

2nd
Annual Report
2005 / 2006

CIDEC



Centre for Comparative, International and Development Education

CIDEC 2005-2006: A Year in Review

First established in 1989, the Comparative, International and Development Education Centre (CIDEC) 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). CIDEC has one main mandate: to promote and encourage international research among OISE/UT faculty and students.

Since 1996, CIDEC has been the institutional sponsor of the Comparative, International and Development Education (CIDE) Graduate Collaborative Degree Program. In recent years, the Collaborative Program has gone from strength to strength. In September 2006, we admitted more than 50 new graduate students, the largest CIDE cohort ever. The past year has also seen the appointment of an important new faculty member to CIDE. Sarfaroz Niyozov (Department of Curriculum, Teaching and Learning) brings new expertise on teachers work, education in Central Asia and on educational needs in Muslim societies to the CIDE community.

Situated on the 7th Floor of OISE/UT, CIDEC includes a seminar room with state of the art technology for distance communication and research collaboration, a new research laboratory and an administrative office. In 2006, a new research database and set of e-resources for comparative education researchers was added to our web-page, and we became one of the first Comparative Education Centres to offer podcasts of our lectures and seminars. The Centre hosted an impressive roster of speakers who presented in the CIDE seminar series.

This report highlights the remarkable breadth of CIDE faculty and student contributions to research and development in the field of comparative and international education. New initiatives this year include the development of a centre-led textbook entitled “Comparative Education: Issues for Teachers;” a project on Global Education in Canadian elementary schools, and the publication of research on minority education in Africa by George Dei. 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.

As we conclude our 17th year, I would like to say a warm thank you to all the members of the CIDE community: students, faculty and staff. I would also like to welcome new members to the Centre. It has been a wonderful year, full of innovation and achievement!



Karen Mundy
Director of the CIDE Centre and Collaborative Degree Program

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Directors and Core Faculty

Director	Karen Mundy, Associate Professor Department of Adult Education and Counselling Psychology
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
	Joseph P. Farrell, Professor Department of Curriculum, Teaching and Learning
	Paul Olson, 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
	Sarfarozi Niyozov, Associate Professor Department of Curriculum, Teaching and Learning
	Daniel Schugurensky, Assistant Professor Department of Adult Education and Counselling Psychology
	David N. Wilson, Professor <i>Emeritus</i> Department of Curriculum, Teaching and Learning

Affiliated Faculty

Jim Cummins ,Professor
Department of Curriculum, Teaching and Learning

Megan Boler ,Associate Professor
Department of Theory and Policy Studies in Education

Mark Evans ,Senior Lecturer
Department of Curriculum, Teaching and Learning

Grace Feuerverger ,Associate Professor
Department of Curriculum, Teaching and Learning

Antoinette Gagné, Associate Professor
Department of Curriculum, Teaching and Learning

Denis Haché, Associate Professor
Department of Theory and Policy Studies in Education

Monica Heller, Professor
Department of Sociology and Equity Studies in Education

Dick Holland ,Instructor
Department of Curriculum, Teaching and Learning

Gustavo Indart ,Professor
The Centre for International Studies

Glen Jones ,Professor
Department of Theory and Policy Studies in Education

Normand Labrie ,Professor
Centre de recherches en Éducation Franco-Ontarienne

Daniel Lang ,Professor
Department of Theory and Policy Studies in Education

David Levine ,Professor
Department of Theory and Policy Studies in Education

David Livingstone ,Professor
Department of Sociology and Equity Studies in Education

Angela Miles ,Professor
Department of Adult Education and Counselling Psychology

Kiran Mirchandani ,Assistant Professor
Department of Adult Education and Counselling Psychology

Cecilia Morgan ,Assistant Professor
Department of Theory and Policy Studies in Education

Roxana Ng ,Associate Professor
Department of Adult Education and Counselling Psychology

John Portelli ,Professor
Department of Theory and Policy Studies in Education

Jack Quarter ,Professor
Department of Adult Education and Counselling Psychology

Katharine Rankin ,Assistant Professor
Department of Geography, U of T

Richard Sandbrook ,Professor
Munk Centre for International Studies, U of T

Alissa Trotz ,Assistant Professor
Department of Sociology and Equity Studies in Education

Rinaldo Walcott ,Associate Professor
Department of Sociology and Equity Studies in Education

Njoki Nathani Wane ,Assistant Professor
Department of Sociology and Equity Studies in Education

Richard Wolfe ,Associate Professor
Department of Human Development and Applied Psychology

Adjunct Faculty

Vandra Masemann, Associate Professor
Comparative International and Development Education

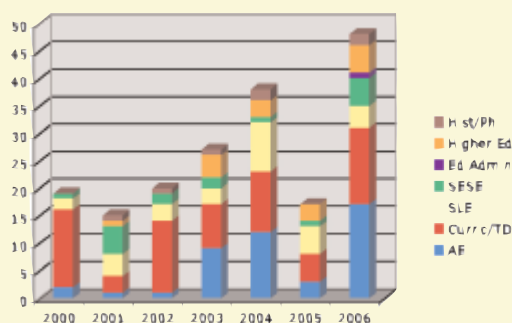
Jane Knight, Associate Professor
Comparative International and Development Education

The Collaborative Graduate Degree Program

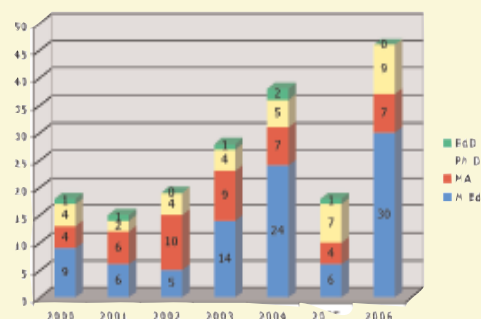
The CIDE Collaborative Program admits students for a specialization in Comparative, International and Development Education at the M.Ed, M.A. and Ph.D. levels. Students enter the CIDE collaborative through one of seven participating programs: Adult Education; Curriculum and Teacher Development; Second Language Education; Educational Administration, Higher Education; History and Philosophy of Education; and Sociology and Equity Studies in Education. All CIDE students are required to complete an introductory course in international and comparative education (CIE 1001), as well as a number of designated basic and specialized courses in the field. More than two-dozen courses with comparative or international content are offered at OISE-UT

As of October 2006, there were 129 graduate students enrolled in the CIDE program. New enrollments have grown steadily in the program over the past 6 years, roughly doubling since 2000. Tables 1 and 2 below show the composition of newly enrolled students. A list of completed theses, research publications and awards from CIDE students can be found in Section 7 (p. 22) of this report. We also encourage you to look online at the research profiles of individual CIDE students: <http://cide.oise.utoronto.ca/students.php>

CIDE Total New Enrollments 2006-2007



New Registrations by Degree



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 Projects

1. Evaluating the impact of continuous improvement in schools

Project Staff:

Stephen Anderson - OISE/UT and Dr. Anjum Halai - AKU-IED
(Co-Principal Investigators); faculty from Aga Khan University (AKU-IED)

Funding and Duration:

Aga Khan Foundation, 2003 - 2007

In 2003 I was invited to collaborate with a team of 6 faculty from AKUIED in the design and implementation of a set of impact case studies of 7 schools that had been cooperating schools in their teacher and principal training programs for the past 8 years. In November 2004 we presented interim findings from our individual case studies at a School Improvement Conference in Tanzania, and a presentation on the whole project at the International Congress for School Effectiveness and Improvement in Barcelona in January 2005. The individual cases were completed and submitted to the project funder in July 2005, including mine ("Case studies of school improvement in Pakistan: Continuous improvement at CBO Girls Secondary School", S. Anderson & R. Kumari, June 2005). The dissemination plan is to produce a book highlighting key themes for school improvement policy, practice and research, drawing from cross-case analyses of these longitudinal impact case studies of school-university partnerships.

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

Project Staff:

Kathy Bickmore (Principal Investigator);
with Mona Ghali & Sharri Plonski

Funding and Duration:

Social Sciences and Humanities Research Council
Cdn\$ 93,087: 2002 to 2006.

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.

3. Rethinking Media, Democracy And Citizenship: New Media Practices And Online Digital Dissent After September 11

Project Staff:

Megan Boler (Principal Investigator)

Funding and Duration:

Social Sciences and Humanities Research Council
Cdn\$ 125,000: 2005 to 2008.

This Project was launched in September, with a team of nine (9) graduate students: consisting of five (5) GAs

and four (4) other graduate students working in a consulting capacity. Data collection was highly effective as we completed the first year of discourse analysis of four key online political sites, which resulted in hundreds of pages of coded data. We wrote and validated a survey to be administered to 600 people during the summer. Interviews of 60 people began in the summer. Students have been supported to attend and present at international conferences. From this project, at least 4 co-authored essays are planned in the next report year; and two single-authored essays are being finished this year.

4. Language Learning and Literacy Development In Multilingual Contexts

Project Staff:

Jim Cummins, Canada Research Chair (Tier1)

Funding and Duration:

Social Sciences and Humanities Research Council of Canada
March 1, 2006 to February 28, 2013.

This Chair, together with funds from the Canadian Foundation for Innovation (CFI) will support a research program focused on exploring innovative approaches to promoting language and literacy development in linguistically and culturally diverse contexts. The Chair will become operational in May 2006.

5. Indigenous Knowledges in African Contexts: The Pedagogic and Instructional Relevance and Implications of Local Proverbs and Folktales

Project Staff:

George Dei (Principal Investigator)

Funding and Duration:

Social Sciences and Humanities Research Council, SIG Grant
Cdn\$1,896: 2005

This study is guided by four interrelated learning objectives: First, to explore and understand what particular teachings are emphasized in local cultural resource knowledge base through local proverbs, parables, fables, myths, mythologies and folktales; second, to critically examine the specific instructional, pedagogic, and communicative values and challenges that are contained in these teachings; third, to understand the ways these bodies of knowledge can be engaged to enhance learning for a diverse group of students using Indigenous/local cultural resource knowledge as sites of multiple knowings; and lastly, to tease out the extent to which such local cultural knowledges deal with difference and the relational aspects (i.e., race/ethnicity, gender, class, sexual, [dis]ability, language, cultural and religious differences and dynamics of knowledge) in communities with implications for promoting inclusive learning in pluralistic contexts.

6. Language and Culture Support for Internationally Educated Teachers

Project Staff:

Antoinette Gagné (Principal Investigator);
Ping Deters, Sameena Eidoo, Farahnaz Faez, Amir Soheili-Mehr (Research Assistants)

Funding and Duration:

Ontario Bridging Programs Initiatives Fund,
OISE/UT School University Partnership Fund, 2004 to present.

NNES teacher candidates', teacher educators', host teachers', and administrators' perceptions of the types of

linguistic and cultural knowledge needed to succeed in Ontario classrooms has informed the language and cross-cultural support services offered to OISE/UT teacher candidates within the context of the Academic and Cultural Support Centre embedded within Student Services. In addition, findings have shaped the content of the Crossing Cultures Series – Internationally Educated Teachers in Canada.

7. Portraits of Influential Chinese Educators 1997 – 2005

Project Staff:

Ruth Hayhoe (Principal Investigator)

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. One major achievement of 2005 was the completion of the book *Portraits of Influential Chinese Educators*, a monograph of 398 pages. The Comparative Education Research Centre, University of Hong Kong, and Springer, Europe published "Portraits of Influential Chinese Educators" in both English and Chinese, in 2006.

8. China's Move to Mass Higher Education: Implications for Civil Society and Global Cultural Dialogue

Project Staff:

Ruth Hayhoe (Principal Investigator)

Funding and Duration:

SSHRC \$170,748

Project Staff: Ruth Hayhoe, Principal Investigator; Co-Investigars: Jing Lin, associate professor, University of Maryland and Qiang Zha, assistant professor, York University; Jun Li, Postdoctoral fellow; Cristina Pinna, Visiting postdoctoral fellow from University of Cagliari, Italy; Guangli Zhou, Visiting professor Huazhong University of Science and Technology; Mingdong Huang, Visiting professor from Wuhan University; Graduate Assistants, Marina Ma, Ji'an Liu, and Yuxin Tu.

Description: China's move to mass higher education has been remarkably rapid over the past decade, and this project will explore how far it follows sociological patterns identified in other parts of the world and what are some of its unique features. It will look at this transition in terms of the national level policy making process and the empirical experience. It will also consider the implications for the growth of civil society and for China's future cultural contributions to the global university community.

9. The Internationalization of Higher Education in Africa

Project Staff:

Jane Knight (Co-Principal Investigator)

Funding and Duration:

Carnegie and Ford Foundations 2006-2008.

Africa Internationalization Project. This project will undertake a comparative analysis of the current issues and emerging trends related to the internationalization of higher education (HE) in selected African countries and the region as a whole. Case studies on the international dimension of higher education institutions and the

national system will be completed in ten countries. The Ford and Carnegie Foundations are supporting this project. The findings of the study will be published and a seminar planned. It is similar in purpose and design to the Higher Education in Latin America- The International Dimension project and publication (World Bank 2005).

10. Role of Women's Organizations in Post-War Reconstruction: Diasporahomeland Relations in the Kurdish "Safe Haven", 1991-2003

Project Staff:
Shahrazad Mojab (Principal Investigator)

Funding and Duration:
SSHRC Standard Grant
Cdn\$177,000

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 'SafeHaven' 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.

11. Academic Achievement and Access in Higher Education Among Recent Immigrant and Refugee Youth

Project Staff:
Lana Stermac (Principal Investigator) and
Shahrazad Mojab

Funding and Duration:
CESC-SSHRC Educational Research Initiative
Cdn\$79,800

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.

12. Research on Civil Society and Sector Wide Approaches to Education Reform: Tanzania, Kenya, Burkina Faso and Mali Case Studies

Project Staff:
Karen Mundy (Principal Investigator),
with Graduate students Carolyn Manion, Megan Haggerty, Suzanne Cherry and Malini Sivasubramaniam,
and Professor Richard Maclure, University of Ottawa

Funding and Duration:

\$75,000 CIDA; \$25,000 IDRC January 2006-April 2007

Description: This research looks at the role played by civil society organizations (NGOs, teachers unions, faith based groups and parents associations) in four sub-Saharan African countries where major education sector reform programs are underway. A series of research papers are the expected output.

13. Charting Global Education In Canadian Elementary Education

Project Staff:

Karen Mundy (Principal Investigator)

Vandra Masemann and Karen Edge, co-Investigators, with Graduate Student Researchers Carolyn Manion, Meggan Haggerty, Kirk Perris, Angela MacDonald, and Annick Corbeil.

Funding and Duration:

\$ 75,000 UNICEF CANADA September 2005-January 2007

In August 2005, Unicef Canada invited a team at OISE-UT to study the way in which global education is taught across Canadian elementary schools. Field research was conducted in 7 provinces/territories, at the ministry, district and school levels. The final report from this project will be published by UNICEF Canada in 2007; and several journal articles are also envisaged.

14. Comparative Education: Issues for Teachers

Project Staff:

Karen Mundy, Ruth Hayhoe and Kathy Bickmore,

with Graduate Students Meggan Madden and Kathy Madjidi.

Funding and Duration:

September 2005-March 2008

A team of OISE-UT faculty has worked together to prepare a textbook on Comparative Education suitable for use in preservice and masters of education programs. In addition to the project staff, chapters have been contributed by Professors Stephen Anderson, Joe Farrell, Sarfaroz Niyozov, Jean-Paul Rastoule, and Reva Joshee. The textbook has been piloted in a new course for preservice teachers. It will be published by Canadian Scholars Press in Spring 2008.

15. Send our Friends to School: Classroom Curriculum on Education for All

Project Staff:

Karen Mundy (Principal Investigator),

with graduate students Natalie Poulson, Meggan Haggerty, Kara Janigan, Tii Russell.

Funding and Duration:

Canadian International Development Agency - \$96,000 for Phase 1 and 2

Phase 1: January -June 2006; Phase 2: September 2006-June 2007

Development of educational materials and an online resource for teachers and students in Grades 4-6. Students are encouraged to learn about the right to education and invite local Members of Parliament to speak to them about how Canada supports getting children around the world a chance at schooling. Schools are linked to the Global Campaign for Education, which has affiliates in 56 countries and holds a Global Action Week in April each year.

16. Canadian Global Campaign for Education

Project Staff:

Karen Mundy (Founding Director of the CGCE)

Funding and Duration:

Funding received from 20 member groups and the Conference Facility of CIDA.
International Development Agency Cdn\$ 21,000

The Canadian Global Campaign for Education is a coalition of Canadian NGOs, teachers organizations and Faculties of Education that works together to promote Canada's efforts to support universal access to education. Activities have included an Annual Conference (held at the University of Ottawa, April 2006); research, and an advocacy campaign.

17. Centre for Global Governance and Educational Change

Project Staff:

Karen Mundy (Principal Investigator)

Funding and Duration:

Canada Foundation for Innovation and the Ontario Innovation Trust - \$ 245,000
2002 to June 2007

Funding to build the technological Infrastructure for CIDE and for the research on Global Governance and Educational Change. Includes construction and equipping of new CIDE "smart room" for distance collaboration and a student research lab; construction of object repository and data base and renewal of CIDE website, with new pages on "CIDE for Teachers" and "Global Governance/Educational Change". 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.

18. Global Governance and the Politics of International Cooperation In Education

Project Staff:

Karen Mundy(Principal Investigator);
with Graduate Students Zahra Bhanji, Mona Ghali, Kirk Perris, and Tii Russell.

Funding and Duration:

SSHRC Standard Research Grant \$ 136,000
2003-2008

Three areas of research are pursued under this grant: 1) Changing shape of Canada's international educational relations, including its foreign aid program, the work of foreign affairs and trade departments, and CMEC. 2) the politics of international aid for education, particularly efforts to achieve the Millennium Development Goals In Education; 3) the role of new transnational private sector actors in education.

19. CIDE for Teachers: Electronic Resources and Technology

Project Staff:

Karen Mundy and Ruth Hayhoe (Principal Investigator);

Graduate Student: Meggan Madden.

Funding and Duration:

University of Toronto Instructional Courseware Development Fund Grant, \$ 12,500
2006/7

Development of electronic resource to support the participation of pre-service teachers in the field of comparative, International and development education. Resources include a series of podcast lectures, website development, and an online object repository for materials and resources.

20. Exploring the Concept of Research in Education in Central Asia

Project Staff:

Sarfarozi Niyozov (Principal Investigator)

Funding and Duration:

Connaught International Symposia colloquia, University of Toronto
Cdn \$10,000

This study involves an exploration of the professional (conceptual), methodological, logistic, and political challenges the researchers face in conducting and producing research in education in Central Asia. It explores the Central Asian scholars' research conceptions and practices, and the various contexts that have formed them.

21. Citizenship Learning Through Participatory Democracy

Project Staff:

Daniel Schugurensky (Principal Investigator)

This international project deals with the connections between citizenship learning, participatory democracy and local governance. The first four cases analyzed in this project are the participatory budget of Porto Alegre (Brazil), the Seniors' Task Force of Toronto (Canada), the neighbourhood councils of Montevideo (Uruguay) and the neighbourhood assemblies of Rosario, Argentina.. 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.

22. Educational Reforms in Ontario: Views from the Ground

Project Staff:

Daniel Schugurensky (Principal Investigator)

Research Assistants: Nadya Weber and Sara Carpenter.

This study explores changes in the last 25 years in Ontario's public education system, and examines the causes and consequences of these changes in a global context. The study, which includes focus groups and interviews with educators and administrators in K-12, adult education and higher education, is a component of a comparative and international project that includes 16 countries and is coordinated by the University of California at Los Angeles (UCLA).

CIDE - Sponsored Seminar Series and Conferences

Conference

Canadian Global Campaign for Education Second Annual Conference Education for All:
New Roles for Civil Society
University of Ottawa: April 27-28

2005 CIDE Seminar Series

“Overview of UNESCO 2006 Education for All (EFA) Global Monitoring Report
Special Focus Literacy”

Nick Burnett, Director for UNESCO EFA Global Monitoring Report

“HIV/AIDS Education in Namibia”

Dr. Barnabas Otaala, from the University of Namibia

“The Aga Khan University Institute in Pakistan: Current Research and Development Activities,
Opportunities for Collaboration”

Dr. Anjum Halai, Assistant Professor and Head of Policy Studies, Aga Khan University Institute for
Educational Development (AKU-IED).

“Aid to Education in Africa: Reflection on the Fast to Planned Dependence”

Dr. Joel Samoff, Stnford, University Centre for African Studies.

“Global Ideals, Local Responses: Neo-liberal reform in a Western Australian
Government High School”

Dr. Martin Forsey, School of Social and Cultural Studies University of Western Australia

“Beyond the liberal notion and tradition: Historical perspective of citizenship education
in Singapore”

Yeow Chia, PhD student Theory and Policy Studies

“Canadian education and training related international products, services and expertise.”

Peter Stokes CIDE alum, Theory and Policy Studies

“Global Campaign for Education”

Dr. Karen Mundy, Megan Haggerty, Malini Sivasubramaniam

“Globalization and the African State: Limits and prospects for education in Eritrea.”

Helen Tewolde: MA student , Theory and Policy Studies

2006 CIDE Seminar Series

“Beyond the liberal notion and tradition: Historical perspective of citizenship education in Singapore”

Yeow Chia: Doctoral student, History and Philosophy of Education/TPS

“Evaluating Foundations by the values they convey: A cross-cultural comparison of Canada, the US and Europe.”

John Whitman: Doctoral student, AECF

“The Need to Develop Literacy in Media and Technology.”

Li Koo: Masters Student, CTL

“North-South Politics in a Changing Global Environment”

Professor Jean-Philippe Thrien, Professeur titulaire
Departement de Science Politique Universit de Montral

“Test-driven accountability and the good school: what we value and what works -- Germany and the USA.”

Professor Heinrich Mintrop, University of California, Berkeley

“A Discussion of Comparative International Education for Sustainability: Canada, Lithuania, and Sweden”

Kate Moss: Doctoral student, CTL

“An incomplete education: Civic education of latino immigrant students in the United States”

Professor Fernando Reimers, Harvard University Graduate School of Education

“Internationalization: A Changing Landscape: Preliminary Findings from the International Association of Universities 2005 Survey on Internationalization”

Professor Jane Knight, Adjunct Professor, CIDE

“Faith in Schools or Schools of Faith? Comparative Reflections on Secularism and the State”

Professor Amy Stambach, Department of Education Policy Studies University of Madison-Wisconsin

“Implications of the World Trade Organization for the Education Policy Process”

Terence Frater: Doctoral student, AECF

“Social Difference and Education: Challenges and Possibilities of African Education.”

Professor George Dei, Chair, SESE

“Gender, equity and education policy: Religion and the secular state in The Gambia”

Caroline Manion: Doctoral student, SESE

“Everything that you ever wanted to know about civil society in Tanzanian education but couldn't find in the books.”

Megan Haggerty: Masters student, AECF

“Organizing Women or Women Organizing. War, Reconstruction and Womens NGOs”

Professor Shahrzad Mojab and Nadeen Elkassem

CIDE Faculty Publications

Book Chapters

- Boler, M. & Stack, M. (Eds) (2007) *Policy Futures in Education* 5 (1).
Available online < http://www.wvwords.co.uk/pfie/content/pdfs/5/issue5_1.asp >
- Cumming, A. (Ed.). (2006) *Goals for academic writing: ESL students and their instructors*.
Amsterdam: John Benjamins.
- Dei, G. & Singh Johal, G. (Eds.) (2005). *Critical issues in anti-racist research methodologies*.
New York: Peter Lang
- Dei, G., Abdi, A. & Pupilampu, K. (Eds.) (2006). *African education and globalization: Critical perspectives*.
Lanham, M.D: Lexington Books
- Dei, G. & Kempf, A. (Eds.) (2006). *Anti-colonialism and education: The politics of resistance*.
Netherlands: Sense Publishers.
- Dei, G., Asgharzadeh, A., Eblaghie-Bahador, S. & Shahjahan, R. (2006). *Schooling and difference in Africa: Democratic challenges in contemporary context*. Toronto: University of Toronto
- Amin, N. & Dei, G. (Eds.) (2006). *The poetics of anti-racism*. Halifax, N.S.: Fernwood Publishing.
- Hayhoe, R. (2006). *Portraits of influential Chinese educators*. Hong Kong: Comparative Education Research Centre, University of Hong Kong, and Dordrecht, Netherlands: Springer.
- Heller, M. (Ed.) (2007). *Bilingualism: A social approach*. London: Palgrave MacMillan.
- Heller, M. & Duchêne, A. (2007). *Discourses of endangerment (advances in sociolinguistics)*.
London: Continuum.
- Jones, G., McCarney, P. & Skolnik, M. (Eds.). (2005). *Creating knowledge, strengthening nations: The changing role of higher education*. Toronto: University of Toronto Press.
- Wilson, D. N. & Maclean, R. (Eds.), (Volumes One and Two 2005) *Book Series: Technical and Vocational Education and Training: Issues, Concerns and Prospects*. Dordrecht, The Netherlands: Kluwer/Springer Academic Publishers.
- Wilson, D. N. (2005). *Promise and performance in vocationalised secondary education: Has the baby been thrown out with the bathwater?* In J. Lauglo & Rupert Maclean (Eds.), *Vocationalisation of secondary education (First volume)* (pp. 71-92). Dordrecht, The Netherlands: Kluwer/Springer Academic Publishers.
- Wilson, D. N. (2005). *The education and training of knowledge workers*. In J. Zaida (Ed.), *International handbook on globalization and education policy research* (pp.49-64). Dordrecht, The Netherlands: Kluwer/Springer Academic Publishers.
- Wilson, D. N. (2005). *The world council of comparative education societies: A preliminary history*. In D. Baker and A. Wiseman (Eds.), *International Perspectives on Education and Society*. London: Elsevier Science. Book Chapters

- Boler, M. (2005). Media literacy defined. In W. Hare & J. P. Portelli (Eds.), *Key Questions in Education*. Halifax, NS: Edphil Books.
- Dei, G. (2005). Racism in Canadian contexts: Exploring public and private issues in the education system. In W. Tettey and K. Puplampu (Eds.), *The African Diaspora in Canada: Negotiating Identity and Belonging* (pp.93-110). Calgary: University of Calgary Press.
- Dei, G. (2005). Critical issues in anti-racist research methodologies: An introduction. In G. Dei & G. Johal (Eds), *Critical Issues in Anti-Racist Research Methodologies* (pp. 1-28). New York: Peter Lang.
- Dei, G. (2005). Anti-racism, education and schooling: Asking new questions imposed by new disciplinary perspectives. In M. Asante and M. Karenga (Eds.), *Handbook of Black Studies* (pp. 107-115). Sage Publications.
- Dei, G. (2005). Anti-racist philosophy. In M. Asante & A. Mazama (Eds.), *Encyclopedia of Black Studies* (pp. 98-100). Thousand Oaks, CA: Sage Publications.
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Bickmore, K. (2005) "Foundations for peacebuilding and discursive peacekeeping: Infusion and exclusion of conflict in Canadian public school curricula." *Journal of Peace Education* 2 (2, September), 161-181.

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Hayhoe, R. "The Use of Ideal Types in Comparative Education: A Personal Reflection," forthcoming in *Comparative Education*, 2006.

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Heller, Monica (2005). From political rights to economic resources: recent developments in Canadian language policy. *Sprachendiskurs in der Schweiz: Vom Vorzeigefall zum Problemfall?* Bern: Schweizerische Akademie des Geistes- und Sprachwissenschaft, pp. 37-42.

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Sandbrook, R. "Africa's Great Transformation?" *Journal of Development Studies* 41(6), 2005, pp. 1118-1125. Sole author. Refereed.

Mundy, Karen (December 2005). "Millenium Challenges and Canadian Commitments: A spotlight on education." In the *NORRAG Review* (a research publication prepared by the Northern Policy Research Review and Advisory Network on Education and Training). 36: December 2005: p. 41-42. Mundy, Karen (August 2005). "Educational Quality: What Does Civil Society Have to Do with It? Researching Quality of Education for All in the South: Main Research Issues and Current Gaps. University of Amsterdam Institute for Metropolitan and International Development Studies (AMIDST) Occasional Papers Series.

Mundy, Karen (July 2005). "Education", in "Canada at the G8: Time to Act for Africa." Background paper, published by the Canadian Council for International Cooperation.

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Anderson, Stephen & Kumari, Roshni (2005). Case studies of school improvement in Pakistan: Continuous improvement at CBO Girls Secondary School. Report submitted as part of Impact Case Studies Project. Karachi, PK: The Aga Khan University Institute for Educational Development.

Boler, M. (2005). Review published of *Democratic Dialogue in Education* ed. Megan Boler, in *Teachers College Record Online* April 11, 2005

Dei, G. (2005). *Cati Coe's, Dilemmas of Culture in African Schools: Youth, Nationalism and the Transformation of Knowledge*. University of Chicago Press; 241pp., 2005 In. *Africa: Journal of the International African Institute*, University of Edinburgh.

George Dei (2005). "Towards an Equitable Education for Black/ African-Canadian students in Ontario Schools". Report produced for the Literacy and Numeracy Secretariat, Ontario Ministry of Education. Toronto. December 15. [with Carl James, Erica Lawson and Maxine Wood].

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Schugurensky, Daniel (2005). Building Expertise Among Ontario Literacy Practitioners Through Literacy Research Circles. Technical Report submitted to the National Literacy Secretariat for Activities Undertaken during the period 2001-2004. NLS File Number: 3848-001/O05. OISE/ University of Toronto, March 2005.

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David Wilson. External Review of The Profile and Evaluation of Career and Technical Education in New Jersey High Schools for The Rutgers University John J. Heldrich Center for Workforce Development at Rutgers and the Center for Education and Training for Employment at The Ohio State University (2005) Toronto:

David N. Wilson Consultants, Ltd. David Wilson. Financial and Economic Analysis for the Establishment of a College of Applied Arts and Technology in Selebi-Phikwe (Botswana). (2005) Toronto: Educational Consulting Service. With Jay Salkin and Michel de Jocas.

Wilson, David. (2005) "Promoting Sustainable Development in Technical and Vocational Education and Training," (2005) with John Fien, Prospects. XXX,5,3. 1-16.

Anderson, Stephen (2005). Continuous improvement in a school-university partnership. Orbit 35(3), p.18.

CIDE Graduates

2005 Graduates

Tekyi-Annan, James CT PHD

Thesis/Project Title:

Educational Technology, Challenges and Possibilities: A Critical Look at Students

Corrigan, Sean M SE MA

Thesis/Project Title:

Beyond Provision. A Comparative Analysis of Two Long-Term Refugee Education Systems

Rosta, Caroline SE MA

Thesis/Project Title:

Centering Spirituality in the Academy: Decolonizing Implications

Smith, Valerie, A SE MA

Thesis/Project Title:

Locating Gender Within HIV/AIDS Education in Tanzania: Stepping Stones to Gender Equity in HIV/AIDS Programming

2006 graduates

Hobin, Erin P CT MA

Thesis/Project Title:

Middle School Students' Concepts of Health in Ontario, Canada and the British Virgin Islands and the Implications for School Health Education

Rivera Brios, Yina M SE MA

Thesis/Project Title:

Quechua Language Education in Cajamarca (Peru): History, Strategies and Identity

Corbeil, Annick M TP MA

Thesis/Project Title:

The Experiences of International Students in Transnational Higher Education Programs in Singapore

Gormley, Louise C CT PHD

Thesis/Project Title:

A Case Study of Issues of Success in Four Public Primary Schools in a Low-Income Region of Northern Mexico

Neilson, Ailson L CT PHD

Thesis/Project Title:

Disrupting Privilege, Identity, and Meaning: A Reflexive Dance of Environmental Education

Student Publications

Bereskin, S., Akerman, K., O'Reilly, P., & Sherri, D. (2005). Choose your voice: Antisemitism and racism in Canada. Toronto: Canadian Jewish Congress.

Chia, Yeow Tong. (2005)"Book Review: Citizenship Education in Asia and the Pacific: Concepts and Issues". International Journal of Citizenship and Teacher Education Vol 1, no. 2, December 2005, pp. 100-101

Frater, T. (2006). Shaping a New Higher Education Policy for Jamaica. In P. Altbach (Ed.), International Higher Education: Center for International Higher Education, Boston College. Summer, Number 44.

Haggerty, M. (2006). Tanzania Case Study. In Mundy, K. et al., Civil society participation and the governance of educational systems in the context of Sector-wide approaches to basic education. Canadian International Development Agency. <http://www.acdi-cida.gc.ca>

Haggerty, M. (2006) Civil Society Participation and the Governance of Educational Systems in the Context of Sector-Wide Approaches to Basic Education: Tanzania. Canadian International Development Agency

Manion, C. (forthcoming, 2007). Assessing the Status and Prospects of Women's Empowerment through Education: A Case Study of Women Students at the University of The Gambia. In MA Maslak (Ed.), The structure and agency of women's education. New York: Suny Press.

Manion, C. (2007). Feeling, thinking, doing: Emotional capital, empowerment, and women's education. In I. Epstein (Ed.), Recapturing the personal: Essays on education and embodied knowledge in comparative perspective. Charlotte, NJ: Information Age Publishing Inc. .

Mundy, K. and Bhanji, Z. (2006). Foreign Aid and Education: The What, Why and How of Education Now - Discussion paper for the Global Campaign For Education Forum, Toronto, April 26, 2006.

Mundy, K., Manion, C., Masemann, V. and Haggerty, M. (pending, 2007) Charting global education in Canada: Provincial, district and school perspectives at the elementary level. Unicef Canada

Poulson, N, M. Haggerty and K. Mundy. (2006). Every Child Needs a Teacher! Global Action Week 2006 Curriculum Package. (2006) Toronto: Canadian Global Campaign for Education.

Poulson, N. (2006). Civil Society Participation and the Governance of Educational Systems in the Context of Sector-Wide Approaches to Basic Education in Bangladesh. (2006) Toronto: Ontario Institute for Studies in Education.

Student Awards and Honours

Kelly Akerman

Ontario Graduate Scholarship (2006-2007): one-year scholarship given for academic excellence in a graduate program at an Ontario university [value: \$15,000]

Government of Italy, Ministry of Foreign Affairs Long-Term Scholarship (2005 - 2006): one-year scholarship given for academic excellence in graduate studies and innovative research on a topic related to contemporary Italy [value: \$7,800,00]

Keith A. McLeod Scholarship (2005-2006): one-year scholarship given for academic excellence in graduate studies and to support innovative research on a topic related to diversity in education [value: \$2,500]

Muriel Fung Student Appreciation Award (2005): award given for outstanding extra-curricular involvement at the Institute as judged by fellow graduate students
[value: \$200.00]

Ontario Institute for Studies in Education / University of Toronto Commendation Award (2005): certificate given for outstanding extra-curricular involvement at the Institute as judged by faculty, administrators and staff members.

Zahra Bhanji

Ontario Graduate Scholarship (2004-2007) [Total: \$45,000]

International Development Research Centre Doctoral Research Fellowship 2005/ 06
(\$20,000 to fund overseas thesis field work in South Africa and Jordan)

School of Graduate Studies Travel Grant, University of Toronto, 2006/7 [\$1000]

Ontario Institute for Studies in Education, University of Toronto Academic Excellence Award 2006-07, 2005-06
[Total: \$4000]

Department of Theory and Policy Studies in Education Scholarship, OISE/UT 2003/4 [\$1200]

Malini Sivasubramaniam-Davis

IDRC Doctoral Research Award 2006-2007

Ranjit Kumar Graduate Fellowship 2006-2007

Ping Deters

2006-2007 Social Sciences and Humanities Research Council of Canada Doctoral Fellowship

2006-2007 Ontario Institute for Studies in Education of the University of Toronto (OISE/UT) Academic Excellence Award

2006 Canadian Modern Language Review Student Presentation Award

2006 Centre of Excellence for Research on Immigration and Settlement (CERIS) Graduate Student Research Award

Haggerty, M.

SSHRC-CGS Masters Award, 2005

Ethel Elizabeth (Mackenzie) Anderson Graduate Award in Adult Learning, 2004

Caroline Manion

IDRC Doctoral Research Award for my proposal entitled: "The politics and practices of gender equity in education policy information: Religion and the secular state in The Gambia."

Social Sciences and Humanities Research Council (SSHRC) Doctoral Award 2006

Academic Excellence Award in the amount of \$2000 from OISE/UT, Toronto, Canada. 2006

School of Graduate Studies (OISE/UT) Travel Research Grant. 2006

Academic Excellence Award in the amount of \$2000 from OISE/UT, Toronto, Canada. 2005

Ontario Graduate Scholarship (OGS) in the amount of \$15,000.

Natalie Poulson

Awards: SSHRC Canadian Graduate Scholarship for 2006/2007

Thesis topic: Civil Society and Minority Language Education in Bangladesh

Yeow-Tong

School of Graduate Studies Travel Grant for 2006/2007.



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