1. DIRECTOR'S MESSAGE

Dear members of the CIDECC community,

As the academic year 2015-2016 begins I am pleased to report another interesting set of ongoing and new CIDECC and CIDE program activities and initiatives. Currently, the CIDE program serves approximately 100 masters and 95 doctoral students, of whom 38 have entered into the program this September. I extend a sincere welcome to these new members of the CIDECC community. My special thanks to the CIDE Student Association and its executive for helping get the year off in the spirit of community at the CIDECC orientation meeting (September 21) and the beginning of the year potluck October 14. With support from our administrative officer Joanne Bacon, professor Carly Manion, and various CIDECC affiliated professors, the CIDE Seminar Series will provide a continuous line up of interesting talks this Fall by faculty, visiting scholars and students. In September we hosted presentations by CIDECC affiliated professor Jeff Bale on education reform in Germany, higher education research seminar by LHAE Visiting Scholar Pan Li from Liaoning Normal University (China), a talk on citizenship education by CTL Visiting Scholar Jasmine Sim of the National Institute of Education (Singapore), a presentation by SJE/CIDE Umesh Sharma on the topic of culture, coloniality and education in India and the annual Comparative and International Education Society conference proposal prep seminar led by Vandra Masemann. We are looking forward to upcoming CIDECC seminars that will connect us to international work in diverse places and organizations, including South Africa, Central Asia, South Asia, Spain, the United States and UNESCO.

I would like to acknowledge the departure and contributions to the CIDE program, Centre, and community of Professor Sarfaroz Niyozov. Sarfaroz was appointed Director of the Aga Khan University Institute for Education Development in Karachi, and took up his post in late August. We congratulate him on this appointment and look forward with interest to potential opportunities for collaboration between OISE and AKU-IED that might arise as a result of his appointment and leadership. In the meantime, we would like to welcome aboard CIDE graduate, Dr. Mary Drinkwater, who has been hired by the Department of Curriculum, Teacher and Learning to teach several courses that Sarfaroz had been scheduled to offer this year, and which she had team taught with him as Teaching Assistant while completing her doctoral studies.

I would also like to acknowledge the continuing CIDE/CIDECC leadership and support roles of CIDE faculty
member Dr. Carly Manion and our Administrative Assistant and Collaborative Program liaison Joanne Bacon. Much of what you experience positively as a student and member of the CIDE community is due to their efforts. Carly also continues her role as an active member of United Nations Girls Education Initiative advisory group (see the UNGEI update in this Newsletter for further details). She is also serving as Academic Program Coordinator and Manager for the CIES 2016 conference organizing committee. The conference will take place in Vancouver from March 6-10, 2016 (see CIES 2016 update in the newsletter). Drs. Stephen Bahry and Kara Janigan will be with us as Visiting Scholars throughout the year. We would also like to welcome Dr. Jasmine Sim, a Visiting Scholar from Singapore whose presence is being sponsored by CIDE professor Kathy Bickmore, and Pan Li who is here from Liaoning Normal University (China) with Ruth Hayhoe.

We know that many CIDE faculty and students are involved in a range of interesting research and related activities during the 2015/2016 academic year, and we hope that you all have opportunities to learn about them and through them as the year progresses. We are especially proud that the textbook Comparative and International Education: Issues for Teachers, which was edited and jointly authored by numerous members of the CIDE community and originally published in 2008, is presently being revised under the co-leadership of Kathy Bickmore, Ruth Hayhoe, Carly Manion, Karen Mundy and Robyn Read.

All the best to all of you in the coming academic year.

Your Director,
Steve Anderson

2. CIDE ALUMNI REPORTS

Jadie McDonnell
M.A. Adult Education and Community Development and Comparative, International Development Education Consultant, Aga Khan Academy, Mombasa

As an international educator, I have had a longstanding passion for and interest in African education and development. During my M.A. at OISE, I worked with Dr. George Dei on a research project focusing on Indigenous Knowledge in Ghana and Nigeria. My research work explored the use of Ghanaian proverbs in community-based development. After the completion of my degree, I continued to contribute to the field of African education and development through several publications, including a book chapter entitled, Challenging Euro Western Epistemological Dominance through an African Cosmovision. In Eds G.S. Dei & P. Adjei Emerging Perspectives on ‘African Development’: Speaking Differently and a collaborative volume entitled African Indigenous Proverbs, Cultural Stories and Songs and Youth Education. It is with this fervor that I decided, in 2014, to embark on a curriculum development consultancy at the Aga Khan Academy in Mombasa, Kenya.
After I graduated from OISE in 2012, having previously worked in the health sector, I was hired as the Education Coordinator for Surrey Place Centre (SPC). In this position, I coordinated medical education and rotations, placements and professional development for health practitioners working with individuals with developmental disabilities and autism spectrum disorder. My experiences working at Surrey Place Centre were very rewarding— it was inspiring to work with such dedicated practitioners. Yet, after having spent several years working abroad and the exciting research in Ghana and Nigeria, I was anxious to re-enter the field of international education, particularly African education.

Therefore, in 2014, I signed a one-year consultancy contract with the Aga Khan Foundation Canada to develop a teacher-training curriculum for novice Kenyan teachers at the Aga Khan Academy in Mombasa, Kenya. The vision of the Teacher Preparation Programme (TPP) is to build capacity in Kenyan education by training novice Kenyan teacher in the International Baccalaureate system, an inquiry-based curriculum focused on holistic approaches to teaching.

When I arrived at the Academy in Mombasa, the TPP had a loose structure. Curriculum had been developed for the “Choosing to Teach” Institute – a three-week intensive institute that offered a variety of sessions to develop reflective practice and critical thinking skills and learn how to teach pluralism in the classroom. Yet, the bulk of the TPP, the curriculum, policies and procedures for the 18-month intensive internship, still needed to be developed.

Given that TPP interns are trained in the Kenyan system, the inquiry-based approach to teaching and learning that is used by the IB is unfamiliar. Therefore, we decided to replicate the inquiry based learning approach in internship by using Problem Based Learning (PBL). PBL, an inquiry based, reflective, self-directed approach to adult learning, was a perfect match to hone the skills necessary to teach in the IB system. The learners work in small groups to move through a comprehensive set of multi-levelled problems addressing complex issues in teaching and learning. The problem set contains 30 problems, with each single multi-levelled problem covering multiple components of teacher development— the curriculum, clinical concerns, programme related issues, pedagogical understandings, and effective classroom management –thus providing the interns with the knowledge and skills to develop a holistic approach to teaching and learning.

With the TPP programme, now in its second cohort, the PBL curriculum has been used intermittently throughout the programme. A full implementation of the PBL, which will be done by the TPP coordinator at the Academy, will commence in September 2015. There are also plans to begin a second programme in the near future at the Aga Khan Academy in Hyderabad, India.
In addition to the contributions to the TPP, I also facilitated a yoga enrichment programme for senior school students as the Academy. As part of the curriculum, senior school students attend an after-school enrichment programme centered on developing leadership and self-discipline. Therefore, I saw the enrichment programme as an excellent opportunity to share my passion for yoga, while building relationships with the students and staff at the Academy. It proved to be the most sought out enrichment programme that semester!

My determination to pursue my passion for African education and development has certainly paid off- I am now enjoying life in Nairobi with my partner, working as a freelance consultant, teaching yoga at a local studio and experiencing all the beauty of Kenya through mountaineering, hiking, safaris and camping.

If you have any questions, or are interested in my work, please feel free to contact me at jadie.mcdonnell3@gmail.com

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3. CIES 2016

The 60th Annual Conference of the Comparative International Education Society (CIES) will be held in Vancouver from March 6-10, 2016.

Conference Theme: "Six Decades of Comparative and International Education: Taking Stock and Looking Forward"

The CIES was founded in 1956, and is the world's oldest society in the field of comparative and international education. The 1950s were an era of post-war economic growth, decolonization, and Cold War geopolitics - an age of typewriters rather than computers, in which international travel was possible only for the privileged few. The 60th annual conference will consider how the Society and the field have evolved during the decades, and where they are (and/or should) going.

The field of comparative and international education is wide, and has different emphases in different parts of the world and in different periods of history. Conference participants are invited to address the theme from perspectives of their particular specializations, theoretical and practical standpoints, geographic locations, and academic and professional identities. Much has changed since 1956 and intervening points. What does it mean for the goals, spirit and tools of our work? What would we like to see in the future, and how will we achieve it?

Final Deadline for Submissions: Midnight (EDT) Thursday, October, 15, 2015. To submit visit the conference website: cies2016.org (submission system is accessible from the "Call for Proposals" drop down menu).

Volunteer Opportunities: We are still looking for volunteers to review proposal submissions and also serve as chairs for conference panel sessions. To volunteer, please register at: https://ww2.eventrebels.com/er/Registration/RegistrationForm.jsp?ActivityID=13734&ItemID=52600 as soon as possible! We hope to see you there!
4. COURSE ANNOUNCEMENTS

A) CIE1006 (CIDE Core Course) - Winter 2016 – a few spots available! Innovative tri-university, virtual, global OISE/CIDE graduate course:

"Transnational perspectives on democracy, human rights and democratic education in an era of globalization".

In 2014, Dr. Sarfaroz Niyozov and Dr. Mary Drinkwater were been part of a three university team which developed a unique, global, virtual graduate course in CIE called "Transnational perspectives on democracy, human rights and democratic education in an era of globalization". Following a very successful introductory offering, the course will be offered again in Winter 2016. The lead professors at each institution include Mary Drinkwater (OISE), Fazal Rizvi (Melbourne Graduate School of Education) and Karen Edge (Institute of Education, London...an OISE CIDE grad!).

The seed for this initiative was planted during a strategic international partnership, established in 2007, when students from University of Wisconsin - Madison; University of Melbourne and IOE came together in a ‘summer program’ to interact and engage with internationally-reputed education scholars, and with other students from different geographical regions and systems of education. Students and faculty engaged in deep and extensive dialogue around cross-cutting issues and themes of a global nature, deepened their commitments and created collaborative networks. A suggestion was made to further develop this initiative towards a joint Master’s and PhD level credit-based course framed around Democratic Education and offered internationally, to students in participating universities, through ‘virtual classroom’ technology and pedagogy.

In April 2013, under the leadership of OISE Associate Dean, Professor Jean Watson, Sarfaroz Niyozov, a Co-Director of CIDEC at the time, with the support from CIDEC Core faculty, took the lead on establishing this CIDE core credit course, titled as CIE 1006.

The course includes both synchronous and asynchronous pedagogical approaches. Within the twelve weekly forums, each of the lead professors and guest lectures from their institution present a lecture within a 2 hour interactive Adobe Connect webinar focussing on various themes identified within the course syllabus. Guest lectures from OISE for the Winter 2016 course will include Sarfaroz Niyozov, Kathy Bickmore, Mark Evans and Reva Joshee. Together, the faculty, guest lecturers and 36 students (12 from each of the 3 institutions) engage in dialogue and discussion with the guest speakers, continue small group cross-institutional discussions in Breakout rooms, and then return to the Main classroom for Large Group discussions. We meet together 'virtually' for 2 hours each Friday/Saturday (OISE Friday 3-5....London Friday 9-11 pm....Melbourne 6-8 am Saturday mornings!!). In addition to the 2 hour synchronous time, students are expected to participate asynchronously through a C2C platform with weekly forums in which they post Reading Responses based on the core readings and then engage by responding, probing and critiquing to deepen the learning for all.

Further information:  Contact Dr. Mary Drinkwater (mary.drinkwater@utoronto.ca). Student interested in enrolling in the course must submit a ½ page summary of your experience and interest to mary.drinkwater@utoronto.ca
Most educators and educational researchers today operate with a considerable awareness of the global forces that affect their work – be it in terms of the rising emphasis on technology and information in the classroom, the aggressive popular discourse on preparing children and nations for a competitive international knowledge economy, or issues raised by an increasingly diverse, border-crossing population of learners. This course explores the global dimension of domestic educational issues and practices and examines formal, cross-national co-operation in the field of education.

The course is a doctoral level seminar on evolving forms of international relations and co-operation in education and has five primary goals:

- To orient students to various theoretical perspectives (drawn from international relations, comparative and international education and post-colonial literatures) on globalisation and changes to world order, and to encourage reflection on the changing context for international relations in education.
- To introduce students to key organisations and actors involved in education internationally, through a review of their policies and practices. UNESCO, UNICEF, the World Bank, the OECD, the World Trade Organisation, bilateral aid donors, international nongovernmental actors (including NGOs, Foundations, unions and other network organizations), the private sector, and the work of regional organisations like the European Union and regional economic groups such as the BRICS are among the organisations and actors studied.
- To look at the influence and impact of international actors on national and international educational policies and practices, focusing in particular on their role in alleviating poverty and reducing inequality.
- To familiarise students with various research methods and approaches to studying the politics of education in the international arena.
- To stimulate normative debate and discussion about reform and of global institutions and their work in education.

It is possible to take the course even if you are not a doctoral student. In such cases, please contact the course instructor (Dr. Carly Manion - carly.manion@utoronto.ca)

6. AN ENDEAVOR OF JAPANESE INTERNATIONAL EDUCATION POLICY FOR NATIONAL ECONOMIC DEVELOPMENT

By: Shingo Hanada

A New Japanese International Higher Education Policy Has Been Launched

On June 14th, 2014, Prime Minister Shinzo Abe and his cabinet released, “Japan Revitalization Strategy – Japan is Back” as a new fundamental national growth policy. In this policy, the Japanese government aims to offer all motivated Japanese university students opportunities to study abroad by creating national financial aid programs to study abroad. This policy was created with the intention that foreign study opportunities be expanded in higher education to foster globally competitive talents who possess foreign language proficiency and intercultural competence in addition to business skills. The talents are named as global jinzai in Japanese.
In concrete terms, the policy aims to double the number of Japanese students who study abroad, from about 60,000 in 2012 to 120,000 in 2020 (The Prime Minister of Japan and His Cabinet, 2013).

The Social and Economic Background to Why Japan Needs Global Jinzai

A primary reason why the Japanese government is eager to foster *global jinzai* is to meet the rising need of talent for the Japanese business sectors. With respect to its social background, Japan will experience a continuous decrease in its population, while the world population is expected to increase continuously until 2100. According to Honkawa Data Tribune (2013), the population in Japan will decrease by 33.7 percent between 2010 and 2100, while the world population will increase by 56.9 percent over the same period. This will lead to the maturation of the domestic consumption market. Meanwhile, consumption markets in emerging countries, mainly in Asia and Africa, will be expected to grow at a fever pitch. In particular, the Asian developing countries are expected to expand middle-income markets, which are the potential buyers of automobiles, home appliances and high value-added services, expanding nine-fold between 2000 and 2020 to approximately two billion people (METI, 2010).

In this background, Japanese companies are growing increasingly aware of the need to globalize their business models suited to local needs and business customs in foreign markets. According to a survey to major Japanese companies by Japan Federation of Economic Organizations, however, 74.1 percent of them answered that the lack of *global jinzai* was a management issue to develop global business (GHRDC, 2010).

The Role of Higher Education in Fostering Global Jinzai

Discussions on the roles that higher education should play in the development of *global jinzai* are heating up. Universities are expected to promote study abroad programs, because these are seen as a means to provide students international experiences and end an observed shift away from outward-orientation in young people, something antithetical to the formation of *global jinzai* for the future. In the Youth Lifestyle Survey of 2008, youth in their 20s and 30s who were expected by Japanese companies to become the *global jinzai*, showed a remarkably low acceptance of the idea of working in foreign countries (GHRDC, 2010; METI, 2009). While they were receptive to having foreign friends and communicating with them, they were incredibly hesitant about working overseas regardless of whether the destination was a Western or an emerging developing country (GHRDC, 2010; METI, 2009). In addition, the number of Japanese students who study abroad has dropped dramatically and the percentage of youth in their 20s, who leave Japan for overseas travel or other reasons, has also declined (GHRDC, 2010; METI, 2009). To this end, sending university students on study abroad programs around the age of 20 is thought to be an effective way of increasing their receptiveness to foreign cultures.

New National Funding Programs

Given the need to foster *global jinzai*, the Japanese Ministry of Education (MEXT) has developed a series of new funding programs to support universities to provide students the opportunity to study abroad. The budget for this funding program has increased drastically in the past few years. In 2008, for example, while
MEXT budgeted only 0.6 billion yen was allocated to support Japanese students to study abroad, 14.4 Billion yen is allocated to support Japanese students to study abroad in the 2014 budget (MEXT, 2014&2008). Through the drastic increase of funding program, MEXT intends to support 500 students for more than a year of study abroad and 32,000 students for programs of less than a year provided by Japanese universities, and finally achieve the goal of providing 10 percent of students in their early twenties with study abroad experience.

A Future Recommendation

In summation, the clear rationale of Japanese government is to cultivate global jinzai, to counter the trends in Japanese economic development processes. A future recommendation to this policy is the need to build a concrete vision of global jinzai, connecting all stakeholders such as higher education institutions, business, and public sector and government bodies. When one looks at performance indicators of individual universities in fostering global jinzai, the achievements comprise a large number of numerical targets, such as outbound student numbers, and students’ English language test scores, By contrast, a qualitative discussion of individual skills requested to global jinzai such as intercultural competence are relatively weak. It might be a reason that it is not easy to define intercultural competence, as Spitzberg & Changnon (2009) indicated that there are 325 components of intercultural competence advocated for in scholarly works. With respect to this, it is recommended to more focus on substantial skills of global jinzai in term of education among the stakeholders. Reflecting deeply what Japanese business sectors really need for global jinzai and the place of higher education is very important to move global jinzai beyond rhetoric and into a policy reality.

References


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**7. UNGEI UPDATE**

Over the past six months, CIDEC as a member of the United Nations Girls' Education Initiative's (UNGEI) Global Advisory Committee, has led an outreach program with relevant academics and independent researchers in the Global South. We were able to do this with the generous support of volunteers from the CIDEM program, who helped identify individuals and their contact details. A survey was then sent out and a report submitted to UNGEI based on the findings. Further outreach activities are planned, as well as other ongoing activities. If you wish to have your name added to the roster of volunteers for our work with UNGEI, please contact Carly Manion ([carly.manion@utoronto.ca](mailto:carly.manion@utoronto.ca)).

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**8. NEW CIDEC PROJECTS**

**A) Professional Learning Networks in Action: Lessons from East Africa**

This is a new project, begun in August 2015 (running until March 2017) and funded by the Aga Khan Foundation, Canada and DFATD (via the Strengthening Education Systems in East Africa (SESEA) project). Dr. Steve Anderson is the Principal Investigator and the research team includes, Drs. Mary Drinkwater, Carly Manion and Joelle Rodway-Macri, and will be carried out in partnership with the Aga Khan Academy, Mombasa, and its Professional Development Centre (PDC) team. The first phase of field research begins in February 2016.

Over the past four years the Aga Khan Academy, Mombasa, Professional Development Centre (AKAM-PDC) in Mombasa has extended its outreach programs for practicing head teachers and classroom teachers through the creation of several professional associations of program graduates. The associations are designed to function as professional learning networks (PLNs) for the participants and to support interventions and improvements in teaching and learning in the cooperating schools.

The study is designed to investigate the implementation, professional impact on PLN participants and sustainability of this PLN initiative in order to gain insight into the power, potential and challenges of PLNs as structures and processes for continuous professional learning and school improvement. The study addresses three SESEA research priority themes: Teacher Development; School Management and Leadership; and Teaching and Learning.
B) Training Program Development: Gender-Responsive Pedagogy in Primary Schools

This project represents a collaboration between CIDEC and Plan Canada and will run from September 2015 until January 2016. The project team includes Drs. Steve Anderson, Leigh-Anne Ingram (CIDE graduate), Carly Manion (CIDE graduate and faculty) and Rakhat Zholdoshalieva (CIDE graduate).

The objective of this project is to design and develop a modular training program on gender-responsive teaching pedagogy for primary school programs supported by Plan Canada in Mozambique and South Sudan, as well as distance secondary education in Mozambique. The purpose of this training is to improve the gender-responsiveness of teaching methodologies in the programs supported by the AMOR and SUCCESS programs through the capacity building of teachers and school administrators in both contexts.

C) Comparative and International Education: Issues for Teachers, 2nd Edition

As Professor Anderson mentioned in his welcome message, we are thrilled to announce that the 2008 edited collection, "Comparative and International Education: Issues for Teachers" has now been selected for a second edition (with Canadian Scholars Press). The editors of this new edition include, Drs. Kathy Bickmore, Ruth Hayhoe, Karen Mundy, Carly Manion and Robyn Read. We are currently revising and updating existing chapters and have added a couple new chapters to the upcoming volume, set to be published in the Spring of 2016.

9. AWARDS & PUBLICATIONS

Awards


Publications


10. CONGRATULATIONS TO CIDE GRADUATES, SPRING 2015

Alaa Aldossari                          Mira Gambhir
Emily Dunlop                           Phirom Leng
Emily Quinan                           Sinan Yao
Hoda Mohammad                          Vanessa Mardones
Kimberley Gringhuis                   Xin Wen
Marysia Parry                          Yoon Sun Moon
Meaghan Smith

11. ANNOUNCEMENTS

A) Upcoming Event

Democratic Peace-Building in Schools: Connecting with Students’ Experience in Communities Facing Violence

Please join Science for Peace for a free public lecture by Kathy Bickmore on Wednesday October 21st from 7-9pm in Room UC 144 of University College (15 King’s College Circle, Toronto, ON M5S 3H7) at the University of Toronto’s St George campus. This event is part of a weekly series of talks (Wednesdays) entitled: “Vital Discussions of Human Security”. Please see www.scienceforpeace.ca/events for details on all of our upcoming events, and YouTube channel.

B) Volunteer Opportunity

Rumie is a non-profit tech startup that uses low-cost technology to help make education affordable and accessible to youth around the world. We have a volunteer opportunity for educators interested in EdTech and global education to curate content for the LearnCloud, our online database of free learning resources.

As a Community Leader, you'll volunteer for a 3-month period to contribute one new collection of content per week (about 2 to 3 hours' work per week). Apply here, or contact deanna@rumie.org for more information.

Have we missed something?
Please contact Carly Manion: carly.manion@utoronto.ca