



Centre for Comparative, International
and Development Education (CIDECE)



**1st Annual Report of the Activities of the
Comparative, International and Development
Education Centre
2004-2005**

September 2005

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INTRODUCTION

The *Comparative, International and Development Education Centre* (CIDE) brings together more than two dozen faculty and over 100 graduate students at the Ontario Institute for Studies in Education at the University of Toronto (OISE/UT). CIDE has two mandates. First, it provides support to the Comparative, International and Development Education (CIDE) Graduate Collaborative Degree Program. It also promotes and encourages international research among OISE/UT faculty and students.

CIDE has seen an enormous amount of change and growth over the past several years. Student enrolments have more than doubled since the programme opened in 1998. In 2002, Professor Karen Mundy returned to OISE/UT from Stanford University and became CIDE's co-director. Dr. Mundy received a Canada Research Chair, opening up exciting new opportunities for the Centre. In 2004/5, the CIDE centre amalgamated with Dr. Mundy's Canada Foundation for Innovation (CFI) funded *Global Governance and Educational Change Research Laboratory*. The amalgamated Centre, now situated on the 7th Floor of OISE/UT, houses a seminar room with state of the art technology for distance communication and research collaboration, a new research laboratory and an administrative office. In addition the CFI funding has supported the development of a CIDE website, a student research database and other online research resources. This new infrastructure is expected to draw additional faculty and their research projects into the Centre.

CIDE's also played a strong role in stimulating and supporting comparative and international research across OISE/UT. To this end, CIDE has sponsored a seminar series and two conferences. It also supports more than two dozen faculty research projects. As you will see from the publications and research projects described in this report, CIDE faculty interests span an exciting range of theoretical and practical issues: from the study of ethnicity and identity, to the issues of globalization and global governance; from non-formal learning and citizenship education, to the problems of educational reform, social equality, language education, conflict resolution, and community development. These topics are approached from a range of theoretical and disciplinary frames that are unparalleled in other comparative and international education programs.

The CIDE Graduate Collaborative Degree Program is available to students at the M.Ed., M.A., Ed.D., and Ph.D. degree levels, entering into programmes in four of OISE/UT's departments. It is linked with events and programs at the Munk Centre for International Studies at the University of Toronto, where a vibrant community of scholars and students interested in international issues congregates. The final section of this report highlights the remarkable breadth of CIDE student contributions to research, publication, and service in the field of comparative and international education.

DIRECTORS AND CORE FACULTY

DIRECTORS

Karen Mundy, Associate Professor
Department of Adult Education and Counselling Psychology
Joseph P. Farrell, Professor
Department of Curriculum, Teaching and Learning

CORE FACULTY

Stephen Anderson, Associate Professor
Department of Theory and Policy Studies in Education
Nina Bascia, Associate Professor
Department of Theory and Policy Studies in Education
Kathy Bickmore, Associate Professor
Department of Curriculum, Teaching and Learning
Alister Cumming, Professor
Department of Curriculum, Teaching and Learning
George J. Sefa Dei, Professor
Department of Sociology and Equity Studies in Education
Rose Baaba Folson, Associate Professor
Department of Sociology and Equity Studies in Education
Ruth E. S. Hayhoe, Professor
Department of Theory and Policy Studies in Education
Reva Joshee, Assistant Professor
Department of Theory and Policy Studies in Education
Shahrzad Mojab, Associate Professor
Department of Adult Education and Counselling Psychology
Daniel Schugurensky, Assistant Professor
Department of Adult Education and Counselling Psychology
David N. Wilson, Professor
Department of Curriculum, Teaching and Learning

*** An additional twenty five OISE/UT Faculty are affiliates of the CIDE program.*

PARTICIPATING DEPARTMENTS AT OISE/UT

Department of Adult Education and Counselling Psychology
Department of Curriculum, Teaching and Learning
Department of Theory and Policy Studies
Department of Sociology and Equity Studies in Education

RESEARCH AND DEVELOPMENT GRANTS

1. Educating for citizenship in a changing world: perspectives and classroom practices 2002-2004

Project Team: Principal researchers Mark **Evans** and Cecilia Reynolds (University of Saskatchewan) and over 30 educators from OISE/UT and local school districts.

Funding Source: The Global Classroom Initiative, Canadian International Development Agency

This initiative involves a collaborative inquiry into global citizenship and the design, coordination, and preparation of a 200-page teacher's handbook. The intent is to foster a sense of global citizenship and encourage capacity building among grades 9 and 10 students in Ontario and across Canada.

The curriculum developed under this project are available online at <http://cide.oise.utoronto.ca/globalcitizenship.php>

2. Civic Education and Democracy in Russia 2004

Project Team: Principal researchers Peter Solomon, Olga Glagoleva (CREES), **Karen Mundy, Kathy Bickmore, Mark Evans** (OISE/UT), and Olga Zaslavskaja and Nadezhda Shaidenko (Tolstoy State Pedagogical University in Tula, Russia)

Funding: University of Calgary/Gorbachev Foundation program and the Canadian International Development Agency

The project focuses on improving regional secondary education, with the educational system in Tula region to develop an integrative model for innovative programming and policy development aligned with principles of democracy and human rights. The project was a collaborative effort involving teams from the Centre for Russian and East European Studies at the Munk Centre for International Studies, University of Toronto, OISE/UT, the L.N. Tolstoy State Pedagogical University, Tula, Russia.

<http://www.utoronto.ca/crees/civic.htm>.

3. Portraits of Influential

3. Portraits of Influential Chinese Educators 1997 – 2004

Project Team: Dr. Ruth Hayhoe

This project studies the lives and educational ideas of eleven of China's most influential educators in the period since 1949. The intention is to illustrate some of the core values of Chinese educational philosophy through the life-stories and educational contributions of these individuals. The project has been underway since 1997, and has involved extensive interviews with each of the scholars, including a great deal of interaction and feedback as the project developed. The Comparative Education Research Centre, University of Hong Kong, and Springer, Europe will publish "Portraits of Influential Chinese Educators" in both English and Chinese, later in 2005.

4. Comparative Education Textbook for B.Ed Students 2004 -

Project Team: Principal researchers **Ruth Hayhoe**, **Kathy Bickmore** and **Karen Mundy**, with graduate assistant Annick Corbeil

This project involves surveys of 3 classes of B.Ed students and interviews with B.Ed faculty at several Canadian universities. The results will inform the introduction of some of the new themes emerging in the comparative education literature related to: global governance, the Education For All (EFA) movement, citizenship education, and the dialogue among civilizations. Through this resource, prospective teachers may be enabled to develop their personal philosophy of education through a dialogue with alternate ways of thinking about education, which is available to them in other civilizations.

5. Programme of International Students Assessment

Project Team: Principal researcher **David Wilson**

This project is a Case Study of the Programme of International Students Assessment (PISA) performance in Canada (completed 2004). Case Studies from England, Finland, France, Netherlands and Sweden were commissioned in order to provide comparative insights to generate policy in Germany.

Funding : German Institute for International Education Research – DIPF

6. Encyclopaedia of Technical and Vocational Education and Training (TVET)

This project is ongoing and has as its objective the preparation of a comprehensive three-volume encyclopaedia on all aspects of TVET. The Encyclopaedia will be published by Springer in 2006

Project Team: Principal researchers **David Wilson** and Rupert Maclean

Funding : UNEVOC-UNESCO International Centre for TVET: Bonn, Germany

7. Planning the Selebi-Phikwe College of Applied Arts and Technology, Botswana Educational Consulting Services for The Department of Vocational and Technical Education 2004 – 2005

This project has produced a Financial and Economic Analysis for the Government of Botswana to provide data for a loan application to the European Union for finance of this college. The comprehensive report includes data on the need and demand for skills training, economic rationale, curriculum enrolment, facilities requirements, instructor training, technical assistance and capital finance.

Project Team: Principal researcher **David Wilson**, with Jay Salkin, Michel de Jocas

Funding : Ministry of Education - Gaborone, Botswana

8. Canadians Abroad: Colonial Perceptions and Imperial Realities in Canadian Travel to Britain and Europe, 1870s-1930s'

Project Team: Principal researcher **Cecilia Morgan**

This research examines the travels of Canadian women and men who became 'imperial tourists.' It is based on letters and diaries of those who made such trips abroad (approximately 55 collections from archives across Canada), as well as a selection of English-language newspaper and periodicals from across Canada, twelve book-length published travel accounts, and a few novels. Close attention to these travellers' perceptions of themselves as Canadians and as imperial subjects. How gender relations shaped both their experiences and their sense of national and/or imperial identities are investigated. Work from this project has been presented at conferences in the United States, Canada, and Britain. This study has been drafted and is presently being revised (450 pp). It is anticipated that it will be submitted to the University of Toronto press in the fall of 2005.

9. Role of women's organizations in post-war reconstruction: Diaspora-homeland relations in the Kurdish "Safe Haven", 1991-2003

Project Team: Principal researcher **Shahrazad Mojab**

Funding: SSHRC Standard Grant

Women are generally excluded from active or formal participation in peace and reconciliation processes, interim governance and policy-making, and post-war reconstruction. This project aims at understanding the dynamics of exclusion/inclusion of women in post-war reconstruction in the context of transnationalization and diasporization of Iraqi Kurds. It traces the transnational participation of Kurdish women in the short-lived experiment to create the foundations of a modern nation-state in Northern Iraq between 1991-2003. Since the Gulf War of 1991, Kurdish women have participated in a state-building project initiated within the 'Safe Haven' region of Northern Iraq. While the nature of this project is changing rapidly as a result of the war and occupation in 2003, the period from 1991 till 2003 provides an excellent research opportunity to study the mechanisms and results of the participation of exiled women in state-building and post-war reconstruction projects.

10. Academic achievement and access in higher education among recent immigrant and refugee youth

Project Team: Principal researcher Lana Stermac and co-researcher **Shahrzad Mojab**

Funding : CESC-SSHRC Educational Research Initiative

The educational experiences and academic achievements of immigrant and refugee students have been the focus of both Canadian and international research studies for a number of years. While these studies have identified various factors known to be associated with learning outcomes and academic success, few have been directed towards the needs and experiences of the recent and changing wave of refugee and immigrant youth coming to Canada from war-zone countries and areas of extreme social instability. Little is known about the relationship between exposure to these traumatic events and the educational performance and aspirations of adolescents who have experienced the trauma of war or civil unrest in their countries of origin.

11. War, Diaspora, and Learning: Kurdish Women in Canada Britain, and Sweden 2002-2005

Project Team: Principal researcher **Shahrzad Mojab**

Funding : SSHRC Standard Grant

Transnationalization, that is, the break-up, displacement and re-constitution of nations and ethnic peoples, is one of the important but understudied trends of globalization. The Kurds of the Middle East, now dispersed throughout the world, from Australia to Canada, constitute one of the most interesting cases of population movement in our times. This research is an in-depth inquiry into the challenges and promises of re-rooting of war-stricken Kurdish women in Canada, Britain and Sweden. Coming from “traditional” societies in the process of disintegration through war and state repression, Kurdish refugees, especially women, face enormous challenges in the process of resettling, and becoming citizens of the nation-states in the West.

12. The Uneven Periphery: Telemediated Work in Canada 2002-2005

Project Team: **Kiran Mirchandani** (principal investigator)

Funding : SSHRC Standard Research Grant

Recent trends on the subcontracting of IT-enabled service work reveals two newly emerging spaces where this service work is occurring – in workers' homes, and in subcontracted centres across national borders. While there is evidence to suggest that there has been a proliferation of home-based work in Canada, less focus has been placed on the race, gender and class differences amongst those who do paid work in their homes. This project examines the different social locations occupied by home-based call centre workers in Canada and how this impacts their employment contracts and the nature of their workplaces. During recent years also, India is poised to register the highest growth rate in the call centre services market in the Asia-Pacific region during 2000-2005, as a result of installing reliable high capacity telephone lines in most of its major cities. This project will extend the analysis of telemediated work across national borders.

13. Safe and Inclusive Schools: A Comparative Analysis of Anti-Violence Policies and Programs

Project Team: Principal researcher **Kathy Bickmore** with Mona Ghali & Sharri Plonski

Funding :SSHRC Standard Research Grant (on-going)

This is a comparative case study analysis of current and recent policies, policy development, and program implementation for “safe and inclusive” education in urban Canadian school boards with differently-diverse student populations. The study examines ‘peacemaking’ (intervention for safety), ‘peace building’ (education for overcoming problems and injustices that underlie violence), and ‘citizenship’ (education for social and political participation) initiatives.

14. Employment Policy in an Open Economy: Paraguay 2002-2005

Project Team: Principal researchers George Dei Albert Berry and **Gustavo Indhart**, with Jorge Katz (ECLAC - Santiago, Chile), Ernesto Schiefelbein (Universidad de Chile and Harvard University), Guillermo Garcia-Huicdobro (ILO - Santiago, Chile), Andrew Nickson (University of Birmingham), Nelson Aguilera (CADEP - Asuncion, Paraguay), Luis Galeano (CPES - Asuncion, Paraguay), Fernando Masi (CADEP - Asuncion, Paraguay), etc.

Funding: IDRC grant and undertaken jointly by the university's Centre for International Studies (CIS) and CADEP of Paraguay.

This project will analyse of a set of inter-connected issues related to the design of an employment strategy for Paraguay, taking account of the regional and global economic context in which the country now finds itself. Analysis of sectors expected to have the greatest potential for employment generation will be an important component of the project. Within each sector, special attention will be given to links with international markets generally, and with MERCOSUR in particular. The project will also examine the actual and potential comparative advantage within the tradeable sector, taking into account "revealed comparative advantage" based on the past record. It will also look at the policy and other distortions, which have affected those past patterns, and at how current international market trends will affect the comparative advantage of Paraguay in the future.

15. The Politics of International Organisation and Cooperation in the Field of Education 2003 - 2006

The research funded through this grant focuses on three areas; the changing role of international organizations in the field of education; the emergence of education for all as a common framework for international development aid; and the changing nature of Canada's international relations and foreign policies in the field of education.

Project Team: Principal researcher **Karen Mundy**

Funding: SSRHC Standard Research Grant

16. Global Governance and Educational Change 2003 - 2006

The CFI grant funds the development of research infrastructure to support distance collaboration with international researchers, and a small student research laboratory. Among the research supported by the CFI infrastructure are theses on 1) the impact of the World Trade Organization on Education in the Caribbean ; 2) the role of private authority and transnational corporations in education ; 3) the evolution of transnational civil society networks in the field of education

Project Team: Principal researcher **Karen Mundy**

Funding Source: Canada Foundation for Innovation and the Ontario Innovation Fund

17. How to enhance civil society participation in education sector reforms: Background Cases 2005

This project examines civil society participation in the education sector and its influence on achieving the Education for All (EFA) goals. The role of civil society as policy actors as well as their level of interaction with government and donors is closely analyzed through the development of case studies in five African countries

Project Team: Principal researcher **Karen Mundy**

Funding Source: Canadian International Development Agency and IDRC

**18. Goals and Activities for ESL Writing: Learning and Instruction in the Pre-University/University Interface
2001 – 2005**

Project Team: Principal researcher **Alister Cumming** with Kyoko Baba, Michael Busch, Jill Cummings, Usman Erdosy, Keanre Eouanzoui, Jia Fei, Tae-Young Kim, Luxin Yang, and Aili Zhou (graduate research assistants)

Funding :SSRHC: Standard Research Grant.

Phase 1 of this project involved interviews with 45 young adults and 4 of their instructors in pre-university ESL courses about their goals for improving their writing in English during the 2001/2002 academic year and in retrospective recalls about samples of their writing. From the results, a framework was developed for describing goals in these contexts. Phase 2 involved interviews with 15 of these students who were taking academic programs at universities in the Toronto area in 2002/03 as well as 11 of their course instructors. The aim is to determine: a) how students may have changed their goals from the time they were in the ESL program to the time they engage university studies; and b) how the instructors in the ESL courses and academic programs conceptualise their goals for students writing in their courses.

**19. La francite transnationale: pour une sociolinguistique de la mouvance
2004 - 2007**

Project Team: Principal researchers **Monica Heller and Norman Labrie** with: (CREFO; Annette Boudreau, Reads Dubois, Mathieu LeBlanc, Mélanie leblanc-côté, Chantal White (University of Moncton); Peter Auer (Universtät Freiburg), Werner Kallmeyer (Institute für Deutsche Sprache), Carolyne Moïse (University of avignon)

Funding: SSHRC Standard Research Grant

L'objectif de ce programme de recherche est double : 1) explorer sur le terrain de la francophonie canadienne les rapports changeants entre langue, identité et transnationalisme; 2) par le biais de ce travail de terrain, développer des outils conceptuels et méthodologiques en sociolinguistique qui permettent de cerner les processus, les réseaux, les flux et les contours qui sont au centre de la nouvelle réalité sociale. Notre approche repose sur une comparaison entre deux régions du Canada (l'Ontario et l'Acadie), et sera enrichie par une collaboration avec des chercheurs allemands qui s'intéressent à des problématiques semblables, ce qui nous permettra de confronter nos hypothèses et nos outils.

20. La nouvelle francophonie et le multilinguisme mondialisé 2001 - 2004

Project Team: Principal researcher **Monica Heller** with **Normand Labrie** (OISE/UT), Deirdre Meintel, Patricia Lamarre (Université de Montréal), Annette Boudreau, Lise Dubois (Université Moncton), Jürgen Erfurt (Johann-Wolfgang-Goethe Universität de Francfort), Claudine Moïse (Université d'Avignon et des Pays de Vaucluse) Assitant(e)s de recherche : Mélanie Côté-Leblanc et Mireille McLaughlin (Moncton), Emmanuel Kahn, Sophie Ambrosie, Julie Paquette (Montréal), Marcel Grimard (Toronto)

Funding: SSHRC Standard Research Grant

Nous connaissons actuellement un changement social et économique profond, lié à la mondialisation et à la nouvelle économie. Au Canada français, ce changement nous amène à vivre d'une manière différente nos identités et à revoir la valeur que nous attachons à divers types de compétences langagières, y inclus au multilinguisme. Notre projet de recherche examine comment ce processus évolue dans plusieurs régions de l'Ontario, du Québec, de l'Acadie des Maritimes et de l'Alberta. Toutes ces régions connaissent une transformation économique vers la nouvelle économie mondialisée (tourisme patrimonial, écologique et de loisirs; haute technologie; communications, comme les centres d'appels; ventes, publicité et marketing; multimédias; production culturelle et artistique). Nous étudions de manière détaillée deux sites précis de la nouvelle économie dans chaque région.

21. Anàlisis socio-pragmàtico de la comunicacion intercultural en las practicas educativas~: hacia la integracion en el aula~ 2003 - 2006

Project Team: Principal researcher L. Martin Rojo. with C. Alvarez Càccamo, **M. Heller**, R. Whitaker, J. Verschueren.

Funding : Ministerio de Ciencia y Tecnologia (Spain)

This project examines the programs, educational equipment and the elaborated practices in five schools of Madrid that are welcoming a new immigrant population. It looks at the relationships between everyday life in the classroom against the availability of resources, the expectations of the educators, and the possibilities and institutional constraints, with the objective of determining what factors facilitates or prevents integration and intercultural education.

**22. Prise de parole II : la francophonie canadienne et la nouvelle économie mondialisée
2001 - 2004**

Project Team: Monica Heller with N. Labrie, A. Boudreau, L. Dubois, P. Lamarre, D. Meintel, and C. Moise.

Funding : SSRHC
Standard Research Grant

Nous connaissons actuellement un changement social et économique profond, lié à la mondialisation et à la nouvelle économie. Au Canada français, ce changement nous amène à vivre d'une manière différente nos identités et à revoir la valeur que nous attachons à divers types de compétences langagières, y inclus au multilinguisme. Notre projet de recherche examine comment ce processus évolue dans plusieurs régions de l'Ontario, du Québec, de l'Acadie des Maritimes et de l'Alberta. Toutes ces régions connaissent une transformation économique vers la nouvelle économie mondialisée (tourisme patrimonial, écologique et de loisirs; haute technologie; communications, comme les centres d'appels; ventes, publicité et marketing; multimédias; production culturelle et artistique). Nous étudions de manière détaillée deux sites précis de la nouvelle économie dans chaque région.

23. The Quiet Revolution in Primary Schooling: An International Collaborative Research Program

Project Team: Principal researchers **Joe Farrell** (OISE/UT) & Ash Hartwell (Umass/Amhersta) with scholars and educational program organizers/developers throughout the world

Funding : OISE/UT, IDRC, CIDA, CUSO, the Aga Khan foundation, UNICEF, UNESCO, World Vision Canada-12

For more than a decade a team of scholars and program organizers, co-ordinated jointly by Joseph P. Farrell of OISE/UT and Ash Hartwell of Umass/Amhersta, and including a team of faculty and graduate students in CIDE- OISE/UT and scholars and educational program organizers/developers throughout the world have been working together to try to understand how and why a large set of radically alternative primary education programs have been working very well at providing high level learning to very poor children in many of the poorest nations of the world. A "data base" of about 150 such programs has been developed, and attempts are being made to understand them through a combination of intensive case studies and comparative analyses. The core questions are: 1) How and why do these desperately poor children learn as well as they do "against all odds" in these programs? 2) How do their teachers, usually as poor or just a bit better off, learn as quickly as they do to become successful enablers of learning among these very poor children? 3) How do many of these programs succeed in very poor circumstances where most educational reform programs in rich nations do not?

24. Minority Education in Comparative Contexts: Dealing with Difference and Diversity in Ghanaian Schooling 2001– 2004

Project Team: Principal researcher **George Dei**

Funding : SSRHC: General Research Grant and SSRHC/GRG Small Scale Grant.

A co-authored manuscript with OISE/UT graduate students, Alireza Asgharzadeh, Sharon Eblaghie-Bahador, and Riyad Shahjahan, is with the University of Toronto Press arising from this research. The book, titled “Schooling and Difference in Africa: Democratic Challenges in a Contemporary Context”, is currently under consideration for publication in the spring of 2006.

25. A Study of Local Proverbs, Folktales, Parables, Fables and Songs as Indigenous Knowings - African Indigenous Knowledges

Project Team: Principal researcher **George Dei**

Funding : SSRHC/SIG Grant.

This summer project examines the available literature on African proverbs, fables and tales as forms of local cultural resource collection in local universities and colleges in Ghana. The learning objective is to use the literature as a starting base to develop a major research project on the pedagogical implications of African proverbs and folktales.

26. Educational Stories from the Margins: A Reflective Inquiry into the Immigrant/Refugee Experience in Toronto and Montreal

Project Team: Principal researcher **Grace Feuerverger**

Funding : SSRHC Large Scale Grant.

Extensive data for this project was collected over a period of more than three years. This study focuses on the school experiences of immigrant and refugee students in Toronto and Montreal. Several new chapters have been added to a second book project, which is sole-authored by the project investigator, as was the first one. A full draft of this manuscript concerning the immigrant/refugee experience within the context of a school-based ethnography is nearly completed. It is hoped that this second book will open a dialogue about the appropriateness of pedagogical strategies and curriculum materials that currently inform teaching-learning experiences for immigrant and refugee populations.

27. Global Citizenship Education in Ontario

Project Team: Principal researcher Dick Holland

Funding: Ford Foundation

This project is part of a larger project funded by the Ford Foundation that investigated the impact and diverse expressions of global citizenship education initiatives within different national contexts – Albania, Brazil, Czech Republic, Japan, Jordan, Ontario (Canada), Poland, South Africa, United Kingdom (England and Wales) and United States.

28. Lifelong citizenship learning, immigration and social cohesion: Examining 'civic change' among Latin Americans in Canada

Project Team: Principal researchers Daniel Schugurensky and Victor Armony, (L'Université du Québec à Montréal), with Gisela Vanzaghi, Martha Barriga, Yina Rivera, Jorge Arcila, Jorge Gininiewicz.

This project explores the civic engagement and political learning of Latin American immigrants. In-depth interviews are conducted with 200 Latin American immigrants in Toronto and Montreal.

29. Citizenship learning, participatory democracy and local governance

Project Team: Principal researcher Daniel Schugurensky with Monica Escobar, John P. Myers, Josh Lerner.

This study explores, among other things, the relations between different types of learning (formal, non-formal, and informal) about democracy, the changes in knowledge, skills and values that result from participation in processes of deliberation and decision-making, the potential of participatory democracy for the redistribution of political capital, and the links between civic engagement and public policy. The first cases analyzed in this project are the participatory budgets of Porto Alegre (Brazil), Rosario (Argentina) and Villa El Salvador (Peru); the Senior's Assembly of Healthy City Toronto (Canada), and the neighborhood councils of Montevideo (Uruguay)

PUBLICATIONS

Books

Bascia, N., Cumming, A., Datnow, A., Leithwood, K., & Livingstone, D. (Eds.). (2005). *International Handbook of Educational Policy*. Springer, Vol 13. Dordrecht, The Netherlands.

Leithwood, K., McAdie, P., **Bascia, N.** & Rodrigue, A. (Eds.) (in press). *Teaching for Deep Understanding: What Every Educator Should Know*. Corwin Press. (initially published by ETFO in December 2004)

Cumming, A. (Ed.) (in press). *Goals and activities for writing improvement in ESL and university courses*. Amsterdam: John Benjamins.

Leki, I., **Cumming, A.**, & Silva, T. (in press). *A synthesis of research on second language writing*. Mahwah, NJ: Lawrence Erlbaum.

Dei, G. (2004). *Emancipationist Thoughts and Development: The Possibilities of African Indigenous Knowledge in the Academy*. Otto/Ijanikin, Lagos State, Nigeria: Adeniran Ogunsanya College of Education.

Dei, G. and Johal, G. S. (Eds.) (in press). *Critical Issues in Anti-Racist Research Methodologies*. New York: Peter Lang Publishing.

Dei, G., Abdi, A. and Pupilampu K. (Eds.) (in press). *African Education and Globalization: Critical Perspectives*. Lanham, M.D: Lexington Books.

Dei, G., Asgharzadeh, A., Eblaghie-Bahador, S., and Shahjahan, R. (Eds.) (in press). *Schooling and Difference in Africa: Democratic Challenges in a Contemporary Context*. University of Toronto Press.

Dei, G., and Amin, N. (Eds.) (in press). *The Poetics of Anti-Racism*. Fernwood Publishers.

Dei, G., and Kempf, A. (Eds.) (in press). *Anti-Colonial Thought, Education and Politics of Resistance*. Sense Publishers/Peter Lang Publishers, Netherlands.

Folson, R. B. (Ed.). (2004). *Calculated Kindness: Global Economic Restructuring and Canadian Immigration Policy*. Halifax: Fernwood Publishers.

Folson, R. B. (in press) *Migration, Transcultural Spaces, Families, Communities, States: Professional African Women in the German Labour Force*. Frankfurt am Main: IKO Verlag.

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Bascia, N., & Pollock K. (2004, June 1) *Current Teacher Employment Practices: Narrowing Horizons And Self-Fulfilling Prophecies*. Paper presented at Canadian Society for Studies in Education, University of Manitoba, June 1 2004.

Bascia, N., & Chassels C. (2004, December 1) *Reforming Education: How Teacher Unions Work For Change*. Paper presented at Australian Association for Research in Education (AARE), University of Melbourne, December 1, 2004.

Bascia, N., & Rottmann C. (2005, April 14) *Teacher Unions Under Fire*. Paper presented at American Educational Research Association (AERA), Montreal, April 14, 2005.

Bickmore, K. (2004, September). *Learning to Disagree, or just to Act Nicely: Conflict (resolution) education in Canadian public school curricula*. Paper presented at the British Assn for International and Comparative Education.

Dei, G. (2004, April 11-15) *Social Difference and Schooling in Canada and Ghana: Pedagogical Challenges*. Paper presented at the Interactive symposium on: "Diversity, Difference and Schooling in Canada: Pedagogical Challenges of Transformative Education". Organized with Nuzhat Amin for the Annual Meeting of the American Educational Research Association (AERA), Montreal, Quebec.

Dei, G. (2005, January 24-29) *Democracy, Development, Destiny: Setting the African Agenda and the Implications for Africans in the Diaspora*. Paper presented at the “Africa Awareness Conference” at the University of British Columbia.

Dei, G. (2004, October 1-2) *The Resistance to Amputation: Connecting Spiritual Knowing, Afrocentricity and Anti-Racism Education*. Paper presented at the “16th Annual Cheikh Anta Diop International Conference” at the Holiday Inn, Historic District, Philadelphia, Pennsylvania.

Dei, G. (2004, September 23-25) *Anti-Colonial Thought and ‘Development’ Practice in the South: Situating Critical Questions of Race and Social Difference*. Paper presented at the “Fifth Annual Meeting of the Race, Gender and Class”, organized by the Southern University of New Orleans, Hampton Inn, New Orleans, LA.

Dei, G. (2004, May 30-June 1) *Anti-Colonial Thought and African Development: Towards A Critical Discursive Engagement*. Paper presented at the “Annual Congress Meeting of the Canadian Association for the Study of International Development (CASID)”, University of Manitoba, Winnipeg.

Dei, G. & Asgharzadeh, A. (2004, May 30 - June 1) *Indigenous Knowledges, Education and Socio-Economic Development*. Paper presented at the “Annual Congress Meeting of the Canadian Association for the Study of International Development (CASID)”, University of Manitoba, Winnipeg.

Dei, G. (2004, May 30 – June 1) *Unmasking Racisms in Transnational Contexts: A Challenge for Anti-Racist and Multicultural Educators in the Twenty-First Century*. Paper presented at the “Annual Congress Meeting of the Canadian Society for the Study of Education (CSSE)”, University of Manitoba, Winnipeg.

Farrell, J. P. (2004, March) *Alternative Pedagogies and Learning in Alternative Schooling Systems in Developing Nations*. Paper presented at the annual meeting of the Comparative and International Education Society. Salt Lake City, Utah.

Farrell, J. P. (2004, September) *Education in the Years to Come: Learning from Success*. Paper for the Education 2020 Think Tank Forum. East-West Center, University of Hawaii.

Farrell, J. P. (2005, March) *Beyond the Traditional Categories: How and Why Old Distinctions Don’t Help us Much Anymore*. Paper presented at the annual meeting of the Comparative and International Education Society. Stanford University.

Feuerverger, G. (2004) *A Culture of Peace in a Jewish-Palestinian Village in Israel*. In Lasonen, J. (Ed.), *Proceedings of The Epsoo Seminar, “Cultures of Peace: From Words to Deeds”*, Institute for Educational Research, Jyväskylä, Finland, (117-119)

Feuerverger, G. (2004, May 6-11) *Schools for Peace*. Paper presented at the Canadian Commission for UNESCO Annual General Meeting, Halifax.

Feuerverger, G. (2004, June 10-13) *Inter-group Relations for Peaceful Coexistence and Conflict Resolution*. Presented at the 2nd Annual Conference on Anti-Bias Education, Arizona State University, Tempe, AZ.

Feuerverger, G. (2004, August 28) *Learning to Listen to the "Other"*. Paper presented at the "Spirituality and Activism Forum," East Bay Church of Religious Science, Oakland, CA

Feuerverger, G. (2004, October 25-29) *Dreams of Peaceful Coexistence*. Paper presented at the World Congress of Comparative Education, "Education and Social Justice", Havana, Cuba

Feuerverger, G. (2004, November 11-12) *Building Cross-Cultural Understanding in Diverse Classrooms*. Presented at the CTD conference "Teacher Inquiry for Professional Development".

Feuerverger, G. (2005, February 10) *Reclaiming the Voices of ESL Students: Building Bridges Toward Cross-Cultural Understanding and Literacy Development*. Presented at the 29th Annual Language Arts conference "Reading for the Love of It" at Westin Harbour Castle.

Feuerverger, G. (2005, March 22-26) *Local and Global Dialogue at "The School for Peace"*. Paper presented at the Comparative and International Society (CIES) conference, "Beyond Dichotomies". March 22-26, 2005, Stanford University. "Local and Global Dialogue at "The School for Peace", Peace Education Studies Symposium. March 25.

Feuerverger, G. (2005, April 11-15) *Demography and Democracy in the Era of Accountability*. Paper presented at the AERA annual conference, "Inter-faith Understanding SIG," Religious Studies, Montreal.

Feuerverger, G. (2005, May 11-13) *Language Awareness and Peace Education*. Presented at the IAIMTE conference, Université de Toulouse Le Mirail, France.

Feuerverger, G. (2005, May 13-18) *Engaging the Other*. Presented at the International Conference on Conflict Resolution, St. Petersburg, Russia.

Hayhoe, R. (2004, May 1). *Becoming World Class: Chinese Universities Facing Globalization and Internationalization*. Paper presented at Transforming Institutions in Global China: Past Lessons, Future Challenges. Organized by the Institute for Global Chinese Affairs, Offices for International Programs, University of Maryland.

Hayhoe, R., and Qiang, Z. (2004, June 22). *Overview of China's Education Priorities*. Paper presented in session on "Adapting Canada's Education Model to China's Priorities" at the Trade Route to China: China Business Conference, Metro Toronto Convention Centre: Toronto.

Hayhoe, R. (2004, July 15). *Ten Lives in Mine: Creating Portraits of Influential Chinese Educators*. Paper presented at the Featured Symposium: "Writing about Teachers Lives: How Can it Make a Difference?" at the International Council on Education for Teaching World Assembly, University of Hong Kong.

Hayhoe, R., and Zha, Q. (2004, December 3). *The Role of Public Universities in the Move to Mass Higher Education: Some Reflections on the Experience of Taiwan, Hong Kong and Mainland China*. Paper presented at the "Taking Public Universities Seriously" Conference sponsored by the University of Toronto.

Holland, D. and Pike, G. (2004, November) *Every Teacher is a Global Teacher*. Presented at "A World Of Possibilities: Cultivating International Perspectives Conference". Toronto, November 2004.

Holland, D. (2004, April) *GCE and Teaching for Depth*. Presented at the Teaching for Depth Symposium. Toronto, April, 2004.

Knight, J. (2004, February). *La comercializacion de los servicios educativos: retos y oportunidades para las instituciones de educacion superior*. Paper presented at ANUIES Conference on 'Educacion transnacional:compejuidades de la globalizacion, internacionalizacion y comercialicion', Mexico City.

Knight, J. (2004, September). *Internationalization Issues, Actors and Questions: A Comparative Regional Analysis*. Paper presented at Program on Institutional Management in Higher Education (IMHE)/OECD General Conference on "Choices and Responsibilities: Higher Education in the Knowledge Society." - Paris, France

Knight, J. (2004, July) *Regional Perspectives on Internationalization Trends and Issues*. Presentation at International Association of Universities (IAU) 12th General Conference on Wealth of Diversity. - Sao Paulo, Brazil

Knight, J. (2004, October) *Internationalization- The Challenging Decade Ahead*. Presented at International Education Seminar, Universidad del Norte, Barranquilla, Colombia

Knight, J. (2004, December) *Recognition and Qualifications Across Borders*. Paper presented at Bologna Process Official Conference on 'Improving the Recognition System' convened by the Council of Europe, EU Socrates Program and Ministry of Education and Science of Latvia, Riga, Latvia

Labrie, N. (2004). *Linguistic pluralism and language politics in the new economy. Estonia's integration model at an era of change.* In M. Luik (Ed.), Proceedings of International Conference "Multicultural Estonia", October 24-25, 2002, Tallinn, Estonia. Tallinn: Integration Foundation, 30-38.

Labrie, N. (2004). *Transformation of ideologies of multilingualism in a changing Europe.* Communication: Invited Panel: "Communicating Europe": Language Policies, Participation and Democratization, 37th Annual Meeting British Association of Applied Linguistics, September 9-11, London.

Lang, D. (2004, August). *What is a World Class University?* Presented at the Beijing Forum, Beijing, China.

Lang, D. (2004, August). *Funding Formulas in the 21st Century.* Presented at the International Symposium on China Education and Human Resource Development, Peking University, Beijing, China.

Mojab, S. (2004, December). *Combating patriarchal violence against women: Focusing on violence in the name of honour.* Report from the International Conference, Stockholm, Dec. 7-8. The Swedish Ministry of Justice and The Swedish Ministry for Foreign Affairs, pp. 31-33.

Mojab, S. with Grace, A., Cruikshank, J., Gouthro, P., Nesbit, T., and Rubenson, K. (2004). *Mediating lifelong learning in Canadian and OECD contexts: Instrumental, social, and cultural perspectives.* In Darlene Clover (Ed.), Proceedings of Conference "Adult Education for Democracy, Social Justice, and a Culture of Peace". University of Victoria, Victoria, BC: Canadian Association for the Study of Adult Education and Adult Education Research Conference, pp. 533-540.

Mundy, K., & Bhanji, Z. (2004, June 4) *Canadian Aid to Education: Challenges and Prospects.* Presented at the Annual Meeting of the Canadian Association for Study of International Development, June 4, 2004.

Mundy, K., & Bhanji, Z. (2004, May 29) *Knowledge-based Aid to Education: Challenges and Prospects.* Presented at the Annual Meeting of the Canadian Society for the Study of Education, May 29, 2004.

Mundy, K. (2004, October) *Education for All and the New Development Compact.* Paper presented at the World Congress of Comparative and International Education Societies, Havana, Cuba.

Mundy, K. (2005, May 27-29) *Education for All on an International Stage: The politics and prospects of international aid to education.* Paper prepared for the Canadian Society for the Study of Education (Cross listed with the sub-conference "International Education Dynamics"), University of Western Ontario.

Mundy, K. (2005, April 25-26) *Canada's Contribution to the Millennium Development Goals in Education*.

Presented at the Canadian Global Campaign for Education Forum. Jointly sponsored by the Munk Centre for International Studies, OISE/UT and the Canadian International Development Research Centre. Munk Centre for International Studies of the University of Toronto.

Mundy, K. (2005, April) *Education for All on an International Stage*. Paper presented for the Panel "Education as International Relations" at the Annual Meetings of the American Educational Research Association Meetings, April 2005, Montreal Canada.

Mundy, K. (2005, April 8-9) *Understanding the European Union's Education Strategies as Global Governance in Education: Post-national Citizenship or Regional Bid for Economic Competitiveness?* Paper presented at the "Constructing the European Higher Educational Area Symposium", sponsored by the University of Wisconsin Madison and the European Union Centre, University of Wisconsin Madison.

Mundy, K. (2005, March 12) *Education and Discourses of Development*. Paper presented to the "Discourses of Development Symposium", sponsored by the Department of Political Science and the Munk Centre for International Studies, University of Toronto.

Mundy, K. (2005, March) *Civility and Contention: Challenges for the Global Campaign for Education*. Paper presented at the Annual Meeting of the Comparative and International Education Society. Stanford University California.

Mundy, K. (2005, March) *Education for All – Challenges and Prospects*. Paper presented at the Annual Meeting of the Comparative and International Education Society, Stanford University California.

Schugurensky, D. (2004). *Ten Reasons to Support participatory Budgeting*. Paper presented at the Symposium "Civic Engagement and Local Democracy", organized by the Toronto Community Housing and the Transformative Learning Centre (OISE/UT), November 26-28, 2004.

Schugurensky, D. (2004, October). *The political economy of higher education in the time of global markets: whither the social responsibility of the university?* Paper presented at the XII World Congress of Comparative and International Education. La Habana, Cuba.

Schugurensky, D. (2004, October). *Latin American immigrants talk: Political participation and civic engagement pre and post migration*. Paper presented (with research team members Martha Barriga, Gisela Vanzaghi and Jorge Ginieniewicz) at the annual conference of the Canadian Association for Latin American and Caribbean Studies (CALACS). Guelph University.

Schugurensky, D., Mündel, K., and Duguid, F. (2004, May). *Learning democracy through self-governance: The case of housing co-operatives*. In Proceedings of the XXIII Conference of the Canadian Association for Studies in Adult Education (CASAE) and Adult Education Research Conference (AERC), University of Victoria.

Wilson, D. (2004, February 28). *TVET as a Field: Overview of Issues, Concerns and Prospects - Current Directions and Priorities in the Field*. Paper presented at the UNEVOC-UNESCO Planning Conference for the International Conference on Sustainable Technical and Vocational Education and Training, Bonn, Germany.

Wilson, D. (2004, March 10). *A Comparative Examination of The Programme of International Student Assessment (PISA)*. Paper presented at the 2004 Annual Conference of The Comparative and International Education Society, Salt Lake City, Utah.

Wilson, D. (2004, May). *Knowledge Building in Education: Can Knowledge Management Contribute?* Paper presented at the 2004 Annual Conference of The Comparative and International Education Society of Canada, Winnipeg, Manitoba.

Wilson, D. (2004, October). *The Policy Implementation Process: A Real World Case Study*. Paper presented at the 2004 ISEP Annual Conference, Washington, D.C.

Other Publications

Folson, Rose Baaba (In Press). A Dialectic of Denial and Insecurity: Impacts of the new German Citizenship Law on Immigrants.

Bascia, N. (2005) What will the next generation of Canadian teacher unionism be? Thinking about leadership, teacher professionalism and organizational capacity. *Perspectives: Professional Development Newsletter of the Canadian Teachers' Federation*, vol. 5, No. 1, Spring.

Dei, G. (2005). Making a case for Black focused Schools. Opinion piece. In *Guelph Mercury*, February 19, 2005.

Dei, G. (2005). The Case for black Schools. Opinion piece. In *The Toronto Star*, February 4: p. A19

Dei, G. (2005). Keeping Race-based Statistics Should Propel For Action. In *Pride Magazine* December 8-14: pp. 3 & 18.

Dei, G. (2004). Keeping Race-based Statistics Should Propel For Action. In *The Ghanaian Mirror* Vol. 9. No. 9, December: p.8.

Dei, G. (2005). Why I back School Board plan. Opinion piece. In *The Toronto Star*, November 26: p. A25.

Evans, M. & Reynolds, C. (2005). Educating for Global Citizenship in a Changing World: A Teacher's Resource Handbook. Resource is available from the TV Ontario (Teaching Resources) and the Comparative and International Development Education (OISE/UT) web sites.

Feuerverger, G. (2004) In Honour of Mick Connelly. Special Edition Festschrift in Honour of Dr. F. Michael Connelly, *AcT Community Journal*, Number 33

Hayhoe, R. (2005). Full Marx for reform on agenda. In *South China Morning Post*, Saturday, February 26, 2005 (1000 words).

Knight, J. (2004). Internationalization of Higher Education Practices and Priorities: 2003 IAU Survey Report. *International Association of Universities*. Paris: France.

Schugurensky, D. (2004). The tango of citizenship learning and participatory democracy. In K. Mundel and D. Schugurensky (eds.) Lifelong Citizenship Learning, Participatory Democracy and Social Change. *Transformative Learning Centre*. OISE/UT, pp. 326-334

Seminars. Workshops and Conferences

Conferences Hosted By CIDE

Launch of the Canadian Global Campaign for Education April 25, 2005; Information Commons, OISE/UT Conference April 26th, 2005 Munk Centre

Formed in December 2004, the Canadian GCE alliance is a coalition of academics, nongovernmental organizations, and teachers unions, housed at OISE/UT's CIDE centre and managed by a team of OISE/UT faculty and students. Its goal is to build a broad-based coalition of nongovernmental organizations, teachers unions, church based development groups, Canadian educational advocacy organizations and Canadian research organizations with an interest in promoting the universal right to education. Members include: the Canadian Council for International Cooperation, The Canadian Teachers Federation, World University Service (WUSC), Oxfam Canada, Save the Children Canada, World Vision, and faculty from OISE/UT, McGill and University of Ottawa.

The Canadian Global Campaign for Education (CGCE) Alliance was officially launched on April 25, 2005. Approximately 50 representatives from civil society organizations gathered at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT) to attend the launch. Invited speakers included: Karen Mundy, founding member of the CGCE; children from Princess Margaret School and the Institute for Child Study, University of Toronto; Members of Parliament, including Canada's Minister for International Development, the Honourable Aileen Carroll; Christophe Zoungrana from the African Coalition on Education for All (ANCEFA); and Marilies Rettig from Education International. A highlight of the evening was Minister Carroll and Minister Ianno, Minister of State (Families and Caregivers), receiving 'cut-out friends' from students participating in the 'Send My Friend to School' project.

Following the launch of the CGCE, 91 representatives from Canadian civil society organizations met in a day-long action oriented forum at the Munk Centre, University of Toronto on April 26th 2005. Several experts, including Nick Burnett, the director of the Global EFA Monitoring Report, presented. The conference addressed specific Education for All (EFA) issues such as reforming bilateral aid, new roles for civil society, EFA in the face of HIV/AIDS and emergency/conflict situations, and girls' education. Afternoon working groups discussed and put forward concrete action items for the Canadian chapter of the GCE, addressing the following: 1) A new framework for working with CIDA; 2) Key priorities for EFA advocacy, research and development education; 3) Innovations in North-South civil society partnerships; and 4) Concrete steps towards building information sharing and coordination among Canadian civil society.

International Meeting on Citizenship and Teacher Education (citizED)
OISE/UT, July 19-23, 2005

Leading academics from around the world met to discuss citizenship and teacher education at an international conference co-hosted by the CIDE Centre at OISE/UT, and citizeED, a UK project.

Citizenship education is concerned with promoting a better understanding of contemporary society, exploring issues relating to individual and group identities and encouraging greater participation in local, national and international communities.

Speakers at the International Conference on Citizenship and Teacher Education also discussed current developments in research, policy and practice in citizenship and teacher education across the world at the national, regional and international level. They explored future initiatives in citizenship and teacher education. The inaugural issue of the International Journal of Citizenship and Teacher Education was launched at the conference.

Monday Group (Professional Development Workshop)

The Monday Group is a professional development workshop for CIDE graduate students.

January	10	Karen Mundy, Li Koo, Julia Dicum: Building Student Web-based Community/ Q&A
	17	Terence Frater: CIDE Newsletter and Annual Report
	24	Karen Mundy: Global Campaign for Education
February	7	Zhara Bhanji: Bridging the Divide: The Emerging Education Policy Role of Multinational Technology Corporations
	21	Kelly Akerman: International Learning Opportunities at UT
	28	Malini Sivasubramaniam: The Global Campaign for Education (GCE) general assembly : Lessons, directions and implications
March	7	CIES Prep: website http://www.stanford.edu/dept/SUSE/projects/cies/
	14	Break
	21	CIES Conference http://www.stanford.edu/dept/SUSE/projects/cies/
	28	Valerie Smith: Locating Gender within HIV/AIDS Prevention in Tanzania
April	4	John Whitman: Amartya Sen's Capability Approach and Some Implications for Global Adult Education and Research http://www.fas.harvard.edu/~freedom

CIDEC Seminar Series, 2004-2005

In addition to the Monday group, CIDEC also sponsors a seminar series that brings faculty and practitioners from the field of comparative and development education to OISE to present their research, as well highlight current trends in the field. This engaging series contributes greatly to the vibrancy of the program.

The Seminar series last year consisted of the following presentations :

November 23	Dr. John Myers, School of Education University of Pittsburg <i>Pedagogy and politics: Educating for democratic citizenship in Brazil and in Canada</i>
November 30	Dr. Jane Knight, OISE/UT <i>Cross-border education programs and providers</i>
January 14	Ian Smilie, Freelance Author, Former Executive Director CUSO <i>Reforming Overseas Development Assistance: Education Policy Debates (CO-Sponsored with the Munk Centre)</i>
January 28	Dr. Karen Mundy, OISE/UT <i>Reforming Canadian ODA: Education for All as a case of ODA Reform</i>
February 23	Patricia McCarney, Vice-president, Office of International Research and Development, UofT <i>UofT International: New directions in a changing global context</i>
March 2	Dr. Grace Feuerger, OISE/UT <i>A reflexive ethnography of a Jewish-Palestinian village in Israel</i>
April 6	Dr. Peter Nines, School of Education, University of New England, Australia <i>Gender, development and peace in post-conflict recovery : NGO Discourses in Bougainville</i>

Graduate Student Highlights

Theses Completed 2004-2005

Zaheer Bhyat (EdD) *Learning processes inherent in building national consensus: Selected South African perspectives.*

Brenda Haiplik (PhD) *An Educational Success Story from Bangladesh: Exploring BRAC's NFPE Model and Teacher Training and Development System.*

Jennifer Hales (MA) *Learning Gender, Attaining Capital and Demystifying the North: Brazilian Women's Experiences with the Unofficial Curriculum of the International Training in Environmental Leadership (ITEL)*

Edward Howe (PhD) *Japan's teacher acculturation: A comparative ethnographic narrative of teacher induction.*

Rashida Keshavjee (PhD) *The redefined role of the Ismaili Muslim woman through higher education and the professions.*

Penny Kinnear (PhD) *Through writing for publication, a biracial, bicultural, bilingual adolescent explores identity and normalcy: Sarah in her own words.*

Alexandru Larie (MA) *The university, quo vadis? Dynamics of globalisation and its impact on the university.*

Daniel Lavan (MA) *Primary School Teachers In An Urban Centre Of Northern Ghana: Conceptions Of Practice, Classroom Actions, And Prospects For Change.*

John P. Myers (PhD) *The influence of political activism on social studies teachers' democratic teaching practices in Porto Alegre, Brazil and Toronto, Canada.*

Eleanor Pierre (PhD) *Post Secondary teachers' perceptions of professional development required for improved practise: A comparative study.*

Tracy Urban (MA) *The Lived Experience of Disadvantaged Students in a Liberal Arts Program: a heuristic inquiry.*

Brenda Yates (MEd) *Gender Disparities and HIV/AIDS in Sub-Saharan Africa: Personal Reflections, the Context and the Educational Community's Responsibility.*

Student Publications

Akerman, K. (2004, Fall). Reading between the signs: Nurturing critical and creative thinking through Deaf children's literature. *TESOL Bilingual Education Interest Section Newsletter*, 1(3), 4-9.

Akerman, K. (2005). Seeking equilibrium through the visual-poetic form. In J. G. Knowles, A. L. Cole, L. Neilsen & T. C. Luciani (Eds.), *The art of visual inquiry* (pp. 22-26). Halifax, NS: Backalong Books.

Bahry, S and Niyozov, S. (In Press). Challenges to Education in Tajikistan: The need for a research based solution. In J. Earnest & D. Treagust (Eds.), *Educational Change and Reconstruction in Societies in Transition: International Perspectives*. Black Swan Press.

Bahry, S. (2005). Language, Literacy and Education in Tajikistan: a survey of key issues affecting educational policy. In *History and Society in Central and Inner Asia: Toronto Studies in Central and Inner Asia No.7*, University of Toronto, pp. 247-274.

Bahry, S. (2005). Travelling Policy and Local Spaces in the Republic of Tajikistan: A comparison of the attitudes of Tajikistan and the World Bank towards textbook provision. *European Educational Research Journal*, Vol.4, No. 1, available at <http://www.wwwords.co.uk/EERJ/>

Dicum, J. (2004). Opening Discourse: Using Technologies for Supporting Learning in Complex Emergencies. In Jim Hewitt & Isha DeCoito (Eds.), *OISE Papers in Educational Technologies*. Toronto: The Imperial Oil Centre For Studies in Science, Mathematics, and Technology Education. pp. 3-16.

Dicum, J. (Forthcoming, 2005). (Inorganic) Community Design Models and the Place of (In)appropriate Technology in International Development: What if more than half the world wants Internet access? In Joel Weiss, Jason Nolan, & Peter Trifonas (Eds), *The International Handbook of Virtual Learning Environments*. Dordrecht, The Netherlands: Kluwer Academic Publishers.

Gormley, L. (In Press). Insights for Comparative Education Researchers from the Anti-Racism Education Discourse on Epistemology, Ontology, and Axiology. In George Dei (Ed.), *Critical Issues in Anti-Racist Research Methodologies*.

Hales, J. (2004) Performed Ethnography as Research Methodology and Pedagogical Tool - Research Profile of Tara Goldstein. *IWSGS Matters*. Institute for Women's Studies and Gender Studies); University of Toronto, Volume 3, Issue 2, Summer 2004; pp. 10, 12

Hales, J. (In Press). An Anticolonial Critique of Research Methodology. In George Dei & Arlo Kempf (Eds.), *Anti-Colonialism and Education: The Politics of Resistance*. NY: Peter Lang Publishing.

Howe, E. R. (2004a). Secondary teachers conceptions of critical thinking in Canada and Japan: A comparative study. *Teachers and Teaching: Theory and Practice*, 10(5), 505-525.

Howe, E. R. (2004b). Comparative Education Conceptual Frameworks and the Sociocultural Contexts of Learning. *Shobi University Journal of Policy and Management Studies*, 7, 91-98.

Howe, E. R. (2005a). Japans teacher acculturation: A comparative ethnographic narrative of teacher induction. Unpublished doctoral dissertation, University of Toronto.

Howe, E. R. (2005b). Japans teacher acculturation: critical analysis through comparative ethnographic narrative. *Journal of Education for Teaching*, 31(2).

Jabal, E. (2004). Adolescent identities and sense of school affiliation: An exploratory study of international school students from Hong Kong. *Alberta Journal of Educational Research*. Vol. 50

Jabal, E. (In Press). Learning from Hong Kong alumni: Lessons for school leadership. Accepted for publication in the *International Journal of Leadership in Education*

Lavan, D. (2004) Some Thoughts on Amartya Sen's Development as Freedom. *Comparative International Education Society (CIES) Newsletter*, May 2004
<http://www.cies.ws/>

Oka, K. (2004). Ethnicity and Nationalism. Book Review. *In American Journal of Islamic Social Sciences* 21 (4).

Oka, K. (In Press). (Co-Editor), *Diasporic Ruptures: Transnationalism, Globalization and Identity Discourses*. Peter Lang Publishers.

Oka, K. (In Press). Racism Renewed: Nationalist Practices, Citizenship and Fantasy Post 9/11. In L. Karumanchery (Ed.), *Theorizing Power and Privilege*. Detselig Enterprises Ltd.

Student Awards and Honours

Kelly Akerman received the OISE/UT Commendation Award (2004-2005). This is a certificate given to a graduate student for outstanding extra-curricular contributions to the Institute as judged by faculty, administrators and staff members. He was also the recipient of the Muriel Fung Student Appreciation Award (2004-2005), a cash award and certificate given to a graduate student for outstanding extra-curricular contributions to the Institute as judged by fellow graduate students.

Zahra Bhanji was a recipient of the OGS award. The OGS program is designed to encourage excellence in graduate studies at the master's and doctoral levels. Zahra was also awarded the International Development Research Centre (IDRC) Doctoral Research grant. The mandate of the IDRC is to support research that meets the priorities of developing countries.

Suzanne Cherry was a recipient of the OGS award in April 2005 based on her application in Fall 2004.

Annick Corbeil, an MA student in TPS, was awarded the J. Armand Bombardier Internationalist Fellowship and the Dr. David Chu Scholarship in Asia Pacific Studies. These competitive awards are given to Canadians to study, research and work abroad in order to build their international competence and to enhance Canada's participation in the world economy. Annick enrolled in the National University of Singapore as an exchange student in January 2005.

Julia Dicum was a recipient of a SSHRC Doctoral Fellowship for 2004-2006. Julia also won an OGS award for 2004-2005 but declined in favour of the SSHRC Fellowship. The SSHRC Doctoral Fellowships program aims to develop research skills and assist in the training of highly qualified academic personnel by supporting students who demonstrate a high standard of scholarly achievement in graduate studies in the social sciences and humanities.

Terence Frater was awarded the International Development Research Centre (IDRC) Doctoral Research grant. The mandate of the IDRC is to support research that meets the priorities of developing countries.

Megan Haggerty received the Ethel Elizabeth (Mackenzie) Anderson Graduate Award and a SSHRC CGS Master's Award. The SSHRC CGS Masters program assists in the training and the development of research skills of highly qualified students who demonstrate a high standard of scholarly achievement in early graduate studies.

Jennifer Hales was the recipient of the 2005 Michel Laferrière Research Award, conferred by the Comparative International Education Society of Canada – CIESC, for the best Master's level thesis completed between January 2004 and January 2005.

Eric Jabal was a recipient of a SSHRC Doctoral Fellowship for 2004. Eric also won first place in the Third Annual Graduate Student Manuscript Competition of the *International Journal of Leadership in Education* for his submission - "Learning from Alumni: Hong Kong Lessons for School Leadership."

Kate Moss was awarded the North American Association for Environmental Education's Graduate Student Scholarship (Nov 2004), to attend the annual conference of the NAAEE in Biloxi, MS. Kate was also awarded the Specialist Additional Qualification in Environmental Science (Jan 2005), for educators after completing a three-year course with Charles Hopkins at York University.

Kayleen Oka was a recipient of the OGS award for 2004-2005 as well as for 2005-2006. The OGS program is designed to encourage excellence in graduate studies at the master's and doctoral levels.

Lucia Padure was a recipient of a SSHRC Doctoral Fellowship in 2005 based on her submission in Fall 2004.

Ali Shahiduzzaman received a 2004 SSHRC CGS Masters Award.

Elizabeth Wickwire received the Innovative Research Award - a CIDA grant (administered through the IDRC), for research conducted in Nepal from 2003-2004. The Innovative Research Awards are for masters level students to undertake field research in collaboration with institutions or organizations in developing countries.

Marnie Hope Wohl received a 2004 SSHRC CGS Masters Award.

Current Thesis Topics

Kelly Akerman (PhD). Pedagogia polifonica: An Italian sociolinguistic ethnomusical in three movements and twenty-two voices.

Zahra Bhanji (PhD) Private Authority and transnational corporations as new education policy actors: Cases from Jordan and South Africa.

Suzanne Cherry (MA). The role of civil society in influencing education policy with an emphasis on West Africa.

Julia Dicum (PhD) A comparative study of oral histories of Eastern European survivors of World War II and Afghan survivors of the Afghan conflict.

Louise Gromley (PhD) A case study of issues of success in four poor primary schools in a low-income community in Northern Mexico.

Megan Haggerty (MA) A critical look at international development education in the Canadian context

Li Koo (Med). Literacy and Media Education

Michelle Lemaire (MA). Comparing the International baccalaureate Math curriculum and the Ontario high school math curriculum.

Danielle Miletin (Med). An evaluation of the impact of HIGH FIVEs principles of healthy child development training on the skills and knowledge of past participants from two different groups.

Catherine Moffatt (Med). Benevolent dictators: Colonizing encounters in spaces of the South

Alison Neilson (PhD). Reflexive disruptions: ‘Dances’ with environmental educators.

Yina Rivera (MA). Indigenous education and the struggle over language and leadership practices. A case study of the Quechua Language Academy of Cajarmca, Peru.

Yeow Tong Chia (PhD). Singapore’s citizenship education and programme 1955-2004: A historical study.

Kate Rogers (MA). Popular Education with women in Latin America.

Gloria Ramirez (MA) Factors affecting the reading performance of secondary school ESL learners.

Malini Sivasubramaniam (PhD). Civil society, educational policy and the Education for All (EFA) goals: Prospects and problems.

Val Smith (MA) Locating gender within HIV/AIDS prevention in Tanzania: Stepping stones to gender equity?

Student Conference and Seminar Presentations

Bahry, Stephen (Forthcoming). The Potential of Bilingual Education in the Educational Development of Minority Language Children in Mountainous Badakhshan, Tajikistan. In *Proceedings of Sixth International Conference on Language and Development*, Tashkent, Uzbekistan: British Council.

Bahry, Stephen (2004, October 15-17). *Curriculum Reform in Central Asia: A Comparison of the Attitudes of Governments and International Funding Agencies*. Paper presented at Central Eurasian Studies Society 5th Annual Conference. Bloomington, Indiana, USA.

Bahry, Stephen (2005, March 22-26). *Interacting Attitudes towards Textbook Provision: Tajikistan and the World Bank*. Paper presented at the Annual Comparative and International Education Society Conference. Stanford University, Palo Alto, California, USA.

Bahry, Stephen (2005, March 22-26). *The Role of Language in Traditional and Non-traditional Education in Developing Countries*. Paper presented at the Annual Comparative and International Education Society Conference. Stanford University, Palo Alto, California, USA.

Bhanji, Zahra (2004, June 3). *The Embryonic Stages of Education Information Communication Technology Policy Development: Who's in and who's out at the global level?* Paper presented at the Canadian Association for the Study of International Development. Winnipeg, Canada.

Mundy, Karen & Zahra Bhanji (2004, June 4) *Canadian Aid to Education: Challenges and Prospects*. Presented at the Annual Meeting of the Canadian Association for Study of International Development, June 4, 2004.

Mundy, Karen & Zahra Bhanji (2004, May 29) *Knowledge-based Aid to Education: Challenges and Prospects*. Presented at the Annual Meeting of the Canadian Society for the Study of Education, May 29, 2004.

Bhanji, Zahra (2004, May 29). *Adult Basic Education and Globalization: Why has the World Bank renewed its interest in adult basic education?* Paper presented at the Canadian Association for the Study of Education. Winnipeg, Canada.

Bhanji, Zahra (2005, May 29). *Policy as a Response: How Does Globalization Act as a Policy Driver in Tanzania?* Paper prepared for the Canadian Association for the Study of Education Administration, University of Western Ontario.

Bhanji, Zahra (2005, May 30). *Multinational Technology Corporations in the Educational Policy Arena: Towards Bridging the Digital Divide*. Paper prepared for the Canadian Society for the Study of Education, University of Western Ontario.

Dicum, Julia (2004, Oct.). *A Pedagogy of Survival: How academics can contribute to the creation of stronger education programmes for refugees and other war-affected learners*. Graduate Student Symposium at the Centre for Refugee Studies. York University, Toronto, Canada.

Dicum, Julia (2005, Mar.) *Education in Emergencies: From The Practical to Policy Praxis through learner experience*. Comparative International Education Society Annual Conference; Stanford University, Palo Alto, California; March 22-26, 2005

Dicum, Julia (2005, Mar.) *A comparative study of oral histories of Eastern European Survivors of World War II and Afghan Survivors of the Afghan Conflict*. Comparative International Education Society Annual Conference: Doctoral Dissertation Workshop; Palo Alto, California; March 22, 2005.

Frater, Terence (2004, December). *Caribbean Higher Education Policy and the GATS – Implications*. Paper presented at the 2004 Society for Research in Higher Education Conference. Bristol, England.

Haggerty, Megan, and Shahiduzzaman, Ali (2005, April 2). *Teaching Training Success in BRAC, Bangladesh - A Qualitative Perspective*. Paper presented at Dean's Graduate Student Research Conference "Diverse Perspectives in Education", at OISE/UT.

Howe, Edward. (2004, December 4). *Innovative Strategies for Learner-Centered Teaching*. Presented at Teacher Professional Development Seminar and Workshop to Tokyo English secondary teachers held at Dokkyo University, Saitama, Japan.

Howe, Edward (2004, March 9-12). *Teacher Acculturation: A critical look at learning to teach through an ethnographic narrative comparative lens*. Paper presented at the 48th annual meeting of the Comparative International Education Society (CIES). Salt Lake City, Utah.

Howe, Edward(2004, January 3-6). *Exemplary Teacher Induction–Assistance vs. Assessment*. Paper presented at the 2nd annual Hawaii International Education Conference held in Honolulu, Hawaii.

Jabal, Eric (2004, January). *International Schools Alumni Project: An investigation into alumni identities and sense of school engagement*. Paper presented at the Hawaii International Conference on Education. Hawaii, United States.

Jabal, Eric (2004, February). *How do background, ethnic identity and self-esteem affect sense of school affiliation? An exploratory study of international school alumni from Hong Kong*. Paper presented at the International Conference on East-West Identities: Globalization, Localization, and Hybridization. Hong Kong Baptist University. Hong Kong.

Jabal, Eric (2004, May). *International Schools Alumni Project: A mixed-methods study of alumni identities and sense of school affiliation*. Paper presented at the Canadian Society for the Study of Education. Winnipeg, Canada.

Jabal, Eric (2004, May). *Pedagogy, practice and power: A one-act drama on the politics of adolescent identities*. Paper presented at Imagining Diasporas: Space, Identity and Social Change. Windsor, Canada.

Jabal, Eric (2004, October). *Learning from HK alumni: Lessons for inclusive school leadership*. Paper presented at the Commonwealth Council for Educational Administration and Management: Education Leadership in Pluralistic Societies. University of Hong Kong, Hong Kong.

Lavan, Daniel (2004, March 9-12) *Whole School Development in Ghana: Improved Quality of Basic Education or New Layers of Bureaucratic Façade?* Paper presented at CIES 2004, Salt Lake City, Utah.

Moss, Kate with Zahra Bhanji, Julia Dicum, Malini Sivasubramaniam and Melissa White. (March 2005) "*Cases in Global Governance and Educational Change*", Panel presentation at the annual meeting of the Comparative International Education Society (CIES): Stanford, CA. Panel Chair Melissa White, discussant Karen Mundy.

Moss Kate with Malini Sivasubramaniam and Melissa White. (May 2005). "*International Influence on Educational Policies*", Panel presentation at the annual Congress of the Humanities and Social Sciences in association with the Canadian Society for the Study of Education and Comparative and International Education Society of Canada (CSSE/CIESC): London, ON. Panel Chair Julia Dicum.

Neilson, Alison. (2004, Nov 5). *Applying radical environmental ethics to environmental education research*. Paper presented at the NAAEE Pre-conference Research Symposium. Biloxi, Mississippi.

Neilson, Alison. (2004, Nov 6-10). *Environmental educators with social critical perspectives: story (re)telling*. Paper presented at the annual conference of the North American Association for Environmental Education. Biloxi, Mississippi.

Neilson, Alison. (2004, Nov 6-10). *Whose net? Who's a fish? Casting Whom?* Paper presented at the annual conference of the NAAEE. Biloxi, Mississippi.

Oka, Kayleen (2004, March). *Towards Equity: Envisioning Inclusive Practices*. Paper presented at Ryerson University Equity Conference, Toronto.

Padure, Lucia (2004, March). *European Higher Education Area: Geopolitics and Challenges*. Paper presented in section titled - Economics of Higher Education, at the OISE Student Conference: "Diverse perspectives in education". Toronto, Canada.

Mook, Laurie and Whitman, John R. (2004, November 18). *Valuing Volunteers in Accounting Statements: An International Comparative Analysis*. Paper presented at the annual conference of the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA). Los Angeles, California.

Professional and Development Activities

Kelly Akerman participated in a roundtable discussion *Graduate education in Canada: The case of OISE/UT*, held at Koulutuksen Tutkimuslaitos, Jyväskylän Yliopisto (Institute for Educational Research, University of Jyväskylä), Finland, September, 2004.

Stephen Bahry is an instructor in the Professional and Teacher Development Seminars at both the Rotman Centre for Management Studies as well as the School of Continuing Studies, University of Toronto. He plans to do action research in the next two years on Multilingual Education in Central Asia project of the Swiss NGO CIMERA.

Zahra Bhanji taught "Issues in Global and International Education" (Sept – Dec 2004) in the Bachelor of Education Program at OISE/UT. She also taught "Issues in International Development" (January – April 2004) in the Business School - Post-Graduate International Project Management Program as well as "Individual and Organizational Learning in International Development Organizations" (May - June 2004) at Humber College. Zahra worked on a research project with Dr. Karen Mundy, to study Canada's Foreign Aid program and how it is positioned in relation to education. They have presented the results of this work at conferences.

Annick Corbeil, an M.A. student in TPS, is currently on exchange with the National Institute of Education, Nanyang Technological University in Singapore, for a nine-month period. Annick will be auditing courses in South Asian studies and collecting data for her qualitative study of international student perspectives and perceptions of cultural and academic experiences in transnational higher education programs in Singapore. She collaborated as an OISE/UT graduate assistant for a project leading to a book proposal for a new textbook in comparative and international education for teacher education students, and between June – Sept, she worked as a research assistant for a Pan-Canadian investigation of education policies and initiatives influencing the work of teachers and principals in the public school system.

Julia Dicum was a Teaching Assistant (Jan-Apr) for the courses: KMD 2003H "Knowledge Media and Learning" and KMD 1002H "Research Frontiers in Knowledge Media". She managed the course weblogs, commented on students' reflective writings, and assisted students with their term papers. The courses are graduate student seminars at the Knowledge Media Design Institute at UofT.

Megan Haggerty coordinated the Canadian Global Campaign for Education (CGCE) Forum that launched the CGCE Alliance.

Jennifer Hales completed "Practicum in Comparative, International and Development Education Program: Doctoral Level" (CTL6997H) and did an internship from Sept - Dec 2004 with an NGO in Kathmandu, Nepal that does peace building and peace education work. This gave her a unique opportunity to connect theory with practice.

Eric Jabal completed reviews of: 1) Mark Bray (Ed.), *Comparative Education: Continuing traditions, new challenges, and new paradigms*. *International Journal of Educational Development*. Vol. 24, No. 5.; 2) Carol Vincent (Ed.), *Social justice, education and identity*. *Educational Review*. Available at <http://edrev.asu.edu/reviews/rev314.htm>; 3) Norbert Ross, *Culture and Cognition: Implications for Theory & Method*. *Canadian Review of Sociology and Anthropology*. Available at <http://www.csaa.ca/BookReview/Reviews/SEPTEMBER2004ROSS.htm>; and 4) Review of Kinnear, Paul R. & Gray, Colin D., *SPSS 12 Made Simple*. *Educational Review*. Available at <http://edrev.asu.edu/brief/feb05.html#4>.

Daniel Lavan currently serves as a volunteer board member of the NGO PD Forum in Ottawa, and is helping to organize its third international conference.

Kate Moss was invited to attend Sustainability Education training by Jaimie Cloud, The Cloud Institute for Sustainability Education, New York City, May 2005. She was also invited by the UNESCO Chair on Reorienting Teacher Education to Address Sustainability, to attend the International Launch of the United Nations Decade of Education for Sustainable Development, UN DESD (2005 – 2014) on March 1 in New York City. Kate serves (March 2004 – present), as graduate student representative to the joint Institute for Environmental Studies & OISE/UT Committee for the UNESCO Decade of Education for Sustainable Development.

Alison Neilson served as the 2005 Conference Co-chair for the Canadian Network for Environmental Education and Communication annual conference: “Ripples 2005 – Environment, Education and Culture”, August 2004 - February 2005 and currently serves as Webmaster. At the annual conference of the North American Association for Environmental Education, Alison spoke in the closing panel of the *Diversity* strand. She teaches "Issues in International and Global Education" (since Jan 2005) in the Bachelor of Education Program at OISE/UT, and completed a review (in press), of Hart, Paul (2003) *Teachers' thinking in environmental education, consciousness and responsibility*. New York: Peter Lang]. *Canadian Journal of Environmental Education*, 10.

Kayleen Oka served as Senior Tutorial Instructor, Ningbo University-Humber College Joint Program, Humber College Business School (Sept-June 2004), and is currently a lecturer in the Sociology department for Pacific Lutheran University in Tacoma, Washington, USA.

Lucia Padure attended the Central European University, summer school *Globalisation and Public Policy*, July 19-30, 2004, in Budapest, Hungary.

John R. Whitman launched the Capability Approach Affinity Group at OISE, consisting of members of the OISE/UT community who are engaged in research and teaching using the Capability Approach framework of Amartya Sen. Visit at <http://leo.oise.utoronto.ca/~jwhitman/oise-ca-home.htm>.

John has returned to Wellesley, Massachusetts to begin his dissertation research on philanthropic foundations and democracy in Canada, Europe, and the United States.

Alumnae Careers

Obed Mufum Mensah (PhD 2003, Curriculum Teaching and Learning) has been appointed assistant professor in the school of education at Temple University.

Brenda Haiplik (PhD 2004, Curriculum Teaching and Learning) has been appointed as Project Officer, Education for UNICEF Somalia. Brenda will be based in Nairobi, Kenya.

John P. Myers (PhD 2005, Curriculum Teaching and Learning) has been appointed as assistant professor in the Department of Instruction and Learning, School of Education, University of Pittsburg.

Melissa White (PhD 2004, Adult Education) has accepted a position as lecturer in the Department of Administrative Studies, School of Professional Development and Leadership at the University of New England, Australia.

Tracy Urban (MA 2004, Curriculum Teaching and Learning) accepted a position with the New York Board of Education teaching in a school that utilizes a challenging humanities-based curriculum for disadvantaged students.

Edward Howe (PhD 2005, Curriculum Teaching and Learning) currently teaches at Tokyo Institute of Technology, where he teaches two (2) communication courses to graduate and undergraduate students. He also teaches at Daito Bunka University, Tokyo, where he teaches three (3) communication and teaching pedagogy courses to undergraduate students and teacher candidates.