



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

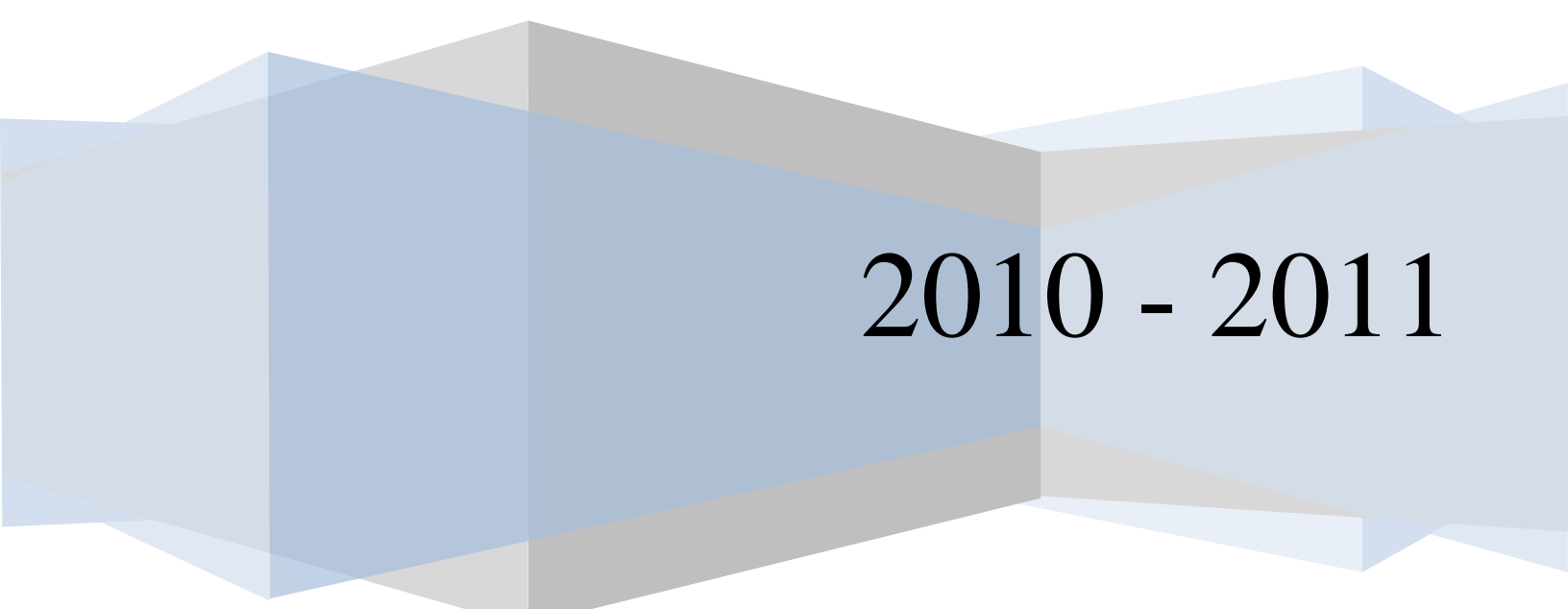


CIDEC

COMPARATIVE, INTERNATIONAL
& DEVELOPMENT EDUCATION CENTRE

CIDEC Annual Report

May 1, 2010 – April 30, 2011



2010 - 2011

This report is available in full on the CIDEDEC website:

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

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DIRECTOR'S MESSAGE



Dr. Sarfaroz Niyozov,
Curriculum Teaching and Learning



Dr. Karen Mundy, Adult Education,
Community Development

Let us introduce you to the Comparative, International and Development Education Centre (CIDEDEC). CIDEDEC is a research and graduate education centre at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. CIDEDEC's mandate is to promote excellence, collaboration, and innovation in comparative international education research and teaching at OISE. During the 2010-2011 year, the CIDEDEC community included 50 core and affiliated faculty members, 3 adjunct faculty, and 5 visiting scholars. CIDEDEC is the institutional anchor for OISE's popular collaborative degree in Comparative, International and Development Education, which draws graduate students and faculty from seven programs at OISE. Approximately 150 graduate student researchers with an interest in international issues and comparative methodologies are affiliated with the Centre.

This year, we are pleased to present an annual report that reflects the wide range of geographic and thematic research interests supported by CIDEDEC. We highlight in particular: *Educating Children in Conflict Zones* – a book project in tribute to the late Jackie Kirk (19); new initiatives by the Canada-Afghanistan/Central Eurasia Education Research Group (10); and several emerging works on civil society and global citizenship. In breadth, this year's CIDEDEC research has taken us to Central Asia, Chile, China, and Africa. Offshoots of the many research projects have resulted in a critical mass of publications (19), clear evidence that CIDEDEC brings momentum to international research on education at OISE.

CIDEDEC was, once again, privileged to host a large number of comparative scholars from around the world at our 2010-2011 Seminar Series (17). Teopista Birungi Mayanja (General Secretary, Ugandan Teachers' Union) offered a new perspective on Education for All; Steve Klees (University of Maryland) lectured on the challenges of neo-liberalism and Ratna Ghosh (President-elect, CIES) provided a meaningful talk for Vandra Masemann's retirement. Other guests included Andy Green (London Institute of Education), Vilma Seeburg (Kent State University) and Elaine Unterhalter (University of London). Our students also joined together for a day of presentations, hosting a Research Symposium which show-cased work from across departments and degrees.

While CIDEDEC welcomed guest scholars, saying goodbye to Professor Vandra Masemann was a clear reminder that a new generation of comparative researchers is needed to maintain the centre's leading edge. As OISE anticipates new hires, CIDEDEC looks forward to a renewal of faculty positions, enhancing the influence of OISE's international research on the education around the world.

Karen Mundy & Sarfaroz Niyozov
Co-Directors, CIDEDEC

CIDEC Directors and Staff

Karen Mundy, CIDEC Co-Director

Associate Professor and Canada Research Chair, AECF

Educational policy and politics in Sub-Saharan Africa; the politics of international cooperation in education; civil society; global governance & educational change

Sarfarozi Niyozov, CIDEC Co-Director

Associate Professor, CTL

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

Vandra Masemann, CIDEC Graduate Programme Co-ordinator

Adjunct Professor, AECF

Gender and education; anthropology of education; history of comparative and international development education.

Grace Karam Stephenson, MA, CIDEC Program and Finance Administrator

CIDEC Core Faculty

Stephen Anderson, Associate Professor, TPS

Education administration and change, school improvement in comparative perspective

Ruth E. S. Hayhoe, Professor, TPS

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

Kathy Bickmore, Professor, CTL

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

Reva Joshee, Associate Professor, TPS

Equity studies in education; citizenship and diversity policies; citizenship education

Alister Cumming, Professor, CTL

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

George J. Sefa Dei, Professor, SESE

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

Mark Evans, Associate Dean

Teacher education; global citizenship education; social studies education

Joseph P. Farrell, Professor Emeritus, CTL

Comparative teacher development; policy and planning; alternative schooling

Shahrazad Mojab, Professor, AECF

Globalization; feminism and women's education; women and war in Middle East,

Paul Olson, Associate Professor, SESE

Sociology and equity studies in education; political sociology; aboriginal education

CIDEC Affiliated Faculty

Nina Bascia, Professor, TPS

Policy analysis, teachers organizations.

Ben Levin, Professor, TPS

Educational reform, change, policy, politics

Megan Boler, Professor, TPS

Philosophy of technology, post-structuralism

David Levine, Professor, TPS

History of education, social modernization

Roland Coloma, Assistant Professor, SESE

Transnationalization, Diaspora, gender, race

Jim Cummins, Professor, CTL

Literacy in multilingual school contexts

Kari Dehli, Associate Professor, SESE

Feminist studies of knowledge and education

Grace Feuerverger, Professor, CTL

Cultural and linguistic diversity, ethnicity

Antoinette Gagné, Associate Professor, CTL

ESL issues, teaching strategies for diversity

Ruben Gaztambide-Fernandez, Assistant

Professor, CTL Arts education, curriculum

Diane Gerin-Lajoie, Professor, CTL

Identity, teaching in minority settings

Anne Goodman, Assistant Professor, AECPP

Peace/reconciliation in South Africa

Denis Haché, Associate Professor, TPS

Professional development, strategic planning

Monica Heller, Professor, SESE

Franco-Ontario studies, social inequality

Eunice Jang, Assistant Professor, CTL

Educational assessment and measurement

Glen Jones, Professor, TPS

Policy and politics of higher education

Julie Kerekes, Assistant Professor, CTL

Second language acquisition, linguistics

Mary Kooy, Associate Professor, CTL

Teacher learning and development

Normand Labrie, Associate Dean

Sociolinguistics, bilingualism

Daniel Lang, Professor, TPS

Role of state in education, finance.

David Livingstone, Professor, SESE

Political economy and education

Angela Miles, Professor, AECPP

Feminist theory, critical theory,

Kiran Mirchandani, Associate Professor, AECPP:

Transnational service work

Cecilia Morgan, Professor, TPS

Gender, colonialism, imperialism

Trevor Norris, Assistant Professor, TPS

Globalization, modernity and post-modernity

Roxana Ng, Professor, AECPP

Gender, immigrant women, race and class

John Portelli, Professor, TPS

Democratic values, student engagement

Jack Quarter, Professor, AECPP

Social economy, community development

Katharine Rankin, Associate Professor, Dept of

Geography Post-conflict transition in Nepal

Jean-Paul Restoule Assistant Professor AECPP

Aboriginal Education and Culture Identities

Creso Sá, Assistant Professor, TPS

Higher education, public policy

Richard Sandbrook, Professor, Political Science

International political economy, globalization

Harold Troper, Professor, TPS

Immigrant, ethnic and minority group history

Alissa Trotz, Associate Professor, SESE

Social inequalities, migratory circuit/Diaspora

Rinaldo Walcott, Associate Professor, SESE

Cultural studies, queer and gender theory

Njoki Wane, Associate Professor SESE

Bettina Von Lieres, Assistant Professor, AECPP

Citizenship, democracy, political engagement

CIDEC Adjunct Faculty

Jorge Balan, Adjunct Professor, TPS

Higher education and public policy

Sam Mikhail, Adjunct Professor, TPS

Post-basic education, poverty reduction

Jane Knight, Adjunct Professor, TPS

Internationalization of higher education

Visiting Scholars Hosted by CIDEC

Stephen Bahry **Visiting Scholar**

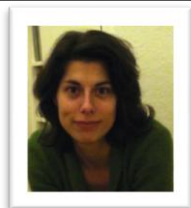
Dates of Appointment: January 2011 – December 2012



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

Vera Centeno **Visiting Scholar, Ph D Candidate Humboldt University**

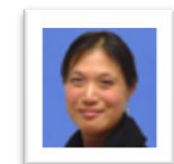
Dates of Appointment: January 2010– August 2010



Vera joined CIDE as a visiting doctoral fellow from January to August 2010. Her time with CIDE and in Canada has been funded by. Vera's dissertation focuses on the reception of OECD's Recurrent Education policy in three countries: Brazil, Canada and Germany. The study seeks to identify what exactly was selected from the recurrent education reform-idea. Furthermore, it aims to carry on a comparative analyze in order to examine if there is a pattern of adoption, i.e. if it is possible to establish a relation between the adoption of RE in the three countries and, therefore, a relationship between RE adoption and social/political/cultural aspects or constellations. Using OECD's RE policy, this research aspires to shed light on the domestic receptiveness to and adoption of international organization's education policy reform-ideas

Elaine Lam **Visiting Scholar**

Dates of Appointment: July 2010 - July 2011



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

Zahra Punja

Visiting Scholar

Dates of Appointment: February 2011 - December 2012



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

Post-Doctoral Fellows Hosted by CIDEC

Sarah Dryden-Peterson

Post-Doctoral Fellow

Dates of Appointment: September 2009 – September 2011

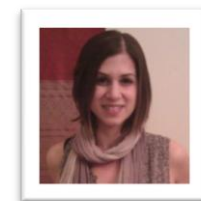


Sarah Dryden-Peterson is a Social Sciences and Humanities Research Council of Canada postdoctoral fellow affiliated with CIDEC. She conducts research on the role of schools, churches, and nonprofits in the integration of immigrants and refugees, the development of communities, and the transformation of society. Her work is comparative, situated in conflict-affected countries in sub-Saharan Africa and with African Diaspora communities in the United States and Canada. Her recent work has been published in Teachers College Record, the Journal of Refugee Studies, Refugee Survey Quarterly, and the International Journal of Education Development. Dryden-Peterson has taught middle school in Boston and founded non-profits in Uganda and South Africa.

Francine Menashy

Post-Doctoral Fellow

Dates of appointment: January 2011 - December 2011



Francine Menashy joined CIDEC as a postdoctoral research fellow in January 2011, funded by the Open Society Institute's Education Support Programme. Her project focuses on the World Bank's support of private sector engagement in education. Her research interests include education as a human right, public-private partnerships, global public goods, and the policies of global governance organizations. Her work has been published in Globalisation, Societies and Education, the McGill Journal of Education and the Journal of Educational Thought. She is also a co-editor on the forthcoming volume Public Private Partnerships and Educational Governance. Menashy holds a Ph.D. from the University of Toronto/OISE, Ed.M. from the Harvard Graduate School of Education, and B.A. from McGill University.

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

Principal Investigator: Dr. Ruth Hayhoe

Funding: Social Science and Humanities Research Council Research Grant, \$111,001.00 **Duration:** 2011-2014

Canada-China university linkages date back to the 1980s. The CIDA-supported Canada-China University Linkage Program (CCULP, 1988-1995) paired 31 Canadian universities with Chinese counterparts in areas such as health, agriculture, education, and engineering in order to develop the institutional capacity of the Chinese universities and support them in contributing to China's development. Building on the successes and strengths of CCULP, the Canada-China Special University Linkage Consolidation Program (SULCP, 1996-2001) supported 11 projects involving 25 Canadian and more than 200 Chinese universities, teaching hospitals, schools, and governmental and non-governmental agencies. The combined span of CCULP and SULCP (1985-2001) coincided with a period of pivotal change in Chinese society. Indeed, apart from Soviet Union in the 1950s, no other country has assisted the development of China's higher education at a comparable scale. With the shift of global economic power to Asia, China has emerged as the world's second largest economy, and its top universities are aiming at world-class standing. Canada should enjoy some kind of reciprocal benefits from its earlier collaborative work in Chinese higher education reform, yet the Canadian federal agencies involved have not had a permanent mandate to trace the long-term effects of their work.

Education For All: Global Politics and Prospects

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

Funding: SSHRCC Standard Grant \$109, 000;

Duration: 2010 - 2013

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



PhD student Ali Malcolm collecting data in Ghana

Canada-Afghanistan/Central Eurasia Education Research Group

Research Team: Dr. Sarfaroz Niyozov, Dr. Stephen Bahry, Dr. Michael Sinclair, and CIDE students: Spogmai Akseer, Rahat Jodolshalieva and Khursandi Azizsho.

In 2010 the research group organized a panel for the Central Eurasian Studies Society conference in October, 2010 at University of Michigan entitled: “The Current Status of Education and Educational Research in Central Eurasia.” Prof. Niyozov was discussant and Steve Bahry presented a paper “Challenges for Research and Policy in Establishing Quality Education of Non-Dominant Groups in Central Eurasia.” Other events included panels and a Hard Talk Round Table with participants from other institutions

In 2011 activities included a presentation at CIDE seminar series on Education Reconstruction in Afghanistan: Between The Uncertain Present and More Uncertain Future” involving Niyozov, Akseer and Bahry. At CIES 2011 Steve Bahry presented on minority language situations and Sarfaroz Niyozov gave a key note talk “The Challenge of Education Quality and Equality: Then Need for Reflexive and Critical Comparative Mindset” on May 5.



CIDE director Sarfaroz Niyozov discusses Afghanistan’s education history

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

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

Funding: Open Society Institute \$25,000

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

School Leadership Initiative with la Fundación Chile (FC) and the Centro de Estudios de Política y Práctica en Educación (CEPPE) of La Pontificia Universidad Católica de Chile in Santiago.

Contributors: Dr. Steve Anderson (OISE), Fr. Jose Weinstein and Dr. Gonzalo Munoz (la Fundación Chile).

In 2010 ICEC hosted two Visiting Scholars from Chile, Gonzalo Muñoz (Research Director, Fundación Chile) and Simón Rodríguez (Universidad Católica de Valparaiso). Dr. Anderson and Chilean colleagues

from Fundación Chile and from the Centro de Estudios de Políticas y Prácticas en Educación made joint presentations at the annual meeting of the international Latin American Studies Association (LASA) held in Toronto in October 2010, and at the annual conference of the International Congress for School Effectiveness and Improvement (ICSEI) in Cyprus in January 2011. In Cyprus, the ICSEI Executive Board approved a joint proposal from Fundación Chile (with ICEC as its international partner) to host the ICEC 2013 conference in Santiago de Chile (see accompanying picture). Dr. Anderson will chair the conference program committee.

Evaluation of the Hamilton Wentworth District School Board (HWDSB) Mandarin Language Transition Program and the Greater Essex County District School Board (GECSB) Arabic Language Transition Program

Principal Investigators: Dr. Jim Cummins and Dr. Becky Chen-Bumgardner; with Jia Li (Project Coordinator), Mohammed Al-Alawi, Hana El-fiki, Cathy Luo, Adrian Pasquarella, Melanie Pothier, (Graduate Research Assistants)

Funding: HWDSB and GECSB through the Ontario Ministry of Education

Duration: October 2009 to December 2010

The project has evaluated two transitional bilingual programs intended for children from Mandarin and Arabic home language backgrounds. The Arabic program was initiated by the GECSB in September 2007 and the HWDSB initiated the Mandarin program in January 2008 for Junior Kindergarten, Senior Kindergarten and Grade 1 students.

Comparative International Education Society of Canada's (CIESC) and the Global Perspectives in Canadian Education (GPiCE) Network Pre-conference - Teaching and Learning for a Global Perspective: Theories, policies, practices

Contributors: Dr. Mark Evans, Dr. Karen Mundy and Nadya Weber (CIDEC student); Sharon Cook and Lorna McLean (University of Ottawa); Kumari Beck (Simon Fraser University); Marianne Larsen (University of Western Ontario); Lynette Shultz, (University of Alberta); Shelane Jorgenson (University of Alberta); Marie-Hélène Gratton (UNICEF Quebec), Paula Gallo (UNICEF Canada), Dina Desveaux, (UNICEF Canada); and Nancy Del Col (World Vision).

Funding: SSHRC \$109,000

The primary contributors have worked in collaboration on this year's Comparative and International Education Society of Canada's (CIESC) Pre-conference during the Canadian Society for Studies in Education (CSSE) conference in Fredericton, New Brunswick on May 28, 2011. This pre-conference builds on the resurgence of interest in bringing global educators/researchers/policy makers together that began with the study, *Charting Global Education in Canada's Elementary Schools: Provincial, District and School Level Perspectives*, led by Dr. Karen Mundy and produced in collaboration with UNICEF Canada in 2007. In December 2008, CIDEC and UNICEF co-hosted a meeting of global educators/researchers/policy makers at OISE. At that meeting, there was general agreement that a network is needed and that it would a) create a national community of practice, b) stimulate research in the field, c) promote policy and dialogue, and d) provide support for teacher education. The following year, in Nanaimo, British Columbia, Graham Pike of University of Vancouver Island, hosted a weekend meeting to discuss the following three areas: a Global Education Research Agenda and Connections to Practice, a Global Education Network: Purpose, Structure, and Possibilities, and Conceptual Models of Global Education.

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

Principal Investigator: Karen Mundy

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

Duration: January 2010-December 2012

2010 saw the upgrade and transition of the CIDEC website including new components to the research and development database. Blog, wiki and RSS feed were added to allow for greater communication and dissemination of research to the CIDEC community. Further infrastructure requested in this CFI proposal will support efficient streaming and capture of media from live events. It will include encoding, post-production resource management, storage and distribution via Web 2.0 technologies. Upgrading of the current distance conferencing solution will allow for web-casting and archiving of video conferencing events. In addition, the CFI grant will support upgrading of equipment in the Global Governance laboratory, including purchase of new research software, upgrading of the server, and rewiring.



Teachers' Understanding of the Education of their Muslim Students in Toronto's Public, Islamic and Catholic Schools: An Ethnographic Life History Case Study, 2007-2011.

Principal Investigator: Dr. Sarfaroz Niyozov

This is a qualitative, multisite comparative study of how a select number of teachers in each Public, Islamic *and* Catholics schools understand and explain their daily teaching practices in meeting the educational and social needs of their Muslim students in the classrooms and schools. The study aims at a complex and balanced portrayal of the work of the teachers, presenting not just the challenges these teachers face but also their constructive achievements. The study has implications for diversity, multicultural, Islamic education, curriculum and teacher development in Canada and internationally. The study is in its final phase of report writing. Niyozov Sarfaroz is its principal investigator who mainly worked with graduate students and research assistants from OISE.

Civil Society and Education: What Policy Makers and Planners Need to Know

Principal Investigator: Karen Mundy

Book Contract: International Institute for Education Policy (IIEP): UNESCO

This monograph to be published in 2011 by the UNESCO International Institute for Educational Planning provides an overview of the role played by civil society organizations in education, drawing both on Professor Mundy's research in sub-Saharan Africa, and the wider theoretical and empirical research on NGOs, teachers' unions, faith based organizations, community based organizations, parents associations, transnational advocacy organizations, among others, in the education sector.

Public Private Partnerships and Educational Governance

Contributors: Dr. Karen Mundy, Dr. Susan Robertson (University of Bristol), Dr. Antoni Verger (University of Barcelona) & Dr. Francine Menashy (Eds)

Book Contract: Public Private Partnership Books, Edward Elgar Publishers

This edited volume, tackles the complex role of public private partnerships (PPPs) in education. The contributors approach the topic from various angles, and include both theoretical and empirical accounts of private sector engagement in education in an international context. Chapters focus on the multifaceted concept of PPPs, the role of international organizations, individual country case studies and corporate philanthropic endeavours.

China's Move to Mass Higher Education: Implications for Democratization and Global Cultural Dialogue

Research Team: Ruth Hayhoe (Principal Investigator), Jing Lin, University of Maryland (Co-I), Qiang Zha, York University (Co-I), Jun Li, postdoctoral fellow.

Funding: SSHRCC Standard Grant, \$170, 548,

Duration: 2006-2010.

This project was completed and a report submitted to SSHRCC in 2010. The culminating event was a panel presented at the CIES in Chicago in March of 2011, with the project funds enabling four of our collaborating scholars in Mainland China to come to Chicago and present papers, which were then published in "China's Move to Mass Higher Education: The Search for Equality, Quality and Diversity," a special issue of *Frontiers of Education in China*, Vol. 5, No. 4, 2010, December, 2010, co-edited by Ruth Hayhoe and Yan Fengqiao.

The book coming out of the project was published in April of 2011: Ruth Hayhoe, Jun Li, Jing Lin, Qiang Zha, *Portraits of Twenty First Century Chinese Universities: In the Move to Mass Higher Education* (Hong Kong: Comparative Education Research Centre, University of Hong Kong, and Dordrecht: Springer, 2011), 485pp. Six other refereed publications are also related to the project:

- Jun Li and Jing Lin, "China's Move to Mass Higher Education: A Policy Analysis from a Rational Framework," in David Baker and Alexander Wiseman (eds), *The Worldwide Transformation of Higher Education: International Perspectives on Education and Society*, Vol. 9, (Oxford: Elsevier Science Ltd, 2008), pp. 269-295.
- Jun Li, "Fostering citizenship in China's move from elite to mass higher education: An analysis of students' political socialization and civic participation," by Li Jun, in *The International Journal of Educational Development*, Vol. 29, No. 4, July, 2009, pp. 382-398.
- Qiang Zha, "Diversification or Homogenization: How Governments and Markets Have Combined to (Re)Shape Chinese Higher Education in Its Recent Massification Process" *Higher Education: An International Journal of Educational Planning*, Vol. 58, No. 1, 2009, pp. 41-58.
- Cristina Pinna, "EU-China Relations in Higher Education: Building Bridges in Global Cultural Dialogue," *Asia Europe Journal*, Vol. 7, Numbers 3-4, December 2009, pp. 505-527.
- Jun Li, "The student experience in China's revolutionary transition from elite to mass higher education: Expansion, Transformation and Policy Choice (under review)

2010 -2011 Seminar Guests

Sheryl Bond

Associate Professor, Queen's University
Internationalization of Canadian Post-Secondary Institutions

Xiangming Chen

Professor, Peking University, China
Doing Qualitative Research on Education in China



Ruben Gaztambide-Fernandez, Adam Howard and Jane Kenway discuss elite schools

Ratna Ghosh,

Professor, McGill University
Constructing the Self and the Other: A comparison of history textbooks in India and Pakistan

Andy Green

Professor, University of London
Comparative Social Science in Education Research



Prof. Andy Green speaks on social science comparisons

Steven Klees

Associate Professor, University of Maryland
Aid, Development, and Education

Teopista Birungi Mayanja

General Secretary of the Uganda National Teachers Union
Teacher Unionism, Teacher Union

Vilma Seeberg

Associate Professor Kent State University
Schooling, Jobbing, Marrying, What's a Girl to Do? Empowerment Capabilities of Girls at the Margins of Globalization in China

Elaine Unterhalter

Professor, Institute of Education, University of London
Tinkering, technique or transformation? Some reflections on studies of gender mainstreaming in education

CIDEC Student Research Symposium- February 11, 2011

Panel 1 - Institutional Involvement in Education

- Robyn Read, TPS - The Spread of ideas: Public-private partnerships in education & the World Bank
- Rosabel Fast, AECF - Teacher Support and Education Development in Central Asia: A Comparative Approach
- Carlos Parra, TPS - Standing with unfamiliar company on uncommon ground: The Catholic Church and the first two Parliaments of Religions as global learning events

Panel 2 - Teaching and learning in local environments (South Asia)

- Mira Gambhir, CTL - Moving From the Margins: Indian and Canadian Perspectives on Diversity Education for Beginning Teachers
- Jaddon Park, CTL - Teacher change in Bangladesh: A study of teachers adapting and implementing active learning into their practice
- Emily Antze, SESE - Low income families' educational aspirations in Varanasi, India



Robyn Read explains the use of bibliometrics for World Bank research

Panel 3 - Critical approaches to reform efforts

- Sheila Wilmot, AECF - The Social Organization of the Ontario Minimum Wage Campaign
- Rebecca Melville AECF - Contributions of Informal Learning to the literacy Environment.
- Saskia Stille, CTL - Language, technology, and cultivating urban space: Using digital film to document the creation of an edible school garden with culturally and linguistically diverse students

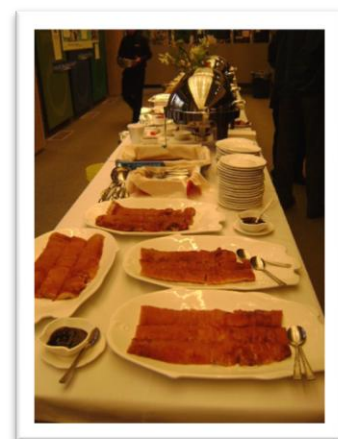
Education and Global Cultural Dialogue: A Tribute to Dr. Ruth Hayhoe



Ruth Hayhoe with Vilma Seeburg and friends on May 6, 2011

On May 6, 2011, CIDEC hosted a conference in honour of Dr. Ruth Hayhoe's lifelong work on Chinese higher education. This conference followed directly after CIES Montreal and drew more than 150 participants, including 7 past CIES/WCCES presidents including Robert Arnove, Heidi Ross, Ratna Ghosh, David Post and WingOn Lee. The event was coordinated by Dr. Karen

Mundy, Dr. Qiang Zha (York University) and Dr. Yeow-Tong Chia, (CIDEC alumnus).



Many thanks to Jun Fang, the education consul at the Chinese Embassy for providing a wonderful banquet.

The day showcased 35 presentations around themes in Chinese higher education, East and West cooperation and reflections on Ruth's career. Following the event, the Chinese embassy catered a banquet dinner in the OISE library.

CIDEC RESEARCH EVENTS

55th Annual CIES Conference in Montreal

The 2011, 55th annual Comparative, International Education Society (CIES) conference boasted over 2000 attendees and CIDEC was a key leader in the week-long event. There were over forty-five OISE-affiliated presentations of both faculty and student research.

During the CIES award ceremony, Dr. Ruth Hayhoe received the Honourary Fellow Award for life-time achievement; visiting Stephen Bahry received the 2011 Best Dissertation Award and post-doctoral fellow Sarah Dryden-Peterson received the Joyce Cain award for outstanding paper of the year.

Karen Mundy and Sarah Dryden-Peterson hosted three panels on **Education in Conflict Zones: From Concepts to the Voices of Children**. This event was co-sponsored by the UNESCO, Brookings Institute and International Rescue Committee. Following the panels Dr. Mundy was featured in a forum on meeting the challenges of educating in conflict.



CIDEC students at CIES 2011 Montreal

Sarfarozi Niyozov chaired a Eurasia special interest group focused on Krygistan, Afghanistan and Tajikistan post-Soviet development. Further events included a book launch – hosted by Vandra Masemann, Kara Janigan and Nhung Truong to promote *Clamouring for a Better World: A Tribute to David N. Wilson*; and a World Bank research panel with CIDEC students Francine Menashy and Robyn Read

World Congress of Comparative Education Societies: Istanbul 2010



Profs. Vandra Masemann and Reva Joshee with CIDEC students in Istanbul

Every three years the World Congress of Comparative Education Societies meets in a key international capital to bring together leading CIE researcher from around the world. In June 2010, CIDEC played an important role in Istanbul, hosting panels and leading roundtables. Over a dozen of CIDEC's students, M.Ed, MA and PhD candidates joined our professors in presenting their work.

CIDEC SEMINAR SERIES

CIDEC Seminar Series

- August 9, 2010** ***Megan Youngs (MA TPS)***
"The role deaf education plays in deaf refugees' lives in Dadaab Refugee Camp, Kenya"
- October 6, 2010** ***Vandra Masemann (Professor, CIDEC)***
"Applying for and Attending Conferences: CIES, CIESC, and more."
- October 7, 2010** ***Julia Rao (MA CTL)***
"Culturally relevant teaching in rural Indigenous: An ethnographic case study of three international volunteer teachers in Ecuador"
- October 14, 2010** ***Normand Labrie (Associate Dean, OISE)***
"Education in 2010 India: Facts and Challenges"
- October 21, 2010** ***Rubén Gaztambide-Fernandez, (Assistant Professor, CTL) & and Cristina Guerrero (PhD CTL)***
"The relevance and application of US-theorizing about immigration for understanding the experiences of Latinos/as in Canadian schools"
- November 18, 2010** ***Dileep Ranjeker & Anurag Behar (Premji Foundation)***
"Azim Premji University's Envisioned Contribution to Education Development in India"
- November 22, 2010** ***Grace Karram Stephenson (MA TPS) & Hayley Price (MA SESE)***
"Study abroad: The experiences of undergraduate students in non-Western nations" &
"Indigenous Knowledges in Development Discourse: An Anti-Colonial Critique"
- January 20, 2011** ***Sarfaroze Niyozov, Stephen Bahry, Spogmai Akseer***
(Canada-Afghanistan/Central Eurasia Education Research Group)
"Education in Afghanistan: Between an uncertain past and a more uncertain future?"
- February 15, 2011** ***Kazi Rouf, (PhD AECP)***
"Grameen Bank Women Borrowers Private and Public Space Development in Patriarchal Bangladesh"
- February 24, 2011** ***Wangui Mburu (PhD CTL) & Solomon Belay (PhD CTL)***
"Kenyan Civic Education: A Source of Empowerment?"
"Recapturing spiritual and cultural values into science education: The case of Ethiopia."
- March 3, 2011** ***Riyad Shahjahan (PhD CTL)***
Research Associate, Center for Leadership and Diversity (CLD), OISE/UT.
"Toward "testing student learning and university performance globally"? A critical policy analysis of OECD's AHELO initiative"
- March 2, 2011** ***Agostinho Mamade (Aga Khan Foundation)***
"Development in Post Conflict Countries: Rebuilding the Education Sector in Mozambique"



CIDEC SEMINAR SERIES

March 10, 2011 *Katie Brubacher (MA CTL) & Ranya Khan (PhD CTL)*

“Education and the Unschooled Student: Teachers' Discourses on Teaching Elementary Students with Limited Prior Schooling”

“Refugees at the Margins: An examination of the pedagogical challenges and issues facing English language learners with interrupted formal schooling”

March 24, 2011 *Mona Ghali (PhD CTL) & Meggan Madden (PhD TPS)*

“CIDA's education aid policies in conflict-affected states”

“The Regionalization of Quality Assurance in Higher Education: A Case Study of the Asia Pacific Quality Network”

March 30, 2011 *Sana Ali (MA CTL) & Lora Woodall (PhD CTL)*

“The Experiences of Muslim Girls with Curriculum/Schooling in Public Secondary Schools in the GTA”

“Transitioning to Online Education in the Caribbean: The University of the West Indies Open Campus.”

April 6, 2011 *Xiangming Chen (Professor, Peking University, China)*

“Doing Qualitative Research on Education in China”

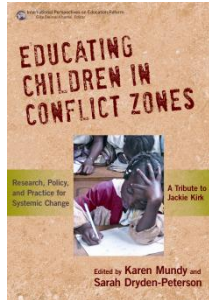


CIDEC student leader, Jaddon Park locates his research in Bangladesh

Featured Books

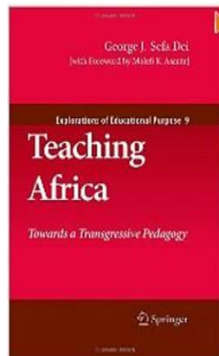
Education in Conflict: A Tribute to Jackie Kirk. Teacher's College Press. 2011

Editors: Karen Mundy and Sarah Dryden-Peterson



Jackie Kirk (1968-2008), a prolific scholar and passionate activist, dedicated her professional life to advocating for quality education in conflict-affected countries and territories. This collection will bring together four pieces of Jackie's work, accompanied by thirteen new chapters from preeminent scholars in the field of education in conflict. It will also include six short essays from teachers and students and policy makers who work in conflict settings. The volume will present promising policy developments, pioneering programmatic responses, and innovations in research that, when taken together, provide directions in building systemic change in conflict and post-conflict contexts. We will also explore companion multimedia such as streamed lectures from each author and a website of related resources. The volume is currently under review at Teachers College Press

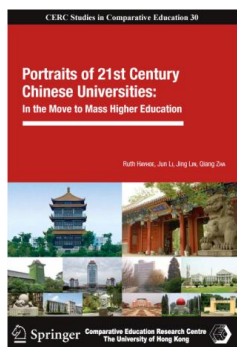
Teaching Africa: Towards a Transgressive Pedagogy. New York: Springer Publishing. 2010



Author: George J. Sefa Dei

“Written from the perspective of a knowledge base and educational practice that are both African-centred, this volume uses a discursive pedagogy that is anti-colonial in origin. It theorizes colonial - and re-colonial - relations and the implications of imperial structures on knowledge production and use; the understanding of indigenouness; and, the pursuit of agency, resistance and subjective politics. Using a refined definition of colonial, less as 'foreign' or 'alien' but more 'imposed and dominating', the author shows us how colonialism is domesticated and how those who have been oppressed by dominant/hegemonic discourses may find it difficult to step out of them, let alone challenge or resist them.”

Portraits of Twenty First Century Chinese Universities: In the Move to Mass Higher Education. Springer, 2011,.



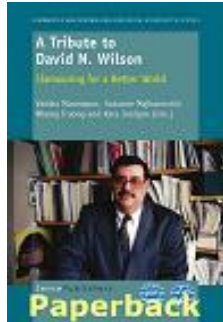
Authors: Ruth Hayhoe, Jun Li, Qiang Zha.

This book results from a five year effort to understand how China's universities have changed in the dramatic move to a mass stage which has unfolded since the late 1990s. Twelve universities in different regions of the country are portrayed through the eyes of their students, faculty and leaders, with details on changes in their mission and vision, administration, funding, curricula, size, scale and campus organization, also photos of campus spaces that they have selected as best representing their ethos. The book begins with a chapter analyzing the national level policy process around the move to mass higher education. This is followed by a chapter that presents the responses of over 2,300 students surveyed on the twelve campuses about how the changes have affected their learning experiences and civil society involvement. The twelve university portraits are organized in four sections, including three comprehensive universities, three education-related universities, three science and technology universities and three newly emerging private universities, which demonstrate how the diversity of the system has been maintained. The final chapter sketches out the contours of an emerging Chinese model of the university and explores its connections to China's longstanding scholarly traditions.

***A Tribute to David N. Wilson: Clamouring for a Better World.* Sense Publishing. 2010**

Contributors: Vandra L. Masemann, Suzanne Majhanovich, Nhung Truong & Kara Janigan (Eds.)

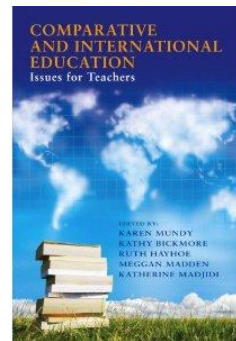
This volume was commissioned by the World Council of Comparative Education Societies, in memory of their Past President, David N. Wilson, who died on December 8, 2006. Professor Wilson was also President of the Comparative and International Education Society of Canada, the Comparative and International Education Society (US) and the International Society for Educational Planning. A call for papers was sent out to his colleagues worldwide, and many of his colleagues, friends and former students contributed chapters to this book.



David N. Wilson was educated at Syracuse University as an educational planner, and he had a lifelong career at the Ontario Institute for Studies in Education at the University of Toronto. His main interests are reflected in the five major themes in this book: Africa and Development, Technical and Vocational Education and Training, Cross-Cultural Issues, Policy Development, and Comparative Education. Each author places his or her work firmly within these areas of interest and explains how their work or life experiences were influenced by him. Several of his children also contributed to the Introduction, and Crain Soudien, the 2007-2010 President of the WCCES, wrote the Preface. This work was supported financially by the Comparative, International and Development Education Centre at OISE/University of Toronto and morally by his colleagues in every part of the world.

Comparative and International Education: Issues for Teachers. Canadian Scholars Press. 2008

Editors: Karen Mundy, Kathy Bickmore, Ruth Hayhoe, Meggan Madden and Katherine Madjidi



The "Issues for Teachers" book was initiated as project among CIDE faculty to introduce teachers candidates to the field of comparative and international education. At the same time, we aimed to produce a book that would be worthy of graduate study and present a picture of the overall field. The textbook was piloted in a course for teacher candidates at OISE -University of Toronto in the fall of 2006, which has now run for five consecutive years. The required introductory course for the CIDE collaborative graduate program also uses the textbook. In October 2010, Teachers College Press requested a reprint of the textbook, indicating that it has sold over 1250 copies. Universities that are using the textbook include Canadore College, Laval, McGill University, Memorial University, Nippissing University, the Nova Scotia Department of Education, University of British Columbia, Wilfrid Laurier University,

York University, University of Minnesota, University of Southern California, Hong Kong Institute of Education (Hong Kong), Hacettepe University (Turkey), and Northeast Normal University (Changchun, China). The book was translated into Chinese and published under the title *Bijiao yu Guoji jiaoyu daolun: Jiaoshi Mianlin de wenti* by publisher Education Science Press in Beijing.

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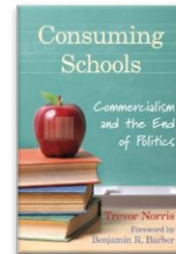
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- Ruth Hayhoe

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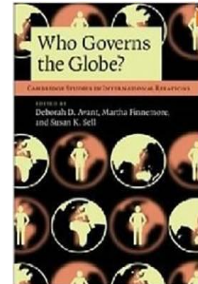
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- Sarfaroz Niyozov

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Moving beyond the study of
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CIDEC THESES, DISSERTATIONS AND STUDENT AWARDS

PHD Dissertations

Yeow-Tong Chia	TPS	The Loss of the “World-Soul”? Education, Culture and the Making of the Singapore Developmental State, 1955-2004
Steven B Hales	CTL	Municipal School Curricula Knowledge Dynamics in Brazil's Northeast
Jian Liu	TPS	Expansion and equality in access to Chinese higher education: A cultural perspective
Geoff P. J. Lawrence	CTL	Learning about otherness: A comparative analysis of culture teaching and its impact in international language teacher preparation
Caroline Manion	CTL	Girls' Education as a Means or End of Development? A Case Study of Gender and Education Policy Knowledge and Action in The Gambia
Francine Menashy	TPS	Education as a private or a glocal public good: Competing conceptual frameworks + their power at the World Bank
Carlos H. Parra	TPS	Standing with unfamiliar company on uncommon ground: The Catholic Church and first two parliaments of religious

MA Theses

Yuko Bessho	CTL	Japan's Colonized Other: A case study of the media representations on the deportation of a Filipino family
Xintian Du	CTL	Pinyin and Chinese Children's Phonological Awareness
Stian Haklev	TPS	The Chinese national top level courses project, using open educational resources to promote quality in undergraduate teaching
Kaylan Horner Schwarz	CTL	Unequal opportunities for citizenship learning? Diverse student experiences completing Ontario's community involvement requirement
Elizabeth Kalnin	AECD	Displaced Burmese in Thailand: Refugee politics & Impact on Access & rights:1988-2008
Grace Karram Stephenson	TPS	Spirituality & study abroad: The experience of undergraduate students in developing nations
Kevin A.J. Kester	AECD	Comparing peace education programs in North America and East Asia: Evaluating the impact of education for peace teacher-training programs A case study of UNESCO-APCEIU
Erica Miyuki Moizumi	CTL	Investigating teacher's Understanding of Pedagogical Practices about Global citizenship education
Mai Ngo	AECD	Canadian Youth Volunteering Abroad: Rethinking issues of power
Julia A. Rao	CTL	Culturally relevant teaching in rural communities: An ethnographic case study of an international volunteer teachers in Ecuador
Megan Youngs	TPS	Real people,real needs: Deaf education in Dudaab refugee camp-Kenya

Student Awards

Emily Antze, MA Candidate, SESE

- Ontario Graduate Scholarship (2010-2011)

Stephen Bahry, PhD, CIDEC Post Doctoral Fellow

- The 2011 Dissertation ompetition sponsored by the Language Issues SIG of the Comparative and International Education Society.

Sarah Dryden-Peterson, PhD, CIDEC Post-Doctoral Fellow

- 2011 Joyce Cain Award, CIES Conference 2011 in Montreal for article: (2010) "Bridging Home: Building Relationships Between Immigrant and Long-time Resident Youth," *Teachers College Record*. September 2010

Maggie Dunlop, PhD Candidate, CTL

- Save the children SUPER research position: Mozambique longitudinal data study.

Gary Pluim, PhD Candidate CTL

- Adel S. Sedra Distinguished Graduate Award
- University of Toronto Alumni Association Graduate Scholar (2010 – 2011)
- Ontario Graduate Scholarship (2010-2011)
- School of Graduate Studies Travel Grant (2010)

Gail Prasad, PhD Candidate, CTL

- LLRC Best Master's Research 2010.
- Joseph Bombardier SSHRC 2010-2013 a
- CERIS Graduate Student Award 2010

Helen Tewolde, MA Candidate, TPS

- DiverCity Fellowship

Reed Thomas, PhD Candidate, CTL

- Research Fellowship, Save-University Partnership for Educational Research
- H. H. Stern Award, Ontario Modern Language Teachers' Association



Gary Pluim, CIDEC student leader, receiving UTA Graduate Scholar Award March 2011

COLLABORATIVE PROGRAM IN COMPARATIVE, INTERNATIONAL AND DEVELOPMENT EDUCATION

In 2010-2011 the CIDE collaborative program was home to 147 vibrant, dynamic students from across OISE. The CIDE collaborative degree draws students from the following programs: Adult Education Community Development, Curriculum and Teacher Development, Second Language Education, Theory and Policy Studies, Educational Administration, History, Philosophy and Sociology of Education. In February 2010, the admissions process saw more than 350 applications to the program and 51 students were made offers of admission. As of April 30, 2011 a total of 39 students had accepted their offer to join CIDE in 2011/2012.

Admissions

2010 Admissions

February 2011 Total Applications: 366

2010 New Students by Affiliated Program:

Adult Education Community Development:	13
Curriculum Studies and Teacher Development:	8
Second Language Education:	5
Sociology in Education:	3
Educational Administration:	1
Higher Education:	4
Total	34*

* November 2010 headcount only – does not include transfer-in students

2011 Admissions

February 2011 Total Applications: 370

Offers of Admission 51

Total Registered Students * 39

Adult Education Community Development:	8
Curriculum Studies and Teacher Development:	13
Second Language Education:	3
Sociology in Education:	6
Educational Administration:	4
Higher Education:	3
History/Philosophy of Education	2

*As of April 30, 2011

COLLABORATIVE PROGRAM IN COMPARATIVE, INTERNATIONAL AND DEVELOPMENT EDUCATION

Courses

Total Offered Courses: 39

New courses

- **CIE1005H Special Topics: Project Management for International Education Projects**
Instructor: Sam Mikhail
- **AEC1131H Special Topics: Work, Learning and Migration**
Instructor: Roxanna Ng

Core Courses

- CIE1000H Introduction to Comparative, International and Development Education (Sarfarozi Niyozov)
- CIE1002H Practicum in Comparative, International and Development Education
- AEC3180H Global Governance and Educational Change (Karen Mundy)
- AEC1146H Women, War and Learning (Sharhazad Mojab)
- CTL1037H Comparative and Cross-Cultural Perspectives (Sarfarozi Niyozov)
- CTL1060H Education and Social Development (Joe Farrell)
- CTL1312H Democratic Citizenship Education (Kathy Bickmore)
- SES1927H Migration and Globalization (Roland Coloma)
- TPS1016H School Program Development and Implementation (Steve Anderson)
- TPS1826H Comparative Higher Education (Ruth Hayhoe)
- TPS3810H International Academic Relations (Ruth Hayhoe)

Affiliated Courses

- AEC1102H Community Development: Innovation Models
- AEC1181H Embodied Learning and Qi Jong
- AEC1131 Special Topics: Work, Learning and Migration
- AEC1131 Special Topics: Project Management for International Education Projects
- AEC3182H Citizenship Learning and Participatory Democracy
- CTL1033H Multicultural Perspectives in Teacher Development: Reflective Practicum
- CTL1816H Official Discourses and Minority Education
- CTL3008H Critical Pedagogy, Language and Cultural Diversity
- CTL3018H Language, Planning and Policy
- CTL3024H Second Language Teacher Education
- SES1912H Foucault and Research in Education and Culture: Discourse, Power and the Subject
- SES1956H Social Relations of Cultural Production in Education
- SES3912H Race and Knowledge Production: Issues in Research [RM]
- SES3933H Globalization and Transnationality: Feminist Perspectives
- TPS1029H Improving Student Outcomes on a System-Wide Scale
- TPS1400H The Origins of Modern Schooling
- TPS2006H Educational Finance and the Economics of Education
- TPS1029H Social Justice and Education Policy in a Comparative Perspective
- TPS1803Y Recurring Issues in Post-Secondary Education
- TPS 1806H Systems of Higher Education
- JPE2408Y Political Economy of International Development

CIDE SA: Annual Report

The CIDE Student Association (CIDE SA) 2010-2011 core team formed following elections in early May 2010. Over the summer, we worked to maintain connections within the CIDEC community, co-hosting a garden party potluck for staff and students at the home of Professor Masemann and holding a second small social event for students in August. Then, in September, we welcomed new and returning students with the traditional multi-event CIDE SA orientation week, connecting students with each other, OISE and the city. In October, we were joined by almost 20 students for our annual fall retreat at Hart House Farm. Throughout the year, CIDE SA held two other social mixers for students (bowling and a quiz night) as well as co-hosting the department's 3 annual potlucks throughout the year. In January, we co-ordinated student involvement in professor Vandra Masemann's retirement party -- a well attended and heartfelt tribute to a professor who has been central to our CIDEC community.



*Back Row: Jaddon Park, Arif Anwar, Emily Harris, Kevin Kester, Rebecca Melville
Front Row: Grace Karram, Gareth Manning, Emily Antze*

In addition to important community-building social events, CIDE SA worked to support our dynamic academic environment. In early June 2010, CIDE SA co-hosted a briefing session on Plan Canada's education projects in Mali and Sierra Leone, and in October we supported preparations for the book launch of a tribute to the late CIDE professor David Wilson. In February, CIDE SA was excited to collaborate with the CIDEC administration to host the first ever CIDEC research symposium, with 9 MA and PhD students from CIDE presenting their innovative research in a conference format before a packed audience, providing a unique opportunity for our students to connect around shared research interests. At the end of the year, we were excited to develop the concept of a CIDEC-published online journal of student work – a new initiative which will be carried forward by the new team for 2011-2012.

Students' sense of ownership of their student association is evident, demonstrated by their attendance at our two Town Hall meetings where many provided valuable feedback on our work and shared some great new ideas. CIDE SA often hears from our students that their most important academic resource has been connections with and advice from other students, making the unique social and academic environment CIDE SA fosters so



Student Retreat at Hart House Farms
Fall 2010