Welcome to the new issue of the CIDE newsletter. In the feature article, Professor Grace Feuerverger shares her teaching and research accomplishments, aimed at achieving peace, dialogue and appreciation of human diversity and commonalities in Canada and Middle East. Next, our alumna, Louise Gormley points out the complexity, responsibility, and excitement of exploring children's actualities and aspirations through her research activities in Toronto and Uganda. Our current students Sana Ali and Rumeet Toor narrate their enriching experiences last summer contributing to and learning from two UN programs. Following this is Caroline Manion's interview with Steve Klees. Klees takes a critical look at neo-liberalism, the World Bank, and calls for more rigorous debate and discussion to renew CIE's energy, relevance and impact in the future. While our seminar list is as rich as ever, we would like to highlight two upcoming events devoted to CIDEC's distinguished professors and mentors Vandra Masemann and Ruth Hayhoe where their achievements and contributions to OISE and CIE will be celebrated (pg 4). Finally, we would like to thank our CIDE SA, individual students and faculty for continually enriching life at CIDEC.

Sarfaroz Niyozov & Karen Mundy
Co-directors of CIDEC

In This Issue

1  Director's Message
1- 3  Interview with Grace Feuerverger
3  Alumni Report, by Louise Gormley
4  Faculty Celebration Events
5  Interning at the UNDP, A CID E Practicum, by Sana Ali
6  UNESCO International Leadership Programme, by Rumeet Toor
   Student Awards
7-8  Interview with Steve Klees, by Carly Manion
9  CID E Seminar Series and Winter 2011 Events
10  CIDE Student Photo Contest Finalists

Interview with Grace Feuerverger: Peace, Dialogue and Appreciating Human Diversity

By Crystal Randall

I had the great pleasure of interviewing Grace Feuerverger, a professor at OISE in the Curriculum, Teaching and Learning department. Prof. Feuerverger has been involved in CID E since she began teaching at OISE in 1991. She has published the following books: Oasis of Dreams: Teaching and Learning Peace in a Jewish-Palestinian Village in Israel, and Teaching, Learning and Other Miracles. This interview outlines some of Prof. Feuerverger's inspiring work internationally and in Toronto, as well as how she came to be where she is today.

What was it about OISE and CID E that attracted you?

I was attracted to OISE because of the amazing intellectual backgrounds of the professors, the worldwide reputation, the 'cutting edge' research work, and I was delighted when I was offered a position at OISE. Whenever I go to conferences I always hear others tell me how lucky I am to be at OISE. It really does have an amazing international reputation. Also Toronto is an amazing city to live in at this time in history. It is so multicultural and multilingual.

I am so delighted to be a part of CID E. I've been involved with it since I came to OISE. CID E brings together faculty from different disciplines, there is a sense of purpose in the program, and it's open and diverse. CID E, as an inter-departmental program, is a wonderful professional home for students and faculty. Those of us involved in it are very fortunate.

What was it about your personal experience in a multicultural/multilingual home in Montreal, Canada that led you into this study? Why do you feel this research is important?

When I was a child Montreal was a wonderful place to grow up. It was the only real cosmopolitan city in Canada at that time. Remember – we're going back a while!! I am a child of immigrants and of refugees—my parents were Holocaust survivors. I was lucky that I grew up in a half-immigrant, half-French-Canadian part of Montreal. There were all kinds of languages and cultures around me. Montreal is the city of my heart. I grew up in an atmosphere where different languages were constantly swirling around, where children would be playing in the street and parents would call to them in their own language. I came from a home where Polish and Yiddish were spoken. I learned French in the street, and I learned
English when I went to school.

For me, going to school became a ‘foreign’ experience because suddenly I was immersed in English. I discuss this in my *Teaching, Learning and Other Miracles*, which is grounded in an auto-ethnographic methodology. In one of my narrative pieces I discuss my first day of kindergarten, which was a truly traumatic experience. This is an all too familiar experience of an immigrant child who does not speak the language of the school. My first day of kindergarten was particularly harrowing. I will never forget my teacher (who seemed very ancient and in a very bad mood) having trouble pronouncing my name in roll call. So suddenly she threw down the list and said, ‘When you immigrants come to this country, why don’t you shorten your names to make it easier for us Canadians!’ That sentence will live in my memory forever. I teach my grad students about issues of language, culture and identity in educational contexts, and I tell the story of my first day in kindergarten in almost every course I teach.

But there were other teachers, more caring, and I remember so clearly my French teacher. She, and school altogether, offered me a safe place of hope. School became a place where there was order, and a sense of accomplishment, and I blossomed in school. School offered me a future that I didn’t even know existed. Since school became a safe place: this is why I wrote my second book, *Teaching, Learning and Other Miracles*—it is meant to inspire teachers who are teaching immigrant and refugee students who are coming from so many diverse backgrounds trying to find meaning and balance in their new lives here in Toronto.

For me as a child issues of language, culture and identity were as transparent as the air that one breathes—I didn’t think about it, it was natural. So, it isn’t a surprise that I became involved in issues of ethnic identity and language maintenance and intercultural harmony.

Your research in Israel is very interesting and important. Over a decade of living and researching there led to the creation of the book *Oasis of Dreams: Teaching and Learning Peace in a Jewish-Palestinian Village in Israel*. Can you tell us more about the book?

*Oasis of Dreams* is a compilation of my research that took place for almost a decade. I lived in the village for six sojourns for over a decade beginning in 1991, very big chunks of time, several months per visit. This book is a compilation of 10 years of research work in the village of Neve Shalom/Wahat al-Salam. The book cover is dear to me, as it was drawn by a grade three boy in the elementary school. He drew the Palestinian and Israeli flags shaking hands, and explained to me “I’m drawing this picture because that is what we are learning in this school: that we’re going to become friends with each other.” I named the book *Oasis of Dreams*, because when you are in the village, it is not a dream, it’s reality; but when you are out of the village, it is still a dream which we long for.

Can you tell us more about your experience, and how you came to be in the village of Neve Shalom (Hebrew)/Wahat al-Salam (Arabic) which means Oasis of Peace?

It was quite serendipitous. I had spent a year in Jerusalem in 1983-84 when I started my PhD doing work on ethnic identity, and I wanted to spend another year in Jerusalem, and so I did. I came back to Toronto after being in Israel for a whole year, and someone asked me if I had gone to that wonderful village that was created: a cooperative peace village between Jews and Arabs in Israel and which housed a conflict resolution program for Israeli and Palestinian students to meet one another. I couldn’t believe it! I’d been there all year, and I hadn’t heard anything about this. When I got my faculty position at OISE in 1991, the first thing I did was to apply for a research grant to document what was going on in this village. I focused on the two schools: an elementary school, which has a bilingual Hebrew and Arabic program, Jewish and Arab kids go to the same school, and then the conflict resolution program, for Israeli and Palestinian teenagers to discuss the conflict in person for the first time. It’s an amazing process, and I was fortunate to be able to observe what goes on there. All the interviews and my own reflections are in the book. The village is a wonderful place, but what the village rep-
resents is perhaps even more important, because it does truly represent the possibility of peace. They offered me such an incredible sense of hope and I wanted to share it with as many folks as possible. That's why I wrote the book and I put my heart into it.

**Current Work**
I work with immigrants and refugee students, many who are coming from places of war, violence, poverty and other oppressions, and I use a reflexive ethnographic approach to give voice to students who would otherwise not be heard. For many of these students, school is also the safest place they know (as it was for me).

It’s all about the power of the story. We make meaning out of our lives by the telling and retelling of our lived experiences. For me, it’s about how do we honour the dignity of our students, especially those on the margins, who really don’t have a voice, who are struggling to find a space, an identity, a new home. It’s really a way to allow them to discover their inner talents; to give them an opportunity to know there is a future for them.

**OISE Courses**
I created my courses when I first came to OISE, one is “Language, Culture, and Identity: Using the Literary Text in Teacher Development.” This course discusses the literary text as a pedagogical vehicle in classrooms. It’s the power of literature and the power of the text for students. Another is “Children’s Literature within a Multicultural Context.” I love that course. Well I love them all. In “Multicultural Perspectives in Teacher Development,” I look at different models of teacher development in diverse sites both locally and also internationally.

**Teaching**
I love teaching. It’s the sacred ground on which I stand. I was an elementary and high school teacher before I went back and finished my PhD. One should approach teaching with a sense of reverence, awe and wonder and a sense of great responsibility. It’s amazing how you can make a difference as a teacher. I’m so fortunate to be doing what I’m doing.

By Louise Gormley

As a Ph.D. (2006) in Comparative International and Development Education, my work as an educational researcher has opened the door to a number of different contexts and has given me the opportunity to learn about a wide spectrum of educational issues. A member of the Association of Educational Researchers of Ontario (AERO), I believe in its goal of promoting and improving research, evaluation and planning in educational settings.

Over the past five years, I have been employed as an educational researcher for two school boards, an elementary teachers’ federation, an independent research and evaluation firm, a newcomer organization, and a non-governmental organization (Right to Play). In the fall of 2009, Right to Play (RTP) sent me to Uganda to write an Early Childhood Care and Education (ECEE) proposal for which there was a significant research component. While I have worked in Latin America and Asia, this was my first time to Africa, and it was certainly a privilege.

Planning for research in this Southern setting poses a unique set of challenges that most educational researchers in Ontario do not usually have to consider. For example, any longitudinal study must take into account the fact that student turnover is very high in the ECEE centres that I visited in the slums of Kampala. Pre-school and kindergarten student drop-out is due not only to poverty and family mobility, but also to the high rates of parent mortality from AIDS, resulting in many children, when orphaned, sent to live with other relatives. Political stability at the time of my visit was also precarious – my trip was postponed by two weeks when riots broke out in Kam-
pala that left 21 people dead and 550 people arrested. Furthermore, in today's climate of accountability, Western funders require rigorous documentation that programs are having a positive impact on children's learning outcomes. Though still possible, it can be challenging to set up processes to regularly collect such evidence when ECE centres and schools often do not have photocopiers, computers, a sufficient supply of paper, etc. In spite of such obstacles, it was heartening to meet the many RTP teachers, trainers and volunteers who are making a difference in the lives of innumerable children in Uganda. RTP's Sport for Development and Peace programs support the rights of all members of society to participate in sport and leisure activities, and are delivered in an integrated manner with other local, regional and national development and peace initiatives. What I most treasure from my stay in Uganda, though, are my memories of the smiles and laughter of the children when they were playing RTP games and singing RTP songs.

Currently I hold the position of Research Associate for the York Centre for Education (YCEC), an Organized Research Unit at York University. Contributing to the Centre's mission of building links between community and education, there are numerous opportunities to help make research, programs and policy more relevant to our changing, culturally diverse world.

Life as an educational researcher – always interesting, never dull!

Alumni Report: Continued from page 3....

Faculty Celebration Events

Honouring Vandra Masemann
Faculty, students, and friends of Vandra Masemann are invited to join us for an evening of celebration in honour of Vandra's retirement.

Friday, January 29, 2011 OISE, University of Toronto
5:00-8:30, 7th Floor Peace Lounge

Education and Global Cultural Dialogue
A day-long symposium in honour of Prof. Ruth Hayhoe's lifelong focus on higher education in China, and her contributions to comparative education thought.

Friday, May 6, 2011 OISE, University of Toronto

For additional inquiries, please visit our website or contact the organizers:
Karen Mundy - karen.mundy@utoronto.ca
Qiang Zha - qzha@edu.yorku.ca
Yeow-Tong Chia - yeowtong.chia@gmail.com

CIDE Student Research Symposium

Please join us for a day of panel presentations highlighting the research initiatives of CIDE graduate students.

Friday, February 11, 2011
10:30-4:30
OISE, University of Toronto

Save these dates: May 1 - 5, 2011
The Faculty of Education, McGill University cordially invites you to our 55th annual meeting:

Comparative International Education Society 2011

On the theme: “Education is that which liberates”, from the Sanskrit, “Sa' vidya' ya' vimuktaye”

CIES 2011
Montréal
Interning at the UNDP: A CIDE Practicum

By Sana Ali

When I received a call from the United Nations Development Programme (UNDP) at the end of May, I was in shock. By that time I had given up any hope of getting an internship and had started considering other meaningful ways to spend my summer. Fortunately for me, the Capacity Development Group was looking for an intern to support their Knowledge Management Specialist over the summer.

I arrived in New York City unimaginably exhilarated and excited for my internship, but not anticipating the various challenges of actually living in one of the largest metropolises in the world. This included situations like the fervent apartment hunting which yielded nothing that seemed remotely livable or affordable, or the unrelenting heat combined with crammed subways that had me arriving to the UN everyday feeling like I had run a marathon. I realized quickly that working in New York would require me to toughen up!

As an intern, my various tasks included producing responses to queries posted by various UNDP country offices on their online network. This involved additional research, establishing contacts, summarizing user responses and preparing a final consolidated reply. In addition, I facilitated the creation of a monthly news update for the capacity development community by compiling relevant content. I also supported the cultural change required of the UNDP as it adopted a new Web 2.0 platform by participating in weekly meetings and training. However, the most rewarding task I performed was producing a in-depth 40 page analysis of youth Technical and Vocational Education and Training (TVET) programs supported by the UNDP and other UN agencies in Africa. The research I conducted will go directly towards supporting the Inter Agency Task Team on the Revitalization of TVET in the West African region. Amongst other things, the creation of this report taught me a great deal regarding the nature, challenges and benefits of running local TVET programs for African youth.

Though the daily work I was involved in proved to be extremely interesting and in line with my educational interests, the events I had the opportunity to attend were also a significant part of my internship. One of my favourite experiences from the summer is when I saw Queen Elizabeth II speak, simply because I had heard over the morning news that she was in New York and would be addressing the UN General Assembly for the first time in 53 years. Other notable individuals I saw or met were Hillary Clinton, Ban Ki Moon and Wole Soyinka. However, the summer would not have been the same without the amazing friendships I developed with fellow interns and staff at the UNDP. Whether it was emphatic discussions on politics or development, or scoping out the cheapest/tastiest options for our lunch, I felt invigorated by the company of such brilliant, motivated and like-minded people. Now that we have all returned to our regular lives, I think we will remember fondly the summer we spent together navigating the city and the UN. On the whole, I learned a great deal from every aspect of my time at the UNDP, and I am extremely thankful for the opportunity I had to intern there. ☺️
By Rumeet Toor

In August 2010, Rumeet Toor, a recent CIDE Alumna, was accepted to the UNESCO International Leadership Programme: A Global Intergenerational Forum. The 90 attendees were selected from approximately 900 applicants, representing over 70 countries. The forum took place at UConn in Storrs, Connecticut.

At the 6th Annual UNESCO International Leadership Programme, experiences, expertise, and best practices were shared, developed, and nurtured. Speakers brought forth their stories, knowledge, and perspectives in the areas of education, health, poverty, media, and conflict transformation. The esteem of each speaker was matched by the passion of each participant.

The informal learning that took place among the attendees added a dimension of value to this experience that cannot be quantified. The perspective of each young leader varied depending on their nationality, experience, and circumstance. It was encouraging to be a part of a process that placed value on the unique voice of each participant. This, coupled with the energy and expertise of the collective group, created a transformative dynamic.

At times it was difficult to learn about the various forms of oppression that our fellow global citizens are currently exposed to. Throughout the forum, emotions were evoked, behaviour was impacted, and beliefs were challenged. The UNESCO Chair Dr. Amii Omara-Otunnu reminded us that, “every journey begins with a first step”. Although we were not given an algorithm, prescription, or recipe with the answers to perfect our imperfect world; we were given the opportunity and space to ask questions and engage in critical dialogue. Perhaps this is the first step.

The forum helped to blur national boundaries, while acknowledging and respecting their existence. It is an experience that will not soon be forgotten and a reminder that the world we live in is defined by more than just our physical proximity to our own perceived reality.

See the recent article in the Financial Post on Rumeet Toor’s work as a social entrepreneur:

Recognition of Student Awards

Katia Madjidi
Ranjit Kumar Graduate Fellowship - $3000 awarded by the Foundation for International Training on the basis of academic excellence

Caroline (Carly) Manion
SSHRC Post-Doctoral Fellowship (2-year)
Canada Research Chair, Islam, Pluralism and Globalization Studies (University of Montreal)

Congratulations to our students for their outstanding achievements!
By Caroline (Carly) Manion

Professor Steve Klees is a well-known economist and scholar in the field of comparative education. Over a thirty-year period, Dr. Klees has researched a range of topics around the world, but most extensively in Latin America (e.g., studies of street children in Brazil, and girls’ education in Guatemala).

Steve originally enrolled in a liberal arts college as an undergraduate with uncertain plans for his future. After switching to graduate school at Stanford’s business school, he found that “the only interesting course was economics” and therefore chose to pursue a joint degree between the business school and the school of economics. As an economics student, Steve linked up with educational economists Martin Carnoy and Henry Levin, and completed a dissertation on an educational technology project in Mexico. This positioned his work in the realm of the “international” for the first time.

Steve first worked at Cornell, in the field of domestic education policy, before being recruited by George Papagiannis to Florida State University. For the past ten years Prof. Klees has been at the University of Maryland, where he has established and developed a program in comparative and international education.

The following is the edited text from my conversation with Prof. Klees.

What is your research background?
I have two hats: I wear the economist and the comparative education hats, and the consulting side has been a lot of the economist hat and the publications side has been more the comparative education hat (although some economist stuff too). I have done many evaluations of education policy and reform.

While I do work on more on-the-ground micro policy issues - I’ve been looking globally at education issues for many years and looking particularly at the World Bank. Since Jomtien, since Education For All (EFA), the Bank has taken - usurped I would say - the position of UNESCO and become the global architect of educational policy since the early 80s. I’ve been researching that for twenty years or more. And that is one of the things I’m involved in right now actually. The Bank is about to come out with its first in ten, eleven years, new global education strategy, and I’m working with a group of scholars to critique it.

What courses do you teach?
I teach a two course sequence in what I call the political economy of education. One is a contrast between neo-classical and left political economists on education and the second is called Alternative Education/Alternative Development, which looks at alternatives through a political economy lens - my favourite course perhaps; although, I like everything I teach.

And the other course that I teach is my introduction to research methods course - that’s become one of my favourites. I divide it into three and there’s a section on quantitative positivist methods, qualitative interpretive methods and critical transformative methods. I have so much fun and it really opens people’s minds because most people have been socialized to be quantitative researchers, and they’ve had some exposure that there’s another ballgame and it’s qualitative, but they have very little exposure to a critical transformative view.

What are some of your current projects?
A current project I already mentioned is on the World Bank’s new education Strategy paper. The Bank went crazy with the consultation phase of this project. Each year consultation figures more and more prominently and this one, it went off the charts!!
And this is going to let them claim that they’ve listened to everybody and that they’ve digested and responded; and, from what I’ve seen of the executive summary and what my guess is as to what the report is going to look like, is that it’s still very neoliberal. And I want to challenge this view in a larger sphere. I’d like to do it not just at CIES meetings, and not just as a journal article but as a book that is widely disseminated, that gets a lot of play which I plan to co-author with about a dozen people who are respected in the field.

Where do you think the debate concerning neoliberalism and comparative education stands now? Well, I would say that we have more of a critique than a debate. If anyone is debating, it’s the critics, because they have to debate. Neoliberals don’t have to debate, they don’t have to read their critics, they don’t have to talk to their critics, and they don’t have to respond to their critics. I remember Joel Samoff and I organized - for the last Education Strategy report of the Bank in 1999 – a response in the International Journal of Educational Development. We had five critical papers and the Bank just passed. They had agreed to do the introduction, but then they just said that they were too busy to do a response. That’s the type of response you get...very little. So I think the question, the main question isn’t how neoliberalism is faring in comparative education; it’s how neoliberalism is faring generally. It’s a difficult question.

How have the various responses to your critique of neoliberalism in the field of comparative education influenced (or not) your current thinking? I only have a short answer to that: I’ve had very few responses. I mean, the responses I get are from people that agree with me, but disagree with some features of it; which is useful and it makes you think further about what you are doing.

Is there any silver lining in neoliberalism? [After a long pause] No..... I was going to qualify it, but I like that better.

Perhaps. Some would say that EFA and the MDGs have positive aspects and they grew in a neoliberal era -- but out of the need for neoliberalism to legitimate itself by looking like it was doing something to ameliorate the vast inequalities it causes.

Everything is a struggle, everything is full of contradictions; and so neoliberalism is full of contradictions. Neoliberalism has generated a struggle, and a greater struggle than before, and you have social movements around the globe that are doing different things...the liberal era that we had beforehand seems kinder and gentler, but it wasn’t.

What are some of your thoughts on the future of comparative education? I need to think about that more. But, CIE is such a large field of study, with so many different directions. Everybody that does education, all education issues, anything you can imagine, is part of the terrain of comparative education. One thing that I would like to see has to do with my responses to the last two questions – I would like for us to focus more on our debates. I would like nobody to get up at a CIES conferences without a discussant from a different perspective. In a previous era, we did that. I was a discussant on lots of World Bank panels in that time and we had World Bank staff as discussants on other panels.

There is still a big emphasis on the social science disciplines, for example, that you should be an economist of education, or a sociologist of education, or an anthropologist of education. I think that this has served us well in a lot of respects, but I think that the field has moved on. I think that we have to recognize more that we cross those disciplines; they are still relevant, but that we cross them. We need debates within disciplines and across disciplines to be central in comparative education. I’d like to see our journals have debate sections and I’d like to see letters where people get to respond to articles.

I would conclude by saying that there are a lot of young people in this discipline now and it’s up to them to shape our future and to think about this. And at OISE, I’m sure you’ve got an exceptional set of students that should be answering this question for themselves. ☁
CIDE Newsletter #13  Page 9/10  Winter 2011

CIDE Seminar Series and Events - Winter 2011

Thursday January 20, 11:30 - 12:55
Sarfaroz Niyozov, Stephen Bahry, Spogmai Akseer
Canada-Afghanistan/Central Eurasia Education Research Group
Education in Afghanistan: Between an uncertain past and a more uncertain future?

Monday January 24, 11:30 - 12:55
Christian Maroy, Full Professor
Universite de Montreal et Universite de Louvain
Canada Research Chair in Education Policies
Changing Modes of Governance and Regulation in Education Systems: European and Belgian education systems between global models and local path dependencies

Friday January 28, 3:00-4:00
Ratna Ghosh
James McGill Professor and William C. Macdonald Professor of Education, McGill University
Constructing the Self and the Other: A comparison of history textbooks in India and Pakistan

Friday January 28, 5:00-8:30
Celebrating and honouring Vandra Masemann upon her retirement
CIDE/OISE faculty, students, and friends of Vandra Masemann
Hosts: Karen Mundy and Sarfaroz Niyozov
7th Floor Peace Lounge

Friday February 11, 10:30-4:30
CIDE Student Research Symposium
For list of presenters and time, please visit website OISE, University of Toronto

Tuesday February 15, 11:30-12:55
Kazi Rouf (PhD Candidate - AEC)
Grameen Bank Women Borrowers’ Private and Public Space Development in Patriarchal Bangladesh

Thursday February 24, 5:30-7:00
Wangui Mburu (PhD Candidate - CTL)
Kenyan Civic Education: A source of empowerment?

Thursday March 3, 5:30-7:00
Riyad Shahjahan, PhD, Research Associate
Center for Leadership and Diversity (CLD), OISE/UT

Toward “testing student learning and university performance globally”? A critical policy analysis of OECD’s AHELO initiative

Thursday March 10, 5:30-7:00
Katie Brubacher (MA Candidate - CTL)
Education and the Unschooled Student: Teachers’ discourses on teaching elementary students with limited prior schooling

Ranya Khan (PhD Candidate - CTL)
Refugees at the Margins: An examination of the pedagogical challenges and issues facing English language learners with interrupted formal schooling.

Thursday March 24, 11:30-12:55
Mona Ghali (PhD Candidate - CTL)
CIDA’s Education Aid Policies in Conflict-affected States

Meggan Madden (PhD Candidate - TPS)
The Regionalization of Quality Assurance in Higher Education: A case study of the Asia Pacific Quality Network

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

Wednesday April 6, 3:00-5:00
Xiangming Chen
Professor of Education & Director of Center for Basic Education and Teacher Education
Peking University, China
Doing Qualitative Research in China

Friday May 6, 8:30 am - 9:00 pm
Various presenters, please visit website
Education and Global Cultural Dialogue: A one-day conference as a tribute to Ruth Hayhoe
OISE, University of Toronto
Student Photo Contest Finalist

1. Kenya, Rumeet Toor
2. Hands, Rumeet Toor
3. Study Break, Jaddon Park
4. Extra Help, Alison Malcolm
5. Sack Race Julie Rao
6. Practical Literacy, Salima Jaffer

Thanks to all the CIDE students who submitted photos from their international research and practicum experiences!