



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION



CIDEDEC
COMPARATIVE, INTERNATIONAL
& DEVELOPMENT EDUCATION CENTRE

CIDEDEC Annual Report

May 1, 2012 – April 30, 2013

This report is available in full on the CIDE website:

<http://www.oise.utoronto.ca/cidec>

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CO-DIRECTORS' MESSAGE



Dr. Sarfaroz Niyozov,
Curriculum Teaching and Learning



Dr. Stephen Anderson, Leadership,
Adult and Higher Education

The Comparative, International and Development Education Centre (CIDECE) is a research and graduate education centre at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. CIDECE's mandate is to promote excellence, collaboration, and innovation in comparative international education research and teaching at OISE. During the 2012-2013 year, the CIDECE community included 48 core and affiliated faculty members, 5 adjunct faculty, and 5 visiting scholars. CIDECE is the institutional anchor for OISE's popular collaborative degree in Comparative, International and Development Education, which draws graduate students and faculty from seven programs at OISE. Approximately 120 graduate student researchers with an interest in international issues and comparative methodologies are affiliated with the Centre.

This year, we are pleased to present an annual report that reflects the wide range of geographic and thematic research interests supported by CIDECE. We highlight in a (i) new book project *Public Private Partnerships in Education: New Actors and Modes of Governance in a Globalising World* – a book project that tackles the complex role of public private partnerships in education (p. 16), (ii) Stephen Anderson Chile Project, and (iii) initiatives of the Canada-Afghanistan/Central Eurasia Education Research Group (p. 10). In breadth, this year's CIDECE research has taken us to Central Asia, Chile, China, and Africa. Offshoots of the many research projects have resulted in a critical mass of publications (p. 21), clear evidence that CIDECE brings momentum to international research on education at OISE.

On another note, this year we lost two of our esteemed faculty, Joseph Farrell and Roxana Ng. Joe Farrell was a founding director of the CIDE center and program and an OISE faculty for 40 years. His award winning research on alternative schools in the developing world, educational planning, and equity in education has informed educational practice and scholarship worldwide. Roxana Ng's research on the experiences of immigrant women has shaped the field of immigration studies in Canada. Her work on institutional ethnography and embodied learning attracted interest from students and colleagues from around the world. Both faculty will be deeply missed by all of us at CIDECE, OISE, and the broader comparative, international, education community.

CIDECE was, once again, privileged to host a large number of comparative scholars from around the world at our 2012-2013 Seminar Series including: Elaine Unterhalter and , Susan Robertson(UK), Jane Kenway (Aus) , Nico van Ouerden and Rona Dhalla van Ouerden (Netherlands), Mehrunissa Ahmed Ali (Ryerson University), Mir Afzal Tajik (the Aga Khan University), and Yael Tamir (Israel), Ray Langsten (Cairo) and Nahla Abdo (Carleton University). Our students also joined together for a day of presentations, at the newly re-named **Joseph P. Farrell Student Research Symposium** in February, which show-cased work from across departments and degrees.

We also saw Dr. Karen Mundy move to her new position as Associate Dean Research as well Vice President of the Comparative International Education Society (CIES) for North America. To this end, OISE will host the next year's annual conference of the CIES in March 2014. CIDECE both as a center and a collaborative program extends their congratulations to Professor Mundy and is ready to support her to successfully host the next CIES.

This report will also feature some of the key activities, publications and high level presentations of the CIDE faculty, students, CIDE Students Association, and indeed some of our alumni who are doing excellent work in academia and development organizations within Canada and around the world. We hope and believe you will find this report comprehensive and educative.

Stephen Anderson & Sarfarozi Niyozov

Co-Directors, CIDE



Special Thanks to Dr. Karen Mundy who was Co-Director to Dec. 31, 2013. Dr. Mundy remains as CIDE faculty in addition to new responsibilities as Associate Dean, Research at OISE and President-Elect of CIES.

CIDEC Directors and Staff

Stephen Anderson*, CIDEC Co-Director, Professor, LHAЕ

Implementation of education policy and program change; school improvement and teacher development; program evaluation.

Sarfaroз Niyozov*, CIDEC Co-Director, Associate Professor, CTL

Curriculum studies and teacher development in comparative education; education in Muslim and post-Soviet societies.

Joanne Bacon, CIDEC Administrator

Caroline (Carly) Manion, Adjunct Professor, CIDE, Sociology of education, gender, faith-based schooling, global policy

CIDEC Faculty *Program Committee

Nina Bascia, Professor, LHAЕ

Policy analysis, teachers organizations.

Megan Boler, Professor, HSSSJE

Philosophy of technology, post-structuralism

Kathy Bickmore*, Associate Professor, CTL

Education for democracy, peace, and conflict resolution, social studies in comp. perspective

Linda Cameron, Associate Professor, CTL

Early childhood education, children's literature, adaptive instruction, role of parents in education

Roland Coloma*, Assistant Professor, HSSSJE

Transnationalization, Diaspora, gender, race

Christine Connelly, Associate Professor, CTL

Critical pedagogy, cultural studies, sociology of education

Jim Cummins, Professor, CTL

Literacy in multilingual school contexts

Alister Cumming*, Professor, CTL

Second language education in comparative perspective; English as foreign/second language

Kari Dehli, Associate Professor, HSSSJE

Feminist studies of knowledge and education

George J. Sefa Dei*, Professor, HSSSJE

Anti-racism and domination studies; sociology of race, ethnicity; international development

Mark Evans*, Senior Lecturer, CTL

Teacher education; global citizenship education; social studies education

Joseph P. Farrell, Professor Emeritus, CTL

Comparative teacher development; policy and planning; alternative schooling (passed away December 2012)

Joseph Flessa, Associate Professor, LHAЕ

Urban education; schooling and poverty

Grace Feuerverger*, Professor, CTL

Cultural and linguistic diversity, ethnicity

Antoinette Gagné, Associate Professor, CTL

ESL issues, teaching strategies for diversity

Ruben Gaztambide-Fernandez, Associate

Professor, CTL Arts education, curriculum

Diane Gerin-Lajoie, Professor, CTL

Identity, teaching in minority settings

Wanja Gitari, Associate Professor, CTL

Indigenous cultures; science learning and equity

Anne Goodman, Assistant Professor, LHAЕ

Peace/reconciliation in South Africa

Ruth E. S. Hayhoe*, Professor, LHAЕ

Comparative Higher Education, international academic relations; higher education in Asia

Shahrzad Mojab*, Professor, LHAE
Globalization; feminism and women's education; women and war in Middle East,

Monica Heller, Professor, HSSSJE
Franco-Ontario studies, social inequality

Eunice Jang, Associate Professor, CTL
Educational assessment and measurement

Glen Jones*, Professor, LHAE
Policy and politics of higher education

Reva Joshee*, Associate Professor, LHAE
Democratic approaches to policy; diversity and social justice policies.

Julie Kerekes, Assistant Professor, CTL
Second language acquisition, linguistics

Mary Kooy, Professor, CTL
Teacher learning and development

Ben Levin, Professor, LHAE
Educational reform, change, policy, politics

David Levine, Professor, HSSSJE
History of education, social modernization

Angela Miles, Professor, LHAE
Feminist theory, critical theory

Kiran Mirchandani, Associate Professor, LHAE
Transnational service work

Cecilia Morgan, Professor, CTL
Gender, colonialism, imperialism

Karen Mundy*, Professor and Associate Dean, Research, LHAE
Comparative and international education; educational policy and reform (CIDE Co-Director to Dec 31, 2012)

Roxana Ng, Professor, LHAE
Gender, immigrant women, race and class (passed away January 2013)

Trevor Norris, Assistant Professor, LHAE
Globalization, modernity and post-modernity

Paul Olson*, Associate Professor, SESE
Sociology and equity studies in education; political sociology; aboriginal education

John Portelli, Professor, LHAE
Democratic values, student engagement

Jack Quarter, Professor, LHAE
Social economy, community development

Katharine Rankin, Associate Professor, Dept. of Geography
Post-conflict transition in Nepal

Jean-Paul Restoule, Associate Professor, LHAE
Aboriginal Education and Culture Identities

Creso Sá, Associate Professor, LHAE
Higher education, public policy

Richard Sandbrook, Professor, Political Science
International political economy, globalization

Harold Troper, Professor, CTL
Immigrant, ethnic and minority group history

Alissa Trotz, Associate Professor, HSSSJE
Social inequalities, migratory circuit/Diaspora

Njoki Wane, Associate Professor, HSSSJE
Gender, colonialism and development; anti-racism education.

CIDEC Adjunct Faculty

Jane Knight, Adjunct Professor, TPS
Internationalization of higher education

Bettina Von Lieres, Adjunct Professor, LHAE
Citizenship, democracy, political engagement

Caroline (Carly) Manion, Adjunct Professor, LHAE/CIDEC
Gender and Education, transformative education

Vandra Masemann, Associate Professor, CIDEC
Comparative and international education; anthropology of education; critical ethnography

Sam Mikhail, Adjunct Professor, LHAE
Post-basic education, poverty reduction

VISITING SCHOLARS

Stephen Bahry **Visiting Scholar**

Dates of Appointment: January 2011 – December 2013



Stephen Bahry recently received his doctorate in the Comparative, International and Development Education Program and Department of Curriculum, Teaching, and Learning at Ontario Institute for Studies in Education at the University of Toronto. His dissertation, Perspectives on quality in minority education in China: The case of Sunan Yughur Autonomous County, Gansu, was a multiple embedded case study of stakeholder perspectives on the place of local knowledge, and minority language and culture within quality education under conditions of minority language endangerment and curriculum reform. The thesis was selected co-winner of the CIES Language Issues Dissertation Competition Award. His recent comparative work focuses on the intersection of educational reform, language-in-education policy and practice, and minority education, focusing on curriculum reform, quality perspectives, cultural and linguistic diversity and bilingual and multicultural education.

Elaine Lam **Visiting Scholar**

Dates of Appointment: July 2010 - December 2012



Elaine Lam is a Research Fellow at Bath Spa University where she formerly led the International Education degree program and was a tenure track professor. She is currently a Senior Consultant in Higher Education at Deloitte and Touche LLP within their public sector consulting practice, and is advising a Ministry of Education funded gap closing strategy project in intermediate-senior mathematics. Elaine completed her PhD in 2009 in education borrowing in the Caribbean, and holds a MSc from Oxford University, B.Ed and B.A with honours from Queen's University.

Kerrie Proulx **Visiting Scholar**

Dates of Appointment: March 2012 – December 2013



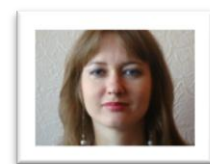
Kerrie Proulx works internationally to support program implementation and policy development through research and evaluation. Her work focuses on educational access, transitions and equity (social class, ethnicity & gender) and aims to increase understanding of the reasons why some children and youth fail to access and complete education, and why some succeed against the odds in education. Her recent work in Bangladesh has examined the impact of early childhood education and maternal education on children's access, participation and achievement in the early years of primary school. She has worked for numerous non-profit international agencies to provide research guidance in early childhood programmes and strengthen the capacity of country offices to develop and implement effective research strategies. She holds a Doctorate in Education from the University of Warwick in the UK and a Masters in Psychology from the University of Munich.

Zahra Punja **Visiting Scholar,**
Dates of Appointment: February 2011 - December 2012



Zahra Punja received her PhD from the Ontario Institute for Studies in Education at the University of Toronto in the area of Knowledge Building in Medical Education. She also has a Masters in Arts in Educational Technology from Concordia University, a Bachelor of Education from York University and a Honours Bachelor of Arts in Psychology from York University. This past year, Zahra worked as a Consultant for the Mental Health Commission of Canada's Peer Support Project. She was also a researcher for Professor Itiel Dror at Cognitive Consultants International. From 2008-2009, Zahra worked for the Royal College of Physicians of Canada where she worked on a research project involving patient safety. Her CIDEC Visiting Scholar project builds on this research, and proposes to design, teach and evaluate patient safety online using mobile learning to the Aga Khan University Medical School East Africa campus. She is a Reviewer for the journal of Medical Education and Medical Teacher.

Anna Rzevska **Visiting Scholar,**
Dates of Appointment: April 2012 - March 2013



Anna received her Ph.D. from Luhansk Tara Shevchenko National University, Ukraine. Her general research interest is the European Higher Education Area with emphasis on Modern West European universities. As the academic administrator she pays particular attention to the European university practice which includes international activities; governance, management, administration; financing, and quality assurance. In 2011, she published a book, *Development of Modern University Education in West European Countries*, in Ukrainian.

CIDEC RESEARCH GRANTS AND PROJECTS 2012-2013

Canada-China University Linkages in a New Era of Global Geo-Politics

Principal Investigator: Dr. Ruth Hayhoe

Funding: Social Science and Humanities Research Council Research Grant, \$111,001.00

Duration: 2011-2014

Canada-China university linkages date back to the 1980s. The CIDA-supported Canada-China University Linkage Program (CCULP, 1988-1995) paired 31 Canadian universities with Chinese counterparts in areas such as health, agriculture, education, and engineering in order to develop the institutional capacity of the Chinese universities and support them in contributing to China's development. Building on the successes and strengths of CCULP, the Canada-China Special University Linkage Consolidation Program (SULCP, 1996-2001) supported 11 projects involving 25 Canadian and more than 200 Chinese universities, teaching hospitals, schools, and governmental and non-governmental agencies. The combined span of CCULP and SULCP (1985-2001) coincided with a period of pivotal change in Chinese society. Indeed, apart from Soviet Union in the 1950s, no other country has assisted the development of China's higher education at a comparable scale.

This project has aimed to explore the historical contribution made by the universities and other social institutions on both sides that were involved in these linkages, and to see what lessons can be learned from the legacy of these projects. Over the past two years, the research team has interviewed about sixty five scholars and government officials in both Canada and China who had a direct involvement in the project. In the past year, we focused on interviews with Canadian scholars and made a research trip to Edmonton and Vancouver, to meet with scholars at University of Alberta, University of British Columbia and Simon Fraser University in May. In September, we made a trip to Quebec, interviewing scholars at Laval and Universite de Montreal. We also visited Ottawa and made interviews at the Headquarters of CIDA and the AUCC. For further details, see the project website: http://www.oise.utoronto.ca/cidec/Research/Canada_China_University_Linkages.html

Upcoming in 2014 will be a major conference at Tsinghua University in Beijing, with keynote speakers from Canada and China who have played a leadership role across the fields of management, agriculture, health, engineering, education and minority cultures. For the conference rationale and call for papers, see http://www.oise.utoronto.ca/cidec/Research/conference_2014.html

Education For All: Global Politics and Prospects

Principal Investigator: Dr. Karen Mundy, with collaborators: Dr. Ruth Hayhoe, Dr. Prachi Srivastava and postdoctoral fellow Dr. Francine Menashy.

Funding: SSHRCC Standard Grant \$109,000

Duration: 2010 - 2014

The research proposed for this SSHRC is focused on the evolution of global efforts to achieve Education for All (EFA). It will focus on a) understanding the role of the World Bank in shaping international collective action on EFA; (including in particular its role in promoting public-private partnerships); b) exploring the roles of emergent donors (such as China and India); c) documenting the role of newer/newly emerged foundations in education and development, and of new transnational non-state actors in EFA; and d) mapping the effects of interventions by these new actors in two African countries (Kenya and Tanzania). The project will highlight the continued gulf between collective aspirations and

achievements in this arena. It was developed in conjunction with three research collaborators: Professor Ruth Hayhoe, Professor Prachi Srivastava and post-doctoral fellow Francine Menashy.

Canada-Afghanistan/Central Eurasia Education Research Group

Research Team: Dr. Sarfaroz Niyozov, Dr. Stephen Bahry, and CIDE students: Spogmai Akseer, Rahat Zholdoshalieva, Srehyi Kovalchuk, and CIDE visiting fellow Anna Rzhevskaya

EERG's activities in 2012-2013 included applications for grants, publications, presentations and networking. Dr. Niyozov with a group of scholars (some from EERG) applied for a SSHRC grant for comparative study of Afghan and Somali students' experiences of public schooling in Toronto. His paper *Exploiting Globalization While Being Exploited by It* was published in the Canadian and International Education, Special Issue in the fall of 2012. On Jan 22, 2013, Dr. Niyozov gave a presentation at CIDE, "Encountering Globalization in Central Asia: Is There an Alternative to Neoliberalism?". In addition, he has three chapters in press in related to Central Asian education and culture (see faculty publication list below). Dr. Niyozov also gave several key note and invited lectures in Pakistan in 2012 on Globalization and Education in Central Asia. In May –June 2013, Niyozov will be teaching a course of *Sociology of Education in Central Asia* (part 2) organized by the Open Society Institute, Dushanbe. Dr. Niyozov is working with several visiting scholars including Mehmet Durmus from Turkey who is exploring Gullen-inspired schools in Pakistan, Turkey and the USA.

Dr. Bahry is a member of several CIES SIGs: Eurasia, Indigenous Knowledge, and Language Issues, and is on the Language Issues Panel Organizing Committee for CIES 2014. His recent work related to the research group focuses on the place of language issues in educational quality and equity in west China, Afghanistan and Ukraine. Dr. Bahry is now working with Prof. O. Falenchuk and SLE graduate student, Max Antonenko, on the Standardized External Testing in Ukraine (secondary subjects exit examinations), examining results across factors such as region, language, rural/urban residence and school type, parallel to a similar study of EQAO results in Toronto and GTA. Dr. Bahry's publications are listed on p.33 and he is currently reviewing two books relevant to language issues in education in the region, for the peer-reviewed journals, Language Policy, and Frontiers of Education in China.

Rakhat Zholdoshalieva is currently working on her doctoral research thesis on rural Kyrgyz high school students' educational, learning and work experiences in post-Soviet conditions of Kyrgyzstan. She is active member of the Eurasia Special Interest Group at the CIES. She has several relevant publications listed on p.33 and is currently writing up her dissertation, supervised by Dr. Peter Sawchuk, on the aspirations of rural youth in Kyrgyzstan for education and employment.

Dr. Anna Rzhevskaya is currently back in Ukraine, teaching and Luhans Pedagogical University. She is expected to return and present at CIDE in May 2013.

Serhiy Kovalchuk's research interests lie within areas such as: citizenship education, initial teacher education, and educational policy analysis. He explores these topics within the context of Ukraine and other post-Soviet countries. Serhiy has been an active member of the Eurasia Special Interest Group (SIG) within CIES. This past year he served as a member of the SIG election committee, he organized a multidisciplinary panel entitled "Youth in Post-Soviet Contexts: Exploring Political, Social and Psychological Conditions of the Next Generation," and in 2012, Serhiy was a recipient of Helen Darcovich Memorial Doctoral Fellowship (Canadian Institute of Ukrainian Studies) and Global Supplementary Grant (Open Society Foundations). Serhiy had several co-publications in 2012, one with Prof. Kathy Bickmore,

on classroom communities for constructive discussions of conflict, and one with C. G. Robbins on pedagogies of punishment and neoliberalism, and has a forthcoming review appearing in the Journal of Peace education. Serhiy is now doing fieldwork in for his thesis on how teacher educators in Ukraine understand democracy, citizenship and education, and teacher education in the context of Ukraine's transition to democracy.

The World Bank and Privatization in Education: History, Policies, Practices

Principal Investigator: Dr. Karen Mundy; with Dr. Francine Menashy (Postdoctoral Fellow); Robyn Read and Emily Antze (Research Assistants)

Funding: Open Society Institute \$25,000

Duration: December 2010 - August 2014

This project, sponsored by the Open Society Institute (OSI) Education Support Programme's Private Education Research Initiative, seeks to improve understanding of the evolution of World Bank policies and practices and their impact on education in developing countries. The research has included a historical review of the Bank's formal policies and research on education, a detailed analysis of the Bank's education sector lending portfolio, and an exploration of the key decision-making processes that have shaped World Bank policies and lending operations related to the role of the private sector in education, based on interviews with senior staff in the research, thematic, and operational divisions of the institution. The preliminary findings of this research were presented to the OSI at a conference in August 2011 in Nepal. A final report was submitted in April 2012, with conclusive findings to be presented to the OSI in the fall of 2012.

The World Bank and the Privatization of Education: Country Cases

Principal Investigator: Karen Mundy; with Dr. Caroline Manion, Dr. Francine Menashy, and Momina Alfridi (Doctoral Student)

Funding: Open Society Foundations, \$45,000

Duration: November 2013 to December 2015

This project is an extension of our initial project with the Open Society Institute. The project extends that research by exploring the role of the World Bank in the privatization of K-12 Education in low and middle income countries.

Partnership with the Fundación Chile (FCH) in Santiago, Chile

Principal contributors: OISE: Dr. Stephen Anderson, Dr. Joseph Flessa, Director of Continuing Education Barbara Bodkin; FCH Dr. Jose Weinstein, Gonzalo Muñoz, Mario Uribe.

A three year partnership agreement between FCH and the Comparative, International and Development Education Centre OISE/UT was renewed in February 2013. During 2012 three groups of approximately 30 school principals from Chile participated in two week leadership certificate courses at OISE/UT as part of a collaboratively developed in-service leadership development program. The program was developed with FCH and delivered through OISE/UT's Continuing Education Department. It is partially funded through a Chilean Ministry of Education sponsored school leadership development initiative. Anderson and Flessa, and several colleagues from other OISE programs took part (Carol Campbell, Blair Mascal, Jeff Kugler). Dr. Flessa travelled to Chile to deliver a leadership module for FCH as part of an

ongoing masters in educational leadership program sponsored by FCH and the Universidad de Desarrollo. Anderson and Flessa continued collaborating in school leadership research in Chile, with the FCH education research team, as well as contributing a chapter to a book on principal leadership in Chile. We welcomed Javiera Marfán from FCH as a Visiting Scholar in May. Through the partnership relationship, Dr. Barrie Bennett (OISE/UT Curriculum, Teaching and Learning) also travelled to Chile and delivered regional lectures and workshops on his work on teachers' instruction expertise.

In January 2013, FCH and OISE/UT jointly hosted the 26th annual International Congress for School Effectiveness and Improvement in Santiago, Chile. The Congress was attended by about 520 delegates (about 50% from Latin America), with approximately 300 scholarly presentations (papers, seminars, posters). Anderson served as the Academic Program Chair. The Academic Program Committee included a dozen members from OISE/UT and other Canadian Universities, and an equivalent number from Latin America. The conference featured five keynote speakers, including two associated with OISE/UT – Michael Fullan and Marlene Scardamalia. Several OISE/UT professors and graduate students took part in the paper and symposium sessions.

Canada Foundation for Innovation: Research Infrastructure Grant for CIDE and the CIDE Global Governance Laboratory.

Principal Investigator: Karen Mundy

Funding: Canada Research Chair: Foundation for Innovation, \$150,271.00

Duration: January 2010-July 2013

In 2011 the Global Governance Research Lab updated its equipment, including the purchase of research software such as SPSS, Nvivo, and Dragon Speak. Our research team also determined the type of infrastructure necessary for a flexible videoconferencing system that will allow web streaming and video capture of live events across multiple platforms, such as Skype, Adobe Connect and Collaborate. In the summer of 2012, the Smart Room (7105) equipment was updated, and a new podium installed to increase our capacity and efficiency in producing live web-streamed events.

Learning about self and the world beyond: Cultural, religious and social justice clubs in high schools 2012-2014

Project Staff: Antoinette Gagné (principal investigator), Stephanie Soto Gordon (field partner), Genna Megaw (videographer), Marlon Valencia, Diane Dekker, and Sama Hamid (GAs)

Funding and Duration: We received funding via the Inquiry into Practice Project 2012 to June 2014.

Focus: The research study builds on the successes of the five DVDs and resources guides in the *Growing New Roots Series* as well as a Ministry-funded *Speak Up Project* at WL Mackenzie CI focusing on the impact of club involvement for English languages learners. This study focuses on the role of cultural, religious and social justice clubs in terms of student participation and identity development in 4 TDSB secondary schools as well as among members of the Student SuperCouncil.

The study explores 1) the impact of cultural, religious or social justice club involvement on students, 2) the type of relationships students develop as a result of their membership in cultural, religious or social justice clubs and 3) what students learn from their peers in these clubs and how this relates to their understanding of themselves and the world beyond.

An online survey and videotaped focus group interviews are our two main sources of data. Study findings and video clips highlighting key themes will be posted on the *DiT - Diversity in Teaching* website

<http://wordpress.oise.utoronto.ca/diversityinteaching/> along with related resources on cultural, religious and social justice clubs.

Diverse Teachers for Diverse Learners -- UK Economic and Social Research Council Seminar Series 2012-2014

Project staff: Antoinette Gagné, Clea Schmidt - University of Manitoba and Geri Smyth – University of Strathclyde and additional partners from the UK as well as Norway and Iceland.

Funding and Duration: The Economic and Social Research Council in the UK funded a six-part seminar series taking place over a two-year period spanning 2010 to 2012

Focus: This seminar series built on the work that was initiated with the support of a SSHRC International Opportunities Fund Grant that I held in 2008 and 2009. The focus of the research network has broadened and now focuses on the diversification of the teaching force to support the needs of students from diverse backgrounds. We have been developing and expanding the Diversity in Teaching website by posting the papers and workshop materials shared at each seminar.

Partners involved in this seminar series include representatives of public sector and academic institutions in the UK, Norway and Canada. Across the six seminars a range of theoretical, empirical, practical and policy areas were explored. The seminars were scheduled every 4 to 5 months beginning in February 2011 and included: Seminar 1 *International Perspectives on Teacher Diversity* (University of Strathclyde); Seminar 2 *Defining the Issues* (University of Southampton); Seminar 3 *Diverse teachers sharing experiences of their professional lives* (GTCS); Seminar 4 *Young people sharing perceptions of teacher diversity* (University of Strathclyde); Seminar 5 *Exploring the Issues* (University of Birmingham) Seminar 6 *Learning from the Issues for a different future* (University of Glasgow)

Diverse Teachers for Diverse Learners (DTDL): A Nordforsk Research Network 2012-2014

Project staff: Antoinette Gagné, Clea Schmidt - University of Manitoba and Hanna Ragnarsdottir – University of Iceland and additional partners from the Scotland, Finland, Iceland, and Norway.

Funding and Duration: The Nordforsk Foundation has funded this Nordic country research network over a three-year period spanning 2011 to 2014.

Focus: This project includes senior researchers and graduate students from Finland, Iceland, Norway, the UK and Canada whose research touches on the aspects of diversity in teaching. This group will have the opportunity to meet 6 times between October 2011 and May 2014 to allow team members to create a research agenda, carry out a number of comparative projects and prepare joint publications on interrelated topics ranging from the diversification of the teaching force and inclusive teaching strategies to the experiences of immigrant children and youth and leadership for diversity. The meetings will take place in Iceland, Norway, the UK and Canada.

Diversity in Teaching (DiT) Website <http://wordpress.oise.utoronto.ca/diversityinteaching/> 2012-2014

Project staff: Antoinette Gagné, Clea Schmidt (University of Manitoba), Mariana Jardim (Education Commons), Ariel Quinio, Marlon Valencia, Diane Dekker, and Sama Hamid (GAs), Jessica Lam and Daniel Chan (Work-Study Program)**Funding:** Seed money for this website was provided by the **Social Sciences and Humanities Research Council of Canada** as part of an International Opportunities Fund Grant.

Focus: The main goal of the Diversity in Teaching is to promote discussions, sharing of resources and collaboration among educators, teachers and administrators from all over the world who share the

belief that ethnic, linguistic, religious, cultural and gender diversity in our classrooms will enhance the learning for all students. The DiT site includes information about events, projects, and resources related to teaching diverse learners and diversifying the teaching force with numerous ways to become involved. It is possible to submit a profile to the DiT Community, let others know about an upcoming conference or workshop, share resources, react to some of the videos or respond to one of the surveys.

Action Research Centre – ARC / SIA @ UPLA A Site for Change - Un Sitio para el Cambio 2012-2014

Project Staff: Antoinette Gagné

As part of ongoing consultation around curriculum renewal in teacher education at Playa Ancha University in Valparaíso and San Felipe, Chile, Antoinette Gagné, in collaboration with UPLA colleagues, is guiding the creation of ARC which is a centre devoted to action research and reflective practice connected directly to the *2013-2016 Institutional Improvement Plan for Teacher Education at UPLA*. ARC is connected to a Spanish-English bilingual website with information, resources and blogs located at <http://wordpress.oise.utoronto.ca/arc/>. Members of the UPLA community will be able to learn and collaborate virtually while working toward the milestones described in the *2013-2016 UPLA Institutional Improvement Plan*. This site is currently under construction.

The goals of ARC include:

- The development of action research skills and reflective practice among members of the university community beginning with professors and teacher educators
- Providing support to professors / teacher educators in conducting action research projects related to their teaching, their disciplinary programs, the practicum, the admissions process, etc.
- To increase UPLA's research capacity by creating a cadre of research mentors
- To create an infrastructure to support action research and field-based research beyond the 2013-16 Project

Antoinette Gagné is working on designing a collaborative research study with UPLA colleagues related to the process and eventual outcomes of engaging the UPLA community in action research.

Towards 100 Courses Taught in English – A Pilot Project Designed for Faculty at Northeastern University in Shenyang, China

Project Staff: Antoinette Gagné

This project is a pilot project designed at increasing the capacity of professors and administrators to teach and work in English. The pilot will include 20-25 professors and instructional leaders possessing at least a high intermediate level of proficiency in English from several faculties / departments including Engineering, Computer Science, Business, Mathematics, Physics, Chemistry at Northeastern University.

The pilot project for faculty and administrators interested in developing the skills to provide courses through the medium of English will include:

- Courses / workshops to improve teaching-specific proficiency in English at OISE
- Courses / workshops to develop intercultural communication skills at OISE
- Courses / Workshops on teaching disciplinary content (e.g. Math, Marketing) through the medium of English with opportunities for micro-teaching at OISE
- Courses / Workshops on innovative teaching strategies as well as the integration of

- instructional technology in higher education with opportunities for micro-teaching at OISE
- Observation of professors teaching a range of courses in different departments and faculties at the University of Toronto
- A cultural / recreational program in Toronto and other locations in Ontario

Antoinette Gagné will evaluate the effectiveness of the three-part pilot which includes a pre-departure and post-program components as well as a 6-month study period in Toronto.

OISE/CIDEC Consultation for feedback on the UNESCO-Brookings 'Prototype Framework for Learning Outcomes' Taskforce (2013).

Participants included: Chizoba Imoka, Cristina Jaimungal, Qin Liu, Josh Bhattacharya, Dr. Stephen Ahry, Nancy Del Col (World Vision Canada), Mary Drinkwater.



On Tuesday, January 15, 2013, seven individuals (5 OISE/CIDEC graduate students, an international education policy analyst, and an INGO educational technology specialist) joined together with Mary Drinkwater, consultation leader, to review and provide feedback as part of Phase 2 of the UNESCO/Brookings U 'Learning Metrics Task Force (LMTF)' consultation process.

A summary report from the consultation session, combined with additional feedback from participants at the session, was forwarded to the LMTF. Mary Drinkwater, PhD candidate in LHAE & CIDE, will be joining

a 20 member international discussion forum as part of the 'LMTF Learning Methods and Measures Technical Working Group' in Montreal from Jan 22-25, 2013 to review the results of the Phase 2 consultation process, refine recommendations, clarify indicators and begin drafting a 'working paper' to be presented to the LMTF.

Further information about the Learning Measures Task Force and to access project resources, visit: brookings.edu/learning-metrics. To receive email updates about the project, please send your name, affiliation and email address to: LearningMetrics@brookings.edu.

Asia Society project on achievement gaps and diversity 2013

Project Lead: Professor Ben Levin has been commissioned by the Asia Society in New York to lead work between several cities in North America and Asia, looking at how these urban school systems attempt to reduce achievement gaps in education, especially for minority, immigrant and second language learners. Working with students Jacqueline Sohn and Sofya Malik, a paper was prepared as background for a meeting of the cities in Seattle in January, 2013. <http://asiasociety.org/>

<http://asiasociety.org/education/learning-world/global-cities-education-network#reports>

CIDEC SEMINAR SERIES 2012-2013

September 5, 2012. Dr. Ali A. Abdi, Professor & Co-Director of the Centre for Global Education and Research (CGCER), University of Alberta. Title: Expanding the philosophical and the epistemological: Learning and teaching with multi-platforms and intentions

October 3, 2012. Dr. Jaya Earnest. Associate Professor, Curin University. Title: Challenges for school leadership in a transitional, post-conflict nations: Case Studies from Rwanda, Sri Lanka & Timor Leste

October 12, 2012. Sogol Zand holds an MA in Gender and Development from the Institute of Development Studies (IDS), University of Sussex. Title: The Impact of Microfinance Programmes on Women's Lives: A Case Study in Balkh Province

October 24th, 2012. Dr. Jane Kenway, Professor, Monash University, Australia. Title: Staying ahead of the game: elite schools' globalising curriculum practices

November 12, 2012 . Dr. Nahla Abdo, Professor, Department of Sociology and Anthropology, Carleton University. Title: Gender, Race and Class in the Labor Force: the Case of Israel

November 14, 2012. Kerri Proulx, Visiting Scholar. Title: Closing the school readiness gap: The effect of pre-school education in Bangladesh. Danielle Freitas, MA Student. Title: Learning to teach English: a short introductory TESL training course.

November 28, 2012. Dr. Elaine Unterhalter, Professor of Education & International Development at the Institute of Education (IOE), University of London. Title: Gender, education and poverty: Reflections on the MDGs and a post 2015 framework

November 28, 2012. Dr. Diane G erin-Lajoie, Professor, Department of Curriculum, Teaching and Learning (CTL) at the Ontario Institute for Studies in Education (OISE), at the University of Toronto, researcher at the *Centre de recherches en  ducation franco-ontarienne* (CREFO). Title: Official Minority Language Schools in Canada: A Comparative Analysis

January 22th, 2013. Dr. Sarfaroz Niyozov, Associate Professor & CIDEC Co-Director. Topic: Encountering Globalization in Central Asia: Is There an Alternative to Neoliberalism?

January 30th, 2013 .Dr. Mehrunnisa Ahmad Ali, Professor (CERIS). Topic: "Why can't newcomer parents and their children's teachers talk to each other?"

February 5th, 2013. Speakers: Drs. Nico van Oudenhoven and Rona Dhalla van Oudenhoven, International Child Development Initiatives (ICDI) International Action Research, the Netherlands. Topic: Policy, Training and Intervention Approaches Benefiting Children and Youth At Risk

February 20th, 2013 (Via Skype). Dr. Mir Afzal Tajik, Professor, The Aga Khan University, Tanzania. Topic: Transforming Teachers' Practices in Afghanistan

February 22nd, 2013. Joseph P. Farrell Student Research Symposium - 9 CIDE students present their research in 3 sessions

March 6th, 2013. Speaker 1: Brenton Faubert, PhD Candidate, Ed Admin/LHAE. Topic: The Cost of Failure in Ontario's Public Secondary Schools. Speaker 2: Dr. Kazi Abdur Rouf, Visiting Scholar, LHAE. Topic: Ecological Economics to Protect the Planet from Ecocide and Free People from Iron Cage Consumerism

March 8th, 2013. Dr. Susan Robertson, Professor of Education, Sociology, U of Bristol, UK. Topic: Teachers' Work, Denationalisation, and Transformations in the Field of Symbolic Control: A Comparative Account

March 20th, 2013. Jack Lee, Doctoral Candidate, LHAE Topic: Internationalizing Higher Education in Asia: Education Hubs in the Making. Reed Thomas, Doctoral Candidate, CTL Topic: Future French-second-language (FSL) teachers' language proficiency development experiences in Ontario concurrent teacher preparation: Comparative perspectives

April 3rd, 2013. Dr. Ray Langsten, Professor, American University in Cairo. Topic: Primary Education Completion in Egypt: Trends and Determinants

April 11th, 2013. Professor Vincenzo Cicchelli, Associate Professor of Sociology at the University of Paris Descartes Topic: "The cosmopolitan mind among European Erasmus students" Co-sponsored with LHAE/CREFO/CIDEC.

CIDEC presents:

The Joseph P. Farrell Student Research Symposium February 22, 2013



This year the CIDEC Student Research Symposium was renamed in honour of CIDEC Co-Founder Joe Farrell who passed away suddenly in December 2012. The day was well-attended and Joe's family joined us for a luncheon and celebration and tribute to Joe's life and work at OISE.



Panel I: 'Quality' education: Cross-cultural perspectives, Vandra Masemann, Chair

Pamelia Khaled – CTL, PhD - Gender issues in Quality Education to enhance Employment and Human Development Opportunities in Bangladesh

Anna Fischer-Harrison - LHAE-Ed Admin, MEd - Can we borrow from Cuban Academic Achievement?: A Century of Struggle and Success

Chizoba Imoka - LHAE-Ed Admin, MEd - Creating Social Change in Nigeria through Education



Panel II: Educational Policy: Cross-cultural issues in analysis, development & Implementation, Steven Anderson, Chair

Daniela Bramwell – LHAE-Ed Admin, MA - The new citizenship education curriculum in Ecuador:
Classroom practices in vocational and academically oriented schools

Momina Afridi – LHAE-AECD, PhD - 'Banking on Education': World Bank's privatization of education in
Pakistan

Namam Palander - HSSSJE, MA - Higher Education Policy-building in the Kurdistan Region of Iraq:
Perceptions of University Representatives



Panel III: System or Program Evaluation: Using cross-cultural analysis, Kathy Bickmore, Chair

Aaqib Freed – HDAP, MEd - Education in Pakistan: A Systemic Failure

Salehin Kaderi - CTL, PhD - Practical Multiculturalism in Education: A Comparative Study into Bangladesh
and Canada

Kristjan Sigurdson – LHAE-AECD, MA - A Comparative Analysis of Canadian and American University
Technology Transfer



Special thanks to Mary Drinkwater, PhD Candidate, LHAE and Dr. Caroline (Carly) Manion for organizational support; CIDESA for co-sponsoring this event and to the Panel Chairs, Professors Vandra Masemann, Kathy Bickmore and Co-Director Stephen Anderson.

Photo credits: Nadia Qureshi, CIDESA

57th Annual Conference of the Comparative International Education Society (CIES) in New Orleans, Louisiana



Photo: Kara Janigan, Momina Afridi, Yishin Khoo, Chizoba Imoka

The 2013 - 57th annual Comparative and International Education Society (CIES) conference brought together close to 2000 attendees for this weeklong event. Over twenty CIDE faculty and students participated at CIES 2013, presenting papers, serving as chairs and discussants for panels and sessions, as well as a range of other activities, including special events organized by CIES Special Interest Groups (SIGs) and Standing Committees.

In honour of our beloved “Joe”, who passed away in December 2012, CIDE hosted a memorial reception at CIES 2013: “In Memoriam of Dr. Joseph Farrell: A Remembrance of a Life and Career”. Close to thirty people attended the memorial, which included pictures of Joe, music (Joe singing around the camp fire), and a number of touching reflections on a great scholar and friend. Representing CIDE were Vandra Masemann, Karen Mundy, Kara Janigan, and Carly Manion.



After serving for two years as Secretary-Treasurer for the CIES Gender and Education Standing Committee, Dr. Caroline (Carly) Manion has been elected for a three-year term as Chair of this group.

Photo Credit: Kara Janigan. Photo Caption: Memorial Reception for Dr. Joe Farrell



Photo Credit: Kara Janigan. Photo Caption: Dr. Caroline (Carly) Manion at CIDE exhibit at CIES 2013

CIDE alumna, Kara Janigan, was a presenter at the CIES Gender & Education committee pre-conference workshop, “Measuring Change in Gender Awareness: An Interactive Workshop”, organized by CARE and Miske Witt and Associates.



Kara Janigan has also been actively involved with the CIES New Scholars Committee, this year organizing a New Scholar Essentials session called Tips on Writing and Publishing, with Vandra Masemann and David Post (editor of the *Comparative Education Review*). Additionally, Kara was selected to participate in the New Scholars Publication Mentoring Workshop at CIES 2013.

As President-Elect, Dr. Karen Mundy announced at the CIES Business Meeting that CIES 2014 will be held in Toronto from March 10-15, 2014. (<http://www.cies.us/index.shtml>)

Photo: Dr. Kara Janigan, Dr. Vandra Masemann, Dr. Caroline (Carly) Manion, Dr. Karen Mundy

Select Faculty, Post-Doctoral Fellow, and Visiting Scholar Publications

Books

Knight, J. (2013). *International Education Hubs: Student, Talent, Knowledge Models*. Dordrecht: Springer Publishers (in press)

Schoole C. And J. Knight, (2013) *Internationalization of African Higher Education-towards achieving the MDGs* . Rotterdam. Netherlands: Sense Publishers (in press)

Mundy K. and Qiang Zha, eds. [2012]. *Education and Global Cultural Dialogue: Essays in Honour of Professor Ruth Hayhoe*. Palgrave MacMillan. 324 pp.

Niyozov, S. (2012/13). *The Challenge of Educating Muslim Students in Toronto's Schools*. Mullen Publishing. (under construction).

Niyozov, S., Kassam, A. (2013). *Opening World. Teachers' life and work in South and Central Asia* (under construction).

Pinheiro, Romulo, Benneworth, Paul, and Jones, Glen A. (Eds.). (2012). *Universities and Regional Development: A Critical Assessment of Tensions and Contradictions*. New York and London: Routledge.

Robertson, S. Mundy, K. Verger, A., and Menashy, F. (Eds.). (2012) *Public Private Partnerships in Education: New Actors and Modes of Governance in a Globalising World*. London: Edward Elgar.

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Anderson, S.E., Mascall, B., Steigelbauer, S., & Park, J. (2012). No one way: Differentiating school district leadership and support for school improvement. *Journal of Educational Change* 13(4), 403-430.

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Bickmore, Kathy (forthcoming 2013), Review of Kia L. Caldwell, Kathleen Coll, Tracy Fisher, Reyna K. Ramirez, and Lok Siu, Editors, *Gendered Citizenships: Transnational Perspectives on Knowledge Production, Political Activism, and Culture* (2009 Palgrave Macmillan). *Citizenship Teaching and Learning*.

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Coloma, Roland Sintos. (2012). What's queer got to do with it?: Interrogating nationalism and imperialism. In *Sexualities in education: A reader*, eds. Erica R. Meiners and Therese Quinn, 229-241. New York: Peter Lang.

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Gérin-Lajoie, D. (on invitation –June 2012). Racial and Ethnic Diversity in Schools: The Case of English Canada, *Prospects: Quarterly review of comparative education*. (UNESCO International Academic Journal).

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Mundy, K. & F. Menashy. (2012). "The role of the International Finance Corporation in the promotion of public private partnerships for educational development." In S. Robertson, K. Mundy, A. Verger & F. Menashy (Eds.) *Public Private Partnerships in Education: New Actors and Modes of Governance in a Globalizing World*. London: Edward Elgar, p. 81-103

Mundy, K. (2012). "The Global Campaign for Education and the Realization of "Education for All." In Verger, A. and M. Novelli (eds). 2012. *Campaigning For 'Education For All': Histories, Strategies and Outcomes of Transnational Social Movements in Education*. Sense, Rotterdam.

Ng, R. (2012). Decolonizing teaching and learning through embodied learning: Toward an integrated approach. Forthcoming in Derek Briton & Raphael Forshay (Eds.), *Valences of Interdisciplinarity: Theory, Practice and Pedagogy*. Edmonton: Athabasca University Press.

Niyozov, S., & Bulbulov, J. (2012 in press). Education in Tajikistan: Disproving Claims and Missing Hopes. In Brock, C., & Ahmed, M. (Eds.), *Education in West and Central Asia*. Symposium Books

Niyozov, S. and Bulbulov, J. (2013, in press), Encountering Globalization in Central Asia. In Brock, C., & Ahmed, M. (Eds.), *Education in West and Central Asia*. London: Symposium Books.

Niyozov, S. (2013, in press). A Comparative Analysis of Ivanow's and Bertels' same -titled work "Nasir Khusraw and Ismailism"; Toward Rethinking Central Asian Ismaili Studies. In Daftary F., & Elnazarov, H. (Eds.), *Ismaili Traditions and Spirituality of the People of the Pamirs in the Works of Russian Scholars (Dedicated to 125th Birth Anniversary of Wladimir Ivanow)*.

Pinheiro, Romulo, Jones, Glen A., and Benneworth, Paul (2012). What next? Steps Towards a Re-Categorization of Universities' Regional Missions. In Pinheiro, Romulo, Benneworth, Paul, and Jones, Glen A. (Eds.). *Universities and Regional Development: A Critical Assessment of Tensions and Contradictions* (pp. 241-255). London: Routledge.

Pinheiro, Romulo, Benneworth, Paul, and Jones, Glen A. (2012). Understanding Regions and the Institutionalization of Universities. In Pinheiro, Romulo, Benneworth, Paul, and Jones, Glen A. (Eds.). *Universities and Regional Development: A Critical Assessment of Tensions and Contradictions* (pp. 11-32). London: Routledge.

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Robertson, S., K. Mundy, A. Verger & F. Menashy. (2012) "An introduction to public private partnerships and education governance." In S. Robertson, K. Mundy, A. Verger & F. Menashy (Eds.) *Public Private Partnerships in Education: New Actors and Modes of Governance in a Globalising World*. London: Edward Elgar, p. 1-17.

Weinrib, Julian, Jones, Glen A., Metcalfe, Amy S., Fisher, Donald, Gingras, Yves, Rubenson, Kjell, & Snee, I. (2013). Canada: Canadian university academics' perceptions of job satisfaction - "...the future is not what it used to be." In Peter J. Bentley, Hamish Coates, Ian R. Dobson, Leo Goedegebuure & V. Lynn Meek (Eds.), *Job satisfaction around the academic world* (pp. 83-102). Dordrecht, The Netherlands: Springer.

Zha, Qiang and Hayhoe, Ruth. "'Beijing Consensus' and the Chinese Model of the University." In Simon Schwartzman, Pundy Pillay and Romulo Pinheiro (eds.), *Higher Education in the BRICS* (Dordrecht, Netherlands: Springer, forthcoming in 2013)

Selected Publications and Presentations:

Anderson, S., Mascall, B., Stiegelbauer, S., & Park, J. (2012). No one way: Differentiating school district leadership and support for school improvement. Paper at the International Congress for School Effectiveness and Improvement. Malmo (Sweden), January 2012.

Anderson, S., Marfan, J., & Horn, A. (2012). Making sense of principal efficacy in Chilean elementary schools. Paper at the Annual Meeting of the American Educational Research Association. Vancouver (Canada), April 2012.

Anderson, Stephen, Lecturer on school leadership and school improvement in three 2 week Study Tours for Chilean school principals organized by the OISE/UT Department of Continuing Education in collaboration with *Fundación Chile*. (Jan, Feb, Nov, 2012; Jan 2013)

Anderson, Stephen. Program Chair, 26th International Congress for School Effectiveness and Improvement. Santiago, Chile. January 3-6, 2013.

Bickmore, K. (2012). "Citizenship Education: Insights from Research in Canada." Keynote lecture, 4th Japan Conference: Evaluative Study on Policies of Citizenship Education in Nations (Tokyo, Japan September 8)

Bickmore, K. (2012). "Peace and Conflict Education." Invited lectures at Hiroshima University Graduate School of Education (September 4) and Doshia Women's University in Kyoto (September 6), Japan.

Bickmore, K. (2012). "Restorative Peacebuilding Practices: Diverse Approaches to Conflict, Education, and Community-Building in Toronto Schools." Keynote lecture, 'TDSB Restores' conference of Toronto District School Board, Ontario Canada (July 6)

Bickmore, K. (2012). "Peer Mediation: Student Peacemaking Leadership." International Webinar Lecture, Organization of American States International Teacher Education Network (given twice, April 30 and June 22, subsequently disseminated on OAS-ITEN website)

Fullan, M., Watson, N. & Anderson, S.E. (2013). *Ceibal: Los Próximos Pasos. Informe Final* (Ceiba: Next Steps. Final Report. Montevideo, Uruguay: *Plan Ceibal*).

Gagné, A., Bashiruddin, A., Bukhari, R., Freitas, D., Herath, S., Lawrence, G., Valencia, M. (2013). *The intercultural and linguistic competence of teachers: Challenges for the teacher preparation and development*. Symposium at the AAAL Conference, Dallas.

Gagné, A., and Valencia, M. (2013). *French Language Competence Among Teacher Candidates in Canada*. AAAL Conference, Dallas.

Gagné, A., Valencia, M and Cummins, J. (2013). *Opening Doors with English and Inclusive Leadership*. Education Leadership Internship For Chilean Education Leaders, OISE, University of Toronto. Toronto.

Jones, Glen A. (2012). Ontario Higher Education's Year of Living Dangerously. *University World News* (Issue 253, December 30) available at:

<http://www.universityworldnews.com/article.php?story=20121230140612586>

Jones, Glen A. (2012, September 2). Developing Canada's First International Education Strategy. *University World News* (on-line publication) available at:

<http://www.universityworldnews.com/article.php?story=20120829173544445>

Kerekes, Julie & Valeo, Antonella (2013, February). Internationally educated nurses: Developing their pragmatic competence for workplace success.

<http://newsmanager.commpartners.com/tesolespis/issues/2013-02-25/6.html> *ESP News: The Newsletter of the English for Specific Purposes Interest Section*, TESOL International Association.

Mundy, K. & F. Menashy. (2012). *World Bank and the Private Provision of K-12 Education: History, Policies, Practices*. Working Paper No. 40. Education Support Program of the Open Society Foundations. http://www.periglobal.org/sites/periglobal.org/files/WB_Private_Provision_K-12_%28Mundy&Menashy%29.pdf

Mundy, K., with F. Menashy. January 2012. *Organizational Hypocrisies: The Case of the World Bank and the Private Provision of Schooling*. Welfare Societies Working Paper No. 4. Research Network, University of Bremen. 20 pages. http://welfare-societies.com/uploads/file/WelfareSocietiesWorkingPaper-No4_Mundy.pdf?PHPSESSID=0bf8a3a1a0fc0fc5ab1e96ce6862e0ae

Niyozov, S. with Kovalchuk, S., Kutsyuraba, B., Alekseyenko, A., Shamtov, D., Shaw, M., and Silova, I. (2012). *Comparison of convergences and divergences of post-Soviet educational transformations. Issues, impacts, and implications*. A moderated discussion at the CIES, Puerto Rico, April 2012.

Niyozov, S. (2012). A Comparative Review Russian Scholars Ivanow and Bertels' Work on Nasir Khusraw and Isma'ilism. Lecture to the *National Ismaili Religious Education Board*, Karachi Pakistan, March 24, 2012.

Niyozov, S. (2012). *The More Things Change... Rethinking Post-Soviet Education and Societal Change in Central Asia*. Eurasia SIG Highlighted Session. Critical Perspective on Education and Society in Central Asia, CIES Annual Conference, Puerto Rico, April 2012.

Niyozov, S. (2012). *Teachers Working with Muslim Students. A Comparative Perspectives on the Islamic and Public Teachers' Perspectives*. At the Annual Conference of the CIES, Puerto-Rico, April 2012.

Niyozov, S. (2013). Reviving Global Education Internationally: What can we learn from international experience; A round table at OISE, University of Toronto organized for the Visitors from Japan's Education Institutions. Toronto, January, 16, 2013.

Schmidt, C. and Gagné, A. (2013). *Sustaining School Partnerships for Immigrant Teachers in Challenging Sociopolitical Climates* in the Partnerships in Support of Integrating Immigrant Professionals: Multi-Disciplinary Perspectives Symposium. National Metropolis Conference, Ottawa.

Trilokekar, R. D. & Jones, G. A. (2013). Are the Stars Aligned? Will Canada Finally Create an International Education Strategy? *Academic Matters* available at: <http://www.academicmatters.ca/2013/02/ocufa-to-host-london-town-hall-on-austerity-and-higher-education/>

Weinrib, Julian, and Jones, Glen A. (2012). The Myth of the Academic Generation Gap: Comparing Junior and Senior Faculty in Canada's Universities. *Academic Matters* available at: <http://www.academicmatters.ca/2012/10/the-myth-of-the-academic-generation-gap-comparing-junior-and-senior-faculty-in-canadas-universities/>

Note: This list is based on submissions received from faculty by April 15, 2013 for this report and does not represent the full extent of CIDE affiliated faculty publications.

Select Student and Recent Alumni Publications

Bahry, S. (2013, in press). Minority education in China. In Q. Zha (Ed.), *Education in China. Educational history, models, and initiatives*. Great Barrington, Massachusetts: Berkshire Publishing.

Bhanji, Z. (2012) Transnational Private Authority in Education Policy in Jordan and South Africa: The Case of Microsoft Corporation. *Comparative Education Review*. 56, 2: 300-319.

Drinkwater, M. (Ed.) (in press). *Engaging Children: Creatively & Critically*. Amsterdam, The Netherlands: Rodopi Press.

Islam, M. & Anwar, A. (2012). BRAC in Afghanistan: Building South-South partnerships in teacher training. *Prospects*. (42) 1-16.

Lalani, Y. (in press). "Gender Relations and HIV/AIDS Education in the Peruvian Amazon: Women Activists Creating Community" in Carisa Showden and Samantha Majic (Eds.) *Power Plays: Rethinking the Politics of Sex Work*. Minneapolis: University of Minnesota Press. (in press)

Lalani, Y. (in press). Sex Worker Activists' HIV/AIDS Educational Outreach with Young Women and Older Men in Two Social Contexts in the Peruvian Amazon. in *Agenda*. Special Issue on Aging and Intergenerationality. (In press)

Lam, E (2012). 'Education for All and role of multilateralism'. A Student's Guide to Education Studies. 3rd edition. Ed: Ward, S. London: Routledge.

Pluim, Gary. (2012). A research design constructed for a multi-level study of contemporary, created spaces for youth participation in the Haitian reconstruction. *Research in Comparative Education*. Spring, 2012.

Pluim, Gary. & Jorgenson, S. (2012). A reflection on the broader, systemic impacts of youth volunteer abroad programs: A Canadian perspective. *Intercultural Education*. 23(2).

Pluim, Gary. (2012). Multi-level Research on Youth Participation in the Haitian Reconstruction. *Research in Comparative and International Education*, 7(2), 161-176.

Rao, Julia & Niyozov, Sarfaro. (2012). International Volunteers' Serving as Teachers in Rural Indigenous Schools in Ecuador: Issues, Challenges and Opportunities. *Canadian and International Education*, June's Volume.

Rouf, K. A. (2013). Incorporation act issues for revenue generating green social enterprises and NGOs transforming into green social enterprise Microfinance Institutions (MFIs) in Ontario, Canada. *Prime Journal of Business Administration and Management (BAM)* ISSN: 2251-1261. Vol. 3(2), pp. 867-874, February 25th, 2013. www.primejournal.org/BAM.

Zoldoshalieva R. (2013) (with DeYoung, A. & Zholdoshalieva, U.) Creating and contesting the meanings of place and community in the Ylay Talaa valley of Kyrgyzstan. Central Asian Survey. UK: Taylor and Francis

Zoldoshalieva R. (2012) (with S. Bahry) Educational and linguistic equity for Yughur and Kyrgyz minorities in northwest China: Disadvantages of dominant-language submersion and mother-tongue education. In A. S. Yeung, C. F. K. Lee, & E. L. Brown (Eds.), International advances in education: Global initiatives for equity and social justice, Volume 7: Communication and language. Charlotte, North Carolina: IAP.

Zoldoshalieva R. (with DeYoung, A. & Zholdoshalieva, U.)(In press) Schooling and Place: A Hundred Years of Contests over Migration, Modernity and Authority in Rural Kyrgyzstan. In C., Howley, A., Howley, & J., Johnson, (Eds.), Dynamics of social class, race and place in rural education, CA: IAP

Zoldoshalieva R. (In press) , Kyrgyzstan: Redefining education and labour markets relations. In M. Ahmed, (Ed), Education in West Central Asia. UK: Continuum, Bloomsbury Company

Zholdoshalieva, R. Opportunity structures and individual aspirations: Rural Kyrgyz youth. The OISE Dean's Graduate Student Research Conference, Education: Taking the lead! March 21-22, 2013. Toronto: OISE

Zholdoshalieva, R. "I am not bezdelnik" (loafer) or "malchi" (herder)! Rural Kyrgyz youth, education, and post-Soviet village transformation. Eurasia SIG Highlighted Panel: Youth in post - Soviet contexts: Exploring political, social and psychological conditions of the next generation. CIES, New Orleans, LA. March 10-15, 2013

Zholdoshalieva, R. Post 2010 Kyrgyzstan: A weak state or a period of political experimentation? Roundtable on State Weakness in Central Asia. Munk School of Global Affairs, University of Toronto. October 30, 2013

Note: This list is based on submissions received from CIDE students/alumni by April 15, 2013 for this report and does not represent the full extent of CIDE student/alumni publications/presentations.

Faculty Awards and Distinctions

Kathy Bickmore was honoured in September 2012 with The William J. Kriedler Award from the Association for Conflict Resolution (ACR) is named after the late teacher, author, trainer, and Quaker, William J. Kriedler, whose conflict resolution curriculum materials were in use in more than 50,000 classrooms by the time of his passing in 2000. It is the highest honor for members working in the Education Sector and is awarded for "Distinguished Service to the Field of Conflict Resolution."

Jane Knight was appointed 2013 Recipient of Gilbert Medal for Research and Policy Work on Internationalization of Higher Education, Universitas 21; 2013 Visiting scholar at Humboldt University on DAAD Fellowship April – June; 2012-2013 Visiting Scholar in Laos for Asian Development Bank Strengthening Higher Education Project. Dec to Feb; 2012 Erudite Scholar in Residence at Mahatma Gandhi University in India. Kerala State Higher Higher Education Council Fellowship, Jan – March; 2012 Appointed member of Governing Board of African University of Creative Arts; 2012 Appointed by Oman Academic Accreditation Authority as External Reviewer.

Ruth Hayhoe was Appointed Seventh C.J. Koh Professor at the National Institute of Education, Nanyang Technological University, Singapore, April 28-May 5, 2012.

Karen Mundy was elected Vice-President/President-Elect of the Comparative and International Education Society, on April 28, 2012.

Student Awards

Mary Drinkwater (PhD Candidate, LHAE) received a Doctoral Completion Award this year (2012-2013)

Jack Lee (PhD candidate, LHAE) SSHRC Doctoral Fellowship 2012-13; University of Toronto Centre for International Experience Bursary 2012; School of Graduate Studies Travel Grant 2012

Kazi Arif Anwar, (Ph.D. Candidate, CTL) Comparative and International Education Society New Scholars Workshop (2012)

Jeff Burrow (Ph.D. Student, TPS) Comparative and International Education Society New Scholars Workshop (2012)

Mira Gambhir (Ph.D. Candidate, CTL) SSHRC Doctoral Fellowship (2009-12)

Serhiy Kovachuk (Ph.D. Student, CTL) Comparative and International Education Society New Scholars Workshop (2012)

Gary Plum (Ph.D. Candidate, CTL) Scholarship Recognition Award, Ontario Institute for Studies in Education, 2012 SSHRC Doctoral Fellowship, Social Sciences and Humanities Research Council, 2011-2012

CIDE ADMISSIONS 2012-2013

In 2012-2013 the CIDE collaborative program was home to 123 vibrant, dynamic students from across OISE. In February 2012, the admissions process saw more than 480 applications to the program. In 2012-13 CIDE had: 66 PhD, 11 MA, 45 MEd and 1 MT student from the following departments: CTL (52), HSSSJE (12), LHAE (52) and APHD (2)

Admissions

2012-2013 Admissions

| | |
|--|------------|
| Total Applications (as of February 2012): | 480 |
| Offers of Admission | 73 |
| Total Confirmed Students (as of July 2012) | 40 |
| Adult Education Community Development: | 8 |
| Curriculum Studies and Teacher Development: | 16 |
| Educational Administration: | 5 |
| Higher Education: | 7 |
| History/Philosophy of Education | 0 |
| Second Language Literacy: | 2 |
| Sociology in Education: | 2 |
| Total number of Students to Transfer In: | 19 |
| Total number of students accepted in 2012-2013: | 59 |

2013-2014 Admissions

| | |
|--|------------|
| Total Applications: | 414 |
| Offers of Admission | 69 |
| Total Confirmed Students (as of May 2013) | 34 |
| Adult Education Community Development: | 10 |
| Curriculum Studies and Teacher Development: | 14 |
| Educational Administration: | 2 |
| Higher Education: | 4 |
| History/Philosophy of Education | 0 |
| Second Language Literacy: | 1 |
| Sociology in Education: | 3 |

CIDE COURSES 2012-2013

Courses (total courses offered 39)

| <u>Core**</u> | <u>Course Title</u> | <u>Instructor</u> |
|----------------------------|--|--------------------------|
| CIE1001H | Introduction to Comparative, International and Development Education | Niyozov and Manion |
| CIE1002H | Practicum in Comparative, International and Development Education | Practicum Form |
| CIE1005H | Special Topics: Gender, Education and Development: Comparative and International Perspectives | Manion |
| CTL1037H | Comparative and Cross-cultural Perspectives | Niyozov |
| CTL1060H | Education and Social Development | Manion |
| CTL1312H | Democratic Citizenship Education | Bickmore |
| HSJ(SES)3911H | Cultural Knowledges, Representation and Colonial Education | Wane |
| LHA(TPS)1825H | Comparative Education Theory and Method | Hayhoe |
| LHA(TPS)1826H | Comparative Higher Education | Hayhoe |
| LHA(AEC)3180 | Global Governance and Educational Change | Manion |
| <u>Affiliated**</u> | <u>Course Title</u> | <u>Instructor</u> |
| LHA(AEC)1102H | Community Development: Innovation Models | Quarter |
| LHA(AEC)1180H | Aboriginal World Views: Implications for Education | Restoule |
| LHA(AEC)1181H | Embodied Learning and Qi Jong | Ng |
| LHA(AEC)1190H | Community Healing and Peacebuilding | Goodman |
| LHA(AEC)3119 | Global Perspectives on Feminist Education, Community Development, and Community Transformation | Miles |
| LHA(AEC)3140 | Decolonization and Transformative Education | Ng |
| CTL1010H | Children's Literature within a Multicultural Context | Feuerverger |
| CTL1031H | Language Culture and Identity: Using the Literary Text in Teacher Development | Feuerverger |
| CTL1307H | Identity Construction and Minority Education | Gerin-Lajoie |
| CTL1816H | Official Discourses and Minority Education | Gerin-Lajoie |
| CTL3000 | Foundations of Bilingual and Multicultural Education | Rahat Naqui |
| CTL3015H | Seminar in Second Language Literacy Education | Cummings |
| HSJ(SES)1912H | Foucault and Research in Education and Culture: Discourse, Power and the Subject | Delhi |
| HSJ(SES)1921Y | The Principles of Anti-Racism Education | Dei |
| HSJ(SES)1926H | Race, Space and Citizenship: Issues for Educators | Razack |
| HSJ(SES)1956H | Social Relations of Cultural Production in Education | Delhi |
| HSJ(SES)2999H+ | Special Topics: Militarism and Sustainability: Concepts of Nature, State and Society | Olson |
| HSJ(SES)2999H | Research Methods for Historical and Cultural Analysis | Coloma |
| HSJ(SES)3912H | Race and Knowledge Production: Issues in Research [RM] | Razack |
| LHA(TPS)1041H | Educational Administration II: Social and Policy Contexts of Schooling | Staff |
| LHA(TPS)1041H | Educational Administration II: Social and Policy Contexts of Schooling | Flessa |
| HSJ(SES)1427H | History and Commemoration: Canada and Beyond 1800s - 1900s | Staff |

| | | |
|---------------|---|----------|
| HSJ(SES)1447H | Technology in Education: Philosophical Issues | Boler |
| LHA(TPS)2006H | Educational Finance and Economics | Levin |
| LHA(TPS)3029H | Special Topics in Education Administration: Knowledge Mobilization | Levin |
| LHA(TPS)3029H | Special Topics in Education Administration: School District Role in Educational Change | Anderson |
| LHA(TPS)3029H | Special Topics in Education Administration: Politics and Education | Levin |
| LHA(TPS)3041H | Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education | Joshee |
| LHA(TPS)3045H | Educational Policy and Program Evaluation | Bascia |

****Please note:** Course identifiers (prefixes in particular) changed to reflect the new departmental structure in the Spring of 2013**

† **Special Topics Courses:** Special topics course codes are recurrent. Only the course titles listed above can be counted toward the CIDE requirements.



Faculty and Graduates 2012: Grace Feuerverger, Sameena Eidoo, Ruth Hayhoe, Kara Janigan, Jadie McDonnell, Sana Ali, Nadia Qureshi, Karen Mundy. Photo Credit: Carly Manion

CIDE STUDENT ASSOCIATION ANNUAL REPORT 2012-2013

CIDE Student Association: Annual Report

The 2012-2013 CIDE SA core team had an interesting year working with the CIDE community. We had a couple of members leave due to work and personal circumstances (research abroad and the birth of a beautiful baby girl). However, we strived to bring a variety of stimulating and enjoyable academic activities to the CIDE students. During the beginning of the school year, we provided formal and informal academic advice and support as well as held several orientation and information sessions alongside OISE's academic departments, CIDE's Q&A with program directors provided a great opportunity for new



and existing students to learn more about the program and socialize over food.

We also contributed to the CIDE Joseph P. Farrell Student Research Symposium in February which provided CIDE students with an excellent opportunity to share

their own research, along with getting to learn about several new publications being launched by faculty. In addition to our contributions to CIDE events, we also organized a variety of events including two documentary and pizza nights featuring "We are the people we've been waiting for" and "The Finland Phenomenon: Inside the World's Most Surprising School System", and our end-of-term potlucks which always attracted existing students and staff as well as alumni. We welcome the new 2013-2014 CIDE SA team and look forward to their exciting events in the year ahead!

–Ajit, Alexandra, Nadia, Lucy and Sardar

Core CIDE Team 2012-2013

Welcome to the New CIDE Core Team 2013-2014

Amal Berrwin, Safia Gahayr, Chizoba Imoka, Yishin Khoo, Momina Afridi, Annette Ford, and Olivier Bégin-Caouette