to visit a district that I was planning to visit at precisely the same time, I rearranged my whole research schedule so that I would avoid the possibility of not being able to access the district and/or the schools. You can imagine my surprise when I arrived in that district only to discover that the President had delayed his visit. He arrived the day that my translator and I were leaving, and fortunately we were not affected by road closures or other such circumstances.

One of the most disturbing challenges I had to face was a misunderstanding by some of the female student participants at one school who thought that my translator and I were human traffickers. This situation occurred after I had introduced myself and my research to these students in the same manner as I had done at several other schools without any misunderstandings. This confusion stemmed from public awareness campaigns warning people about the practice of human trafficking by foreigners which, sadly, is happening in Tajikistan. Once my translator and I, along with the headmaster and teachers, became aware of the rumours circulating about the purpose of my visit, we called all the grade 10 and 11 female students together to explain, once again, who I was and what I was doing at their school. The next day the majority of these students returned with signed consent forms and participated in interviews. One student also brought a digital camera to school, and I spent over a half an hour having my photo taken with various groups of students.

The most difficult element of my field work was realizing the affect of the cotton industry on the lives of female students in Tajikistan. Working in the cotton fields is deemed female work and takes place in Southern areas of the country from May to November, with the fall harvest being the busiest time. Although it is officially illegal for students to work in the cotton fields, the majority of students that I spoke to who live in the cotton growing regions explained how they work each day, either before or after school depending on their school shift and on the weekend, in the fields and have been doing so for several years. When asked if they used money from cotton picking to buy their school uniform, some participants laughed as they explained that the little they earn was not even enough to buy clothes for school. But more than anything, I recall the time spent with headmaster, teachers, parents, community members and students not only during the interviews but also in conversations over tea and food at the school or at the many homes I visited as people in Tajikistan are incredibly hospitable. While a few administrative and teacher participants were reluctant to acknowledge and talk about the issues facing female students in upper grades at their schools, most participants shared their experiences, thoughts and concerns with me.

Having completed my field work, I want to thank all those who have generously shared their thoughts, concerns, feelings and time with me and recommit myself to conducting research that will be of value to those concerned with improving educational experiences and opportunities of students, especially for those most excluded, both in Tajikistan and in other countries where students face similar circumstances.

Hard-Talk Round Table on Education in Central Asia

Prepared by Sarfaroz Niyozov and Stephen Bahry
With the assistance from Michael Sinclair, Spogmai Akeer, Rahat Joldoshalieva, and Khursand Azizsho (members of the Canada – Afghanistan Education Reconstruction Informal Group at CIDEC/OISE)

On Thursday, October 8, 2009 a group of over 40 practitioners, students, researchers and policy makers interested in educational reform in Central Asia came together at the Ontario Institute for Studies in Education of University Toronto (OISE/UT) at the invitation of the Comparative, International and Development Centre (CIDEC) of OISE/UT for three hours of “Hard Talk” on the current “state” of educational development in Central Asia.
Hard Talk as a Pedagogical Approach

Hard Talk, the metaphor, used for the Round Table was borrowed from the popular BBC program but has a slightly different meaning and application. It should not be confused with the sometimes rude, interruptive talk that has been featured on the BBC’s Hard Talk Show. Our Hard Talk is a self-directed and self-probing talk, a genuine, open, critical and constructive talk. It is reflexive of one’s views, values and practices. It surely is not politically correct talk, where there is superficiality, absolute relativism and an embargo on asking questions. This Hard Talk is not about how many things we did, how good we feel about them, or how many people were there when we did things to them; it is not about praising ourselves, but about what effects our words and actions have had in terms of both local and global justice, equity, harmony, peace and prosperity. It is not about victories and self-aggrandizement but about issues and concerns and how we can work better individually and collectively.

The Hard Talk’s Objectives

The major objective of the Round Table was to exchange critical perspectives on the current “state” of educational development in Central Asia. Further objectives included the following: identifying key challenges from the perspectives of a broad range of stakeholders, especially needs that external donors, international NGOs (INGOs) can help meet; stimulating constructive dialogue on policies and roles of INGOs, donors and governments in Central Asia; and stimulating the development of a comparative, regional approach to educational development in Central Asia. Perhaps the most important objectives were to form networks for potential...
research and development projects focusing on key issues identified, and to identify concrete realizable action through action plans and proposals for research, publications, training, capacity building, projects etc.

Hard Talk’s Process and Outcomes

The Hard Talk seminar consisted of two stages: (i) Group brainstorming and classroom presentation of the themes and issues and (ii) group work and presentations of the solutions to prioritized issues and themes in educational development. The first stage identified around 16 major themes such as Planning and Coordination, Education Quality, Role of the NGOs, Teacher Factor, NGO Government and Community Relationships, Local Research and Training Capacities, Local Culture and Global Ideas and so on. Each theme had its own subthemes: for example, the theme Access to Education had the following subthemes: (e.g., girls’ access to education, safety and security in attending schools, distance to and from schools, corruption involved in biased decision making, misuse of funds and nepotism in selecting sites for building schools, covering-up of the issues and making false reports). After lively presentation and discussion of the themes and subthemes, the participants prioritized them and picked one theme/problem to which they could contribute practically to the solution. The groups were established on a voluntary basis around these problems, and solutions were proposed in terms of action plans, proposals, study groups, networks, possible papers and websites. Group presentations and whole class discussions included open and critical questions and answers, and the time was not enough to do justice to the depth and breadth of the engagement. Some key policy implications such as: (i) Canada and the U.S.A need to broaden their focus to involve in the whole of Central Asia; (ii) the need for a regional approach; and (iii) building on the cutting-edge knowledge in development studies to ensure that dependency is not reproduced, values of human dignity, security and justice are upheld, and the countries do not fall into hopeless and failed states.

Future Prospects

A list serve of the participants was created to continue the conversation. Many of the participants continued their deliberations during the following Central Asia conference. A major request was to continue this semi-
nar’s conversations and follow-up on the themes and ideas. The Canada-Afghanistan Education Group is compiling its report on the seminar and thinking of the follow-up seminar, possibly held at the upcoming conference on curriculum for peace in Montreal in May 2010. Given the active and long-term Canadian and U.S. involvement in Afghanistan and the rest of the Central Asia, we believe this project should continue under CIDEC. We would like to thank Amy Lobo from Student Services, Sylvia Macrae from the CIDEC and our volunteers from University of Toronto and York University for their help with the event’s organization, facilitation and with the recording of the event’s data and procedures.

Save the dates for the upcoming WCCES, CIES and CSSE conferences in Spring 2010:

CIES March 1 - 5 2010, Chicago, IL, USA  
http://cies2010.msu.edu/

CSSE May 28 - June 4, Concordia University, Montreal, Canada  
www.csse.ca/conference

WCCES June 14 - 18, 2010, Istanbul, Turkey  
www.wcces2010.org

OISE-Chile Collaboration on School Leadership

Steve Anderson, CTL

Steve Anderson recently returned from a trip to Chile. Over the next three years, he will be collaborating in a national investigation of school leadership and education quality with a team of researchers from la Fundación Chile and the Centro de Estudios de Política y Práctica en Educación (CEPPE) of La Pontificia Universidad Católica de Chile.

While in Chile, in addition to working with the research team on the design of the study, Steve was invited to make two keynote presentations, one “Medios de Mejoramiento Escolar al Nivel del Sostenedor” School Improvement Strategies at the
School District Level) to a group of 500 school, municipal, government, and university education professionals at a regional seminar on education quality in Copiapó, Chile (sponsored by the Programa Mejor Escuela of la Fundación Chile and by la Fundación CAP). The second (“Liderazgo Directivo: Claves para una Mejor Escuela” School Leadership: Keys to a Better School) took place as part of a regional seminar on effective school leadership practices for 200 school and municipal education leaders organized by the Ministério de Educación de Chile and the Universidad Católica de Valparaíso in Valparaíso, Chile. Steve also had the opportunity to visit two schools participating in the Programa Mejor Escuela, a comprehensive school reform program of la Fundación Chile that is currently operating in 50 high poverty public elementary schools in central and northern Chile. In October La Fundacion Chile and OISE/UT signed a Letter of Intent to seek ways to broaden the research partnership to collaboration in leadership development for Chilean school administrators, and to involve other OISE faculty and students.

An Experience at the Madrasa Resource Centre, Uganda

Alison Obot Nursery School in Lira, northern Uganda – an area of extreme poverty that has only recently come out of a two-decade long war. The MRCU is developing schools and training teachers in this part of Uganda while trying to work with community members to create income-generating activities.

The IDM program itself is unique experience. Beginning with a one-month long training session with International Development experts such as Ian Smillie, the International Development Management Fellows learn about all aspects of development work, from the creation of project proposals and strategic plans to budgeting, monitoring, evaluation and cross-cutting themes such as gender and the environment. The fellows are then sent off to their respective placements...
Social Entrepreneurship: My Journey

Rumeet Toor

For me as a graduate student, entrepreneur, and social advocate for enabling education, enrolling into the CIDE program at OISE has been an extraordinary learning experience. I am often referred to as a social entrepreneur. For the past five years, I have been operating a for-profit business, Jobs in Education, an employment job board that focuses on the K-12 education sector in Ontario. In 2005, I realized that as a young entrepreneur I had to acknowledge the reality that small businesses come and go. Keeping this in the back of my mind, I wanted to be able to operate a for-profit business but leave a legacy that was driven by creating social change. After researching different avenues, I decided that in the following year my company would contribute a percentage of our profits to a Non-Governmental Organization that went directly towards building a primary school in rural Kenya. I chose this specific initiative, because it was aligned with what I was passionate about and what I valued: enabling education. This became a central part of our mission, and from that point forward, I decided to incorporate this into the business model. To date, we have contributed to three primary schools in Kenya, Sierra Leone and Ecuador.

In 2007, I had the opportunity to travel to Kenya to work at the ground level on a school-building initiative. During my short visit, I was able to take a glimpse into the limitations and realities that children in rural communities faced. Immediately, I recognized that I had a limited understanding of the barriers to education that existed in developing countries. This encouraged me to learn more about comparative, international and development education (CIDE). Through the CIDE courses, I have learned that although I have been able to contribute to the infrastructure of three classrooms, and do appreciate that this is a powerful step to enabling education, I have recognized that this is not the only step that is needed in order to provide access to education. The CIDE program has provided me with the foundational piece that I have been missing, and has encouraged me to ask questions related to access and quality that I had not considered before. I recognize that this is only the beginning of my journey, and my safari as a social entrepreneur and student continues as I further my education at OISE and at the ground level in development.

CIDESA Report for Fall 2009 and Calendar of Activities 2010

By Erin Sperling, PhD Student, CTL/CIDE

The CIDESA Core Team has helped to facilitate several activities in the Fall of 2009. Orientation week for new and returning students had a blend of social and academic activities. Along with faculty member Vandra Masemann, we hosted two information sessions for informal discussions. One of the highlights of the week was the Amazing CIDE Race, which involved some 20 students running around campus and the surrounding area to get information to complete a scavenger hunt. The level of competition was high and everyone went home with some rewards. This event was enjoyed by all participants and will certainly be held again.

A pub trivia night, a CIDESA favourite, took place later in the week, and some 25 people were able to attend! Special thanks to quiz masters Margaret Bent and Mary Catherine Lennon for stepping up for their recurring role.
A final highlight of the orientation week was the program potluck, with over 30 new and returning students along with many of the core faculty in attendance. This provided the opportunity for many students to connect with their mentors, a new program with the CIDESA. The mentorship program has been very successful for many students.

A great annual event is the Hart House Retreat, now in its 4th year. This October 30, CIDE students were present over the two days, which were filled with much community building, enjoying the outdoors and talking a bit of shop around a roaring fire with delicious food.

In the winter, some of our key events are January orientation activities, the Great CIDE Debate, and the annual CIDE show. We look forward to seeing you at the events, and please contact us if you would like to be involved in any way! CIDESA Core Team – oisecidesa@gmail.com

The 2nd Annual CIDE Show, February 18th!
Come one and all, bring a friend or a foe, and most importantly, bring your TALENT! We will be hosting the 2nd Annual CIDE Show and we are looking for performers and those with hidden talents for our silent auction.

Can you dance, sing, yoyo, puppeteer, fly a kite, or all of the above? Or perhaps you can bake a cake, edit a paper, make a fine sangria, or shovel a walkway?

Put your talents out for the crowds to applaud and bid on. Or just come on out for some great socializing in support of your peers. All proceeds go to the Red Cross for Haiti.

Death of Dr. Alan Thomas
By Joe Farrell

We note with deep regret the death on August 14, 2009 of Dr. Alan Thomas. Alan was a stalwart participant in comparative, international and development education since his arrival to the OISE faculty in the early 1970s. He was a founding member of CIDEC and of the Collaborative Graduate Program in CIDE. Before joining OISE, he served for nine years as the Director of the Canadian Association for Adult Education, and as the Deputy Minister, Citizenship and Immigration, in the first Trudeau government. During his early years at OISE he served as Chair of the Department of Adult Education. He traveled and worked widely in the world, and brought to us a deep understanding of and commitment to comparative adult education, and a core interest in the relationships among learning, citizenship, governance and civil society. In honour of his many accomplishments, in Canada and worldwide, he was awarded the Order of Canada in 1982. Alan was a prolific scholar. His 1986 book (with Ed. Ploman) Learning and Development: A Global Perspective, remains a foundational work in the field of comparative adult education.

Throughout his life he developed an understanding that we need to focus less on the established “means of delivery”, such as schools and adult education programs, and more on learning itself and its enablement, through whatever institutional means could be found to work toward that end. This is seen most clearly in his final book: Beyond Education: a New Perspective on Society’s Management of Learning. After his formal retirement in the late 1990s Alan continued an active life of teaching, scholarship and participation in learning and governance programs. His books and papers have been archived into a collection. Transfer of ownership and placement of the collection in an archive are waiting completion. His funeral in Toronto was attended by many OISE colleagues and staff. He received a fine send-off from several trombones, and his daughter reminded everyone that her father always wanted her and everyone else to be life-long learners. He was both profoundly Canadian and an exemplar of what it means to be a citizen of the world.
CIDEC Seminar Series and Events - Winter Term 2010

All sessions are in Room 7-105 except where marked

**Tuesday January 5th**
CIDE Orientation for new students 12 noon –1.00pm

**Tuesday January 12, 11.30 am – 12.30 pm**
Professor Alice Botler  
(Faculty – Federal University of Pernambuco, Brazil)  
“Conceptions of Justice in democratic schools in Brazil and Portugal: A comparative study”

**Tuesday January 26, 11.30am – 12.55 pm**
Kara Janigan (Ph.D. Candidate – CTL)  
“Reflections on data collection: Thoughts on my journey researching girls’ education in rural Tajikistan.”

**Tuesday February 2, 11.30am -12.55 pm**
Professor Dieter Misgeld (Professor Emeritus – TPS/OISE)  

**Tuesday February 9, 11.30am – 12.55 pm**
Professor Vandra Masemann (CIDE – OISE)  
“Attending and Presenting at Conferences: Prelude to CIES, CIESC, and the World Congress.”

**Wednesday February 10, 5.00 – 6.00pm**
Yeow Tong Chia (Ph.D Candidate - TPS/History)  
“Education for Citizenship in a Developmental State: The case of Singapore (1955 - 2004)”

**Tuesday February 16, 11.30am**
Tiisetso Russell (Ph.D candidate – AECD)  
“The experiences of black foreign trained lawyers in Ontario”

**Tuesday February 23, 11.30am**
Mary Drinkwater (Ph.D candidate – TPS)  
“Critical democratic pedagogy through the arts in indigenous/ Maasai rural schools in Kenya”

**Tuesday February 2, 11.30am – 12.55 pm**
Jian Liu (Ph.D. candidate – TPS, OISE) “Expansion, differentiation and equality in access to Chinese higher education”

**Tuesday March 9, 11.30am – 12.55 pm**
Yuko Bessho (MA student - CTL/CSTD)  
“Japan's colonized other: a case study of the media representations of the deportation of a Filipino family”

**Tuesday March 30, 11.30am**
Monica Kronfl (MA student – AECP)  
“From theory to practice: a study of the philosophies of Kurt Hahn as they are reflected by graduates of Round Square Schools”

**Monday March 29, 4.30 – 6.00pm**
CIDE POTLUCK – (to be confirmed)

**April 2, 2010 CLASSES END**

A half day seminar event is also being planned for the part-time CIDE students in April. Suggestions are welcome.