1. DIRECTOR'S MESSAGE

Dear members of the CIDEC community,

I am pleased to report a fantastic start up to the 2014-2015 academic year. I would especially like to welcome the approximate 50 new masters and doctoral level graduate students to the CIDEC community. We had a good turn-out for the annual CIDEC orientation session in September, and to the first CIDEC potluck and social gathering in early October. My special thanks to the CIDE Student Association and its new executive for organizing the potluck, the recent Pizza and Documentary event, and for inaugurating a series of cross-cultural events to strengthen the sense of community and diversity within the CIDE community.

With support from our administrative officer Joanne Bacon, professor Carly Manion, and professor Sarfaroz Niyozov in particular, the CIDE Seminar Series is off to a great start as well. We were originally thinking of one seminar every two weeks, but the calendar has quickly filled up and seminars are happening almost weekly. I hope that all of you have been able to take advantage of attending some of the seminars and learning from the variety of interesting presenters and topics addressed by faculty, visiting scholars and students this Fall.

CIDEC is also pleased to welcome back a couple of Visiting Scholars, Steve Bahry and Kara Janigan, and to welcome two new Visiting Scholars, Reza Mohammad from an Iranian university who is with us until February
and Anita Gopaul who will be joining us from November to April. Reza’s interest is leadership development. Anita’s work focuses on the internationalization of higher education. We look forward to CIDEC Seminar presentations from both.

A number of new initiatives are on the horizon. For one, we are working to build new relationships with other external organizations involved in comparative, development and international education. For example, Carly Manion has been appointed to the United Nations Girls Education Initiative’s Global Advisory Committee (see her entry in this newsletter for details). I was at a conference in Chile in August and am working on building relationships with a comparative education centre at the Universidad Diego Portales in Santiago. We are also in communication with colleagues at Beijing Normal University about the potential for collaboration with a new comparative education centre there.

A second new initiative is just getting underway. We have sent a survey to CIDE graduates and current students to assess interest in the possibility of developing some professional development activities (e.g., webinars) that would address the professional learning needs of people working in the field with organizations involved in development and international education internationally. I hope we have more news to report about that as the year progresses.

Once again, welcome to the 2014-2015 academic year and to the CIDE program and Centre community.

Your Director,
Steve Anderson

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2. NEW PARTNERSHIP NEWS: CIDEC NOW A MEMBER OF THE UNITED NATIONS GIRLS' EDUCATION INITIATIVE'S GLOBAL ADVISORY COMMITTEE

By: Carly Manion

We are pleased to announce that in July CIDEC was nominated and approved to serve as the first academic institution to be a member of the United Nations Girls’ Education Initiative’s (UNGEI) Global Advisory Committee (GAC). Going forward as a GAC member, with Carly Manion as our representative, CIDEC will be working with our partners to share in the “planning, decision-making, guidance and accountability of UNGEI” (http://www.ungei.org/whatisungei/index_715.html).

UNGEI’s GAC is comprised of twenty-two groups, from bilateral donors such as the Department of Foreign Affairs, Trade and Development (DFTD, Canada), DFID (United Kingdom) and Norad (Norway) to transnational non-governmental organizations such as the Forum for African Women Educationalists (FAWE), Plan International, Care, FHI360 and World Vision to a range of United Nations agencies including UNESCO, Unicef (the institutional host of UNGEI) and the World Bank. Private sector actors such as CISCO and regional
EFA groups such as the African Network Campaign on Education for All (ANCEFA), Asia South Pacific Association for Basic and Adult Education (ASPBAE) also sit on the GAC. For a complete list of GAC members and to read more about who they are and what they do, please see the UNGEI website.

Launched subsequent to the 2000 Dakar World Education Forum, UNGEI represents a transnational multilateral girls’ education initiative that focuses on developing public-private partnerships towards promoting the principles of efficiency and effectiveness in girls’ education programming, donor harmonization and coordination. An early UNGEI document states that, “UNGEI is a pressure group whose mission is to ensure that the EFA goals on gender equality in education are met through collaborative efforts among UN agencies, civil society, governments and donor agencies” (UNGEI, 2002: 3). UNGEI can be seen as reflecting a shared consensus amongst donor and development partners concerning the importance of girls’ education and the recognition that there is an ongoing need within the Education for All movement to target specific efforts towards the promotion and enhancement of girls’ education around the world. UNGEI formally advocates gender equality in and through education and thus encourages governments and donors to think and act in connection with a policy vision that goes beyond gender parity objectives and toward the twin goals of social justice and social transformation (Seel & Clarke, 2005).

Marking the initiative’s ten-year anniversary, the report, “UNGEI at 10: A Journey to Gender Equality in Education”, states that its vision includes, “A world where all girls and boys are empowered through quality education to realize their full potential and contribute to transforming societies where gender equality becomes a reality (UNGEI, 2010: 7). UNGEI has specifically sought to highlight the importance of girls' secondary education as well as equity in education outcomes – a far more expanded conceptualization of “gender equality” in education than “gender parity” (numerical sameness) (see Unterhalter, 2007). Additionally, while formally a “girl-focused” initiative, within UNGEI acknowledgement is made that some boys (especially those from poorer families) lack equitable access to quality educational opportunities (see UNGEI, 2002; 2010).

The UNGEI GAC meets annually to review, identify, discuss and strategize priority issues and programming. This year, as our representative, Carly Manion attended the GAC meeting held from August 25th to 28th, in Bangkok, UNGEI for helping subsidize the people participated in this meeting, including GAC representatives, members of the UNGEI Secretariat, invited experts and other guests.

The overarching goal of the meeting was to re-visit the UNGEI policy
advocacy agenda agreed to at the 2013 meeting, revise/re-affirm as appropriate and identify concrete action strategies towards realizing our goals and establishing lead groups/organization for coordinating advocacy efforts. In support of the meeting goals twelve sessions were organized that involved a mix of small-group work and presentations from representatives from academia, civil society and donor organizations, as well as UNGEI leadership.

Topics covered included UNGEI’s priorities and agenda; defining opportunities and challenges for UNGEI’s policy advocacy agenda; issues in defining and measuring gender equality and equity in education; ongoing conversations as part of the post-2015 development agenda; collaborative advocacy linking global-regional-national and local levels; gender-responsive sector planning; school-related gender-based violence; and building a theory of change for UNGEI’s collective action.

To summarize the main outcomes of the meeting, UNGEI’s policy advocacy agenda was re-affirmed and includes, a) Enhanced focus on marginalized and excluded groups; b) Reduction/elimination of school-related gender-based violence; c) Improving learning outcomes for girls; d) Increased number of girls transitioning to secondary education and accessing post-primary opportunities. A range of concrete actions were identified and task groups formed to lead UNGEI work across each of the above four priority areas. A further product of the meeting was a communiqué that synthesized the main issues and options discussed and priorities and strategies agreed to by participants. Discussions amongst GAC members remain ongoing and CIDEC looks forward to working with our partners towards the promotion of gender equality and equity in and through education. We hope to be able to harness the expertise and passion of CIDEC faculty and students in our work with UNGEI in the years to come.

Carly will also be speaking more about UNGEI at a CIDE seminar during the Winter term. Further details to be announced at a later date.


References

3. CANADA-CHINA CONFERENCE AT TSINGHUA UNIVERSITY, BEIJING, CHINA

By: Phirom Leng

On May 9-10, 2014, a conference entitled “Transforming Canada-China Cooperation: Significant Legacies and Future Challenges” was hosted by Tsinghua University, in cooperation with the Ontario Institute for Studies in Education of the University of Toronto, the Asia Pacific Foundation of Canada and York University. The purpose of the conference was to bring together scholars and administrators on both Canadian and Chinese sides, who were personally involved in CIDA-funded projects worth about CDN $80 million in the 1980s and 1990s, in order to reflect on the long-term impact of those projects on the participating institutions, the fields of knowledge and China’s dramatic transformation. The conference was part of the SSHRC-supported project “Canada-China University Linkages in a New Age of Global Geo-politics”, led by Professor Ruth Hayhoe, Dr. Julia Pan and Professor Qiang Zha.

Attended by more than 200 scholars, researchers, students and government officials, the conference was opened by Professor XIE Weihe, the Vice President of Tsinghua University. This was followed by speeches of three guests of honor, including Mr. Fang Jun, the Deputy Director General of the Department of Cooperation and Exchange at the Ministry of Education of China, Mr. Jeff Nankivell, the Regional Director General, Asia, Geographic Programs Branch, Foreign Affairs, Trade and Development Canada (DFATD), and Dr. Eva Busza, the Vice President of the Asia Pacific Foundation of Canada. Divided into six plenary and eight concurrent sessions, the conference programs covered a wide range of themes, across nine major disciplines, including agriculture, earth and ocean sciences, environmental science, medicine, engineering, management, law, education and minority studies. While the plenary sessions focused on the long-term impact of CIDA’s past projects on the development of Chinese universities and the country itself, the concurrent sessions dealt more with contemporary academic collaborative activities between the two countries, which have been stimulated by
those CIDA’s projects. The conference came to a close with speeches by two guests of honor, Dr. Sarah Taylor, the Deputy Head of Mission at the Embassy of Canada in China and Professor JI Baocheng, the former President of Renmin University and also the former Director General of the Department of Development and Planning at the Ministry of Education of China. This was followed by a reception hosted by the Ambassador of Canada at his official residence.

One of the relatively unique features of this conference was that regardless of their professional disciplines, almost all Canadian and Chinese keynote speakers shared a narrative approach in their presentations and discussion, in particular through their own personal stories of many years of engagement in CIDA’s past projects. The key message here was very clear: The success of those Canada-China university linkages was largely attributable to the strong personal bonds that developed over the years between academics and government officials from both sides. Clearly, the university partnership modality that encouraged warm people to people relationships ensured both success and long-term sustainability.

4. NEW VIRTUAL, GLOBAL OISE/CIDE GRADUATE COURSE BEGINS FALL, 2014 - "TRANSNATIONAL PERSPECTIVES ON DEMOCRACY, HUMAN RIGHTS AND DEMOCRATIC EDUCATION IN AN ERA OF GLOBALIZATION"

By: Mary Drinkwater & Sarfaroz Niyozov

This Fall (2014), Dr. Sarfaroz Niyozov and Dr. Mary Drinkwater have been part of a three university team which has developed a unique, global, virtual graduate course in CIE called "Transnational perspectives on democracy, human rights and democratic education in an era of globalization”. The lead professors at each institution include Sarfaroz Niyozov (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, between University of Wisconsin - Madison; University of Melbourne and IOE, also known as the Three Deans partnership. During the initial ‘summer programs’, students had to be ‘physically present’ 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, the idea of establishing a trans-national on-line course, based on the successes of the above-mentioned undertakings was taken up by OISE’ Associate Dean, Professor Jean Watson, who invited CIDE core faculty to take up the challenge. All along the way Professor Watson provided the full support of the Dean’s office. 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.

Over the summer of 2014, Niyozov, Rizvi and Edge collaborated, with the assistance of two TAs (Mary Drinkwater-OISE and Mousumi Mukherjee-MGSE) to develop a module which included both synchronous and asynchronous pedagogical approaches. Within the twelve weekly forums, each of the lead professors and 3
5. REPORT FROM THE FIELD

Grace Karram Stephenson – Fieldwork in Dubai

Since January 7, I have been in Dubai interviewing students at university branch-campuses. My research examines how students’ feel their core identities have changed throughout their undergrad. The students have been surprisingly eager to participate. They have been warm, friendly and willing to share their successes and struggles here in Dubai. All of them come from somewhere else- Egypt, Pakistan, Nigeria, Kenya, India, UK, Jordan, Afghanistan, Turkmenistan, Russia, Kazakhstan – and they all study together at British or Australian universities. There is an optimism to Dubai as students see their peers quickly hired at big companies. But working for a degree still comes with challenges. Women from traditional families feel pressure to get married after their BA while young men in Dubai without family are forced to work several jobs to pay high tuition fees.

6. ALUMNI REPORTS

By: Jack Lee, Ph.D. (2014)

The past six months have been an exhilarating journey from defending my thesis during CIES in Toronto to starting a new job as an Assistant Professor at the Graduate School of Education at Nazarbayev University in Kazakhstan. My vivid memory of convocation was having an out-of-body experience while watching the streams of graduates, flipping through my Russian flashcards, and wondering how I ended up with a faculty position in a region of the world I knew very little about. An initial inquiry about a post-doctoral position had suddenly morphed into a faculty job opportunity. Starting a new job in Kazakhstan reflects both my training at OISE and my propensity for unforgettable adventures in life. My thesis focused on the development of three Asian societies as education hubs: Singapore, Malaysia, and Hong Kong. Broadly speaking, my dissertation examined the internationalization of higher education. My dream team of Hayhoe, Knight, and Jones at LHAE provided tremendous support during my thesis work. Prior to OISE, I had spent a decade working in intercultural training and organizing international education programs – an experience that is invaluable to my current work!

Working at Nazarbayev University (NU) has been an eye-opener in many ways. NU is a new institution with a
mandate to lead dramatic reforms in Kazakhstan’s higher education. The university welcomed its first cohort of undergraduate students only in 2011. We currently have 195 foreign faculty members representing 39 countries. This diversity promotes fascinating discussions about pedagogy, research, and the purpose of higher education. Each department at NU is also closely linked to foreign institutional partners. For the Graduate School of Education (GSE), Cambridge and the University of Pennsylvania assist us in capacity building and research as a new faculty of education. We currently have graduate programs in school leadership, higher education, multilingual education, and inclusive education. There is a plan to create a comparative and international education program in the near future.

This year I am teaching Research Methods, starting a course on Globalization and Higher Education, and supervising master’s theses. If I am not preparing for classes or stitching together grant proposals in three languages (English, Russian, Kazakh), I find myself running to Senate meetings, deciphering Russian language classes, resurrecting meals I miss from home, and hiking in the steppes (yes possible!). Witnessing a university being built from the ground up with extensive international ties is a major plus especially for someone who studies the internationalization of higher education. Thanks to people like Ruth Hayhoe, Karen Mundy, and Vandra Masemann, I have a solid academic grounding in comparative education and an appreciation for different ways of knowing, which I feel will serve me well in Central Asia. I continue to be flattered by the respect and warmth that OISE elicits in this remote part of the world. If you are a student, make the most of your time at OISE and CIDEC!

7. INTRODUCTION TO THE CIDE STUDENT ASSOCIATION & WELCOME POTLUCK

Please join us in welcoming and thanking this year’s CIDE SA for their willingness to serve and support the CIDE community. The recent Welcome Potluck was co-organized and sponsored by the CIDE SA. The event was well attended and it provided a good opportunity to meet new people and re-connect with others, while enjoying good food, sharing stories and having a laugh (or two).

Back Row: Sohyun Lee, Ayman Rizk, Chizoba Imoka; Front Row: Norin Taj, Annette Ford, Yishin Khoo; Missing: Monica Shank
8. AWARDS & PUBLICATIONS

Awards

Olivier Bégin-Caouette: Recipient of the W. Garfield Weston Fellowship, Olivier Bégin-Caouette is currently in Finland and will soon travel to Norway, Sweden and Denmark in order to collect data and identify what systemic factors encourage academic research production in the Nordic higher education systems. In addition to holding the position of visiting scholar at the Higher Education Governance and Management Unit (HEGOM) of the University of Helsinki as well as at the Danish Centre for Studies on Research and Research Policy of Aarhus University, Olivier had the opportunity to present his preliminary results at the Nordic Fields of Higher Education Conference in Oslo. His work also materialized in the form of a book chapter published at the Presses de l'Université de Montréal.


Vandra Masemann: Winner of the Comparative and International Education Society of Canada's David O. Wilson Teaching Award.

Cecilia Morgan: University of Toronto Research Excellence Award.

Publications


Since 2002, the Initial Teacher Education program at the Ontario Institute for Studies in Education, University of Toronto, has carried out a series of professional learning partnership projects involving university instructors and K–12 educators. The Inquiry into Practice series—based on collaboration, inquiry, and connections among theory, practice, and context—aims to deepen participants’ understandings of a range of educational themes and questions and to improve practice in all locations. University instructors are invited to submit grant proposals for inquiry projects that link theory and practice, emphasize collaboration, and work directly with school and district teachers and administrators. In culmination, the project findings for a particular theme are released in a publication. The publications are shared with schools, community organizations, visiting international delegations, and the broader public. This publication, Inquiry into Practice: Learning and Teaching Global Matters in Local Classrooms, is the most recent addition to the series. It examines and shares varied perspectives, curricula, instructional practices, and resources intended to enhance student learning related to the infusion of global and international dimensions of education into classroom and school wide teaching and learning. It is organized in three sections: Educator Perspectives, Inquiry into Practice, and Resources.

To open an interactive, digital edition of the book, and click on the image at this link. Once open, you can easily flip through pages, skip to various sections, zoom in on content, bookmark, save and print a copy.


9. CONGRATULATIONS TO CIDE GRADUATES, SPRING 2014

Bibian Andrea Aguirre Sotelo
Coai Erkaya
Jack Tsung-Ying Lee
Jessica Anne Nkongolo
Jozef Richard Konyari
Karthiyaini Devarajoo
Kate Mayerson
Katia Sol Madjidi
Kris Bertram
Malini Sivasubramaniam
Merli Tamtik
Michelle M H Fraser
Monica Gutierrez
Naomi Schatz
Sara Vafakhah
Shahrzad Zofan
Sharon Lynn Brown

10. ANNOUNCEMENTS

A) Reciprocal Learning & Symbiotic Relationships in School Development

CALL FOR PAPERS

SUBMISSION DEADLINE: **NOVEMBER 30, 2014**

We invite you to attend and/or present at the **Second Annual Canada-China Reciprocal Learning International Conference: Reciprocal Learning & Symbiotic Relationships in School Development**

This conference will be held on **May 10-12, 2014** at East China Normal University in **Shanghai, China**. Sponsored by the **Social Sciences and Humanities Research Council of Canada Partnership Grant** and **East**
China Normal University.

We would like to invite you to share your experience and papers with fellow academics, teachers and professionals.

Conference Topics include:

- Experience in school development and school education research in different regions and countries
- Issues in school development (e.g. educational reform, teacher development, school curriculum, student growth/achievement
- Interschool, interregional and intercultural school development (e.g. ecological conditions, basic mechanisms, or methodology)
- Role and function of government, school and teacher in interschool, interregional and intercultural school development
- Role of culture in school development
- Issues in school education research (e.g. research ethics, research methods, cultural factors)

Click [here](#) to visit the conference web site to learn more about the proposal abstract submission, presenters, agenda, venue and more. Submission for proposal abstract deadline is November 30th 2014.

Questions? Send us an email at [reciprocallearning@uwindsor.ca](mailto:reciprocallearning@uwindsor.ca)

For those who speak Chinese only, please contact Qian Yang at [yangqian9898edu@163.com](mailto:yangqian9898edu@163.com)

We look forward to seeing you!

Sincerely,
Dr. Shijing Xu and Dr. Michael Connelly,
SSHRC Partnership Grant Project Directors

**B) CIES 2015 Call for Proposals**

The next annual meeting of the Comparative and International Education Society (CIES) will be held from March 8-13, 2015 in Washington, D.C. The theme this year is "Ubuntu! Imagining a Humanist Education Globally". The final deadline for submitting proposals is December 1, 2014. For the full call for proposals please visit the [CIES 2015 website](#).