



UNIVERSITY OF TORONTO  
OISE | ONTARIO INSTITUTE  
FOR STUDIES IN EDUCATION



**CIDEC**  
COMPARATIVE, INTERNATIONAL  
& DEVELOPMENT EDUCATION CENTRE

# CIDEC Annual Report

**May 1, 2011 – April 30, 2012**

This report is available in full on the CIDEDEC website:

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

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## Overview

Contents .....	3
Directors' Message .....	4

## CIDEC Community

Directors and Staff .....	5
Core Faculty .....	5
Affiliated Faculty .....	6
Adjunct Faculty .....	6
Visiting Scholars .....	7
Post-Doctoral Fellows .....	8

## Research Initiatives

Canada-China .....	9
Education for All .....	9
Canada-Afghanistan .....	10
World Bank & Privatization .....	10
School Leadership (Chile) .....	10
Language Transitions .....	11
Canada Fund for Infrastructure .....	11
Muslim Students in Toronto ...	12
Civil Society Policy Makers .....	12
Private Public Partnerships ...	13
China's Move to Mass Higher Education .....	13

## Research Events

International Guest Lectures ....	14
Student Research Symposium .....	15
Education and Global Cultural Dialogue Conference .....	15
CIDECE at CIES 2011 .....	16
CIDEC .....	16
Seminar Series .....	18

## Publications

Featured Books .....	19
Other Books .....	20
Book Chapters .....	21
Scholarly Articles .....	24
Select Student Publications....	27

## Theses, Dissertations and Student Awards

PhD Dissertations.....	28
MA Theses.....	28
Student Awards .....	29

## Collaborative Program

Admissions .....	30
Courses .....	31
Student Association Report .....	32



Dr. Sarfaroz Niyozov,  
Curriculum Teaching and Learning



Dr. Karen Mundy, Adult Education,  
Community Development

The Comparative, International and Development Education Centre (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 2011-2012 year, the CIDEDEC community included 53 core and affiliated faculty members, 3 adjunct faculty, and 8 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 115 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: *Public Private Partnerships in Education: New Actors and Modes of Governance in a Globalising World* – a book project that tackles the complex role of public private partnerships in education (p. 16) and initiatives of the Canada-Afghanistan/Central Eurasia Education Research Group (p. 10). 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 (p. 21), 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 2011-2012 Seminar Series. Simon Marginson (University of Melbourne) presented a post-Confucian conceptual framework for higher education, Visiting Scholar Cynthia Joseph (University of Monash) offered perspectives on growing up female in postcolonial Malaysia, and Beatrice Avalos (University of Chile) shared results of a national study on how teachers view their profession in Chile. Other guests included Julia Resnick (Hebrew University of Jerusalem), Bob Lingard (University of Queensland), Lynn Murphy (Hewlett Packard Foundation) and Erin Murphy-Brown (University of California, Berkeley). Our students also joined together for a day of presentations, hosting a Research Symposium which show-cased work from across departments and degrees.

*Karen Mundy & Sarfaroz Niyozov*  
Co-Directors, CIDEDEC

## CIDEC Directors and Staff

**Karen Mundy**, CIDEC Co-Director  
Associate Professor & Canada Research Chair,  
AACP  
Educational policy and politics in Sub-Saharan  
Africa; the politics of international cooperation in  
education; civil society; global governance &  
educational change

**Sarfaro Niyozov**, CIDEC Co-Director  
Associate Professor, CTL  
Curriculum studies and teacher development in  
comparative education; education in Muslim and  
post-Soviet societies.

## CIDEC Core Faculty

**Stephen Anderson**, Associate Professor, TPS  
Education administration and change, school  
improvement in comparative perspective  
**Kathy Bickmore**, Associate Professor, CTL  
Education for democracy, peace, and conflict  
resolution, social studies in comp. perspective  
**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**, Senior Lecturer  
Teacher education; global citizenship education;  
social studies education  
**Joseph P. Farrell**, Professor Emeritus, CTL  
Comparative teacher development; policy and  
planning; alternative schooling  
**Ruth E. S. Hayhoe**, Professor, TPS  
Comparative Higher Education, international  
academic relations; higher education in Asia  
**Shahrazad Mojab**, Professor, AACP  
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.  
**Megan Boler**, Professor, TPS  
Philosophy of technology, post-structuralism  
**Linda Cameron**, Associate Professor, CTL  
early childhood education, children's literature,  
adaptive instruction, role of parents in education  
**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**, Associate  
Professor, CTL Arts education, curriculum  
**Diane Gerin-Lajoie**, Professor, CTL  
Identity, teaching in minority settings  
**Anne Goodman**, Assistant Professor, AACP  
Peace/reconciliation in South Africa  
**Monica Heller**, Professor, SESE  
Franco-Ontario studies, social inequality  
**Eunice Jang**, Associate 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**, Professor, CTL  
Teacher learning and development

**Normand Labrie**, Associate Dean  
Sociolinguistics, bilingualism

**Ben Levin**, Professor, TPS  
Educational reform, change, policy, politics

**David Levine**, Professor, TPS  
History of education, social modernization

**Angela Miles**, Professor, AACP  
Feminist theory, critical theory,

**Kiran Mirchandani**, Associate Professor, AACP:  
Transnational service work

**Cecilia Morgan**, Professor, TPS  
Gender, colonialism, imperialism

**Roxana Ng**, Professor, AACP  
Gender, immigrant women, race and class

**Trevor Norris**, Assistant Professor, TPS  
Globalization, modernity and post-modernity

**John Portelli**, Professor, TPS  
Democratic values, student engagement

**Jack Quarter**, Professor, AACP  
Social economy, community development

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

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

**Creso Sá**, Associate 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

### CIDEC Adjunct Faculty

**Jane Knight**, Adjunct Professor, TPS  
Internationalization of higher education

**Vandra Masemann**, Adjunct Professor

**Sam Mikhail**, Adjunct Professor, TPS  
Post-basic education, poverty reduction

## POST-DOCTORAL FELLOWS

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**Sarah Dryden-Peterson**                      **Post-Doctoral Fellow**

**Dates of Appointment: September 2009 – September 2011**

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Sarah Dryden-Peterson is a Social Sciences and Humanities Research Council of Canada postdoctoral fellow affiliated with CIDE. 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.

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**Carly Manion**                                      **SSHRC Post-Doctoral Fellow, University of Montreal and University of Toronto**

**Dates of appointment: September 2011 - May 2012**

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Caroline (Carly) Manion holds a Ph.D. from the Ontario Institute for Studies in Education, University of Toronto, specializing in comparative, international, and development education. She is currently a Social Sciences and Humanities Research Council (SSHRC) Post-Doctoral Research Fellow at the University of Montreal, working with the Canada Research Chair - Islam, Pluralism, and Globalization. Caroline's research interests include gender and education, transformative education, civic education, education multilateralism, policy borrowing, development ethics, feminist transnationalism, post-colonial theory, and sociology of religion. Caroline's geographic region of focus is sub-Saharan Africa, where she has implemented research projects in Gambia and Tanzania with the support of the Canadian International Development Agency (CIDA), the Social Sciences and Humanities Research Council of Canada (SSHRC), and the International Development Research Centre (IDRC).

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**Francine Menashy**                                      **Post-Doctoral Fellow**

**Dates of appointment: January 2011 - April 2012**

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Francine Menashy joined CIDE 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.

## VISITING SCHOLARS

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**Stephen Bahry**

**Visiting Scholar**

**Dates of Appointment: January 2011 – December 2012**

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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.

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**Cynthia Joseph**

**Visiting Scholar, Monash University**

**Dates of Appointment: July 2011 - December 2011**

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Cynthia Joseph is a Senior Lecturer at Monash University, where she completed her Ph.D. Her research covers gender, ethnicity and identity issues in education, especially within the Asian context. Her areas of interests include postcolonial and feminist studies, sociology of education, Asian studies, and comparative and international education. She is currently working on her book set to be released within the next year, entitled *Ethnicity, Gender and Education: Growing up female in postcolonial Malaysia*.

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**Elaine Lam**

**Visiting Scholar**

**Dates of Appointment: July 2010 - December 2012**

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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.

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**Kerrie Proulx**

**Visiting Scholar,**

**Dates of Appointment: March 2012 – December 2013**

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Kerrie Proulx works internationally to support program implementation and policy development through research and evaluation. Her work focuses on educational access, transitions and equity (social class, ethnicity & gender) and aims to increase understanding of the reasons why some children and youth fail to access and complete education, and why some succeed against the odds in education. Her recent work in Bangladesh has examined the impact of early childhood education and maternal education on children's access, participation and achievement in the early years of primary school. She has worked for numerous non-profit international



agencies to provide research guidance in early childhood programmes and strengthen the capacity of country offices to develop and implement effective research strategies. She holds a Doctorate in Education from the University of Warwick in the UK and a Masters in Psychology from the University of Munich.

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

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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 CIDEDEC 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.

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

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

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

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**Principal Investigator:** Dr. Ruth Hayhoe

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

**Duration:** 2011-2014

Canada-China university linkages date back to the 1980s. The CIDA-supported Canada-China University Linkage Program (CCULP, 1988-1995) paired 31 Canadian universities with Chinese counterparts in areas such as health, agriculture, education, and engineering in order to develop the institutional capacity of the Chinese universities and support them in contributing to China's development. Building on the successes and strengths of CCULP, the Canada-China Special University Linkage Consolidation Program (SULCP, 1996-2001) supported 11 projects involving 25 Canadian and more than 200 Chinese universities, teaching hospitals, schools, and governmental and non-governmental agencies. The combined span of CCULP and SULCP (1985-2001) coincided with a period of pivotal change in Chinese society. Indeed, apart from Soviet Union in the 1950s, no other country has assisted the development of China's higher education at a comparable scale. This project intends to reflect on the historical contribution made by the universities and other social institutions on both sides that were involved in these linkages. What kind of long-term impact can be traced, and what lessons have been learned? How did the projects specifically address areas of knowledge that were crucial to China's rapid transition towards the position of economic and geo-political leadership it holds today in the world community? What new synergies are now emerging between universities in the two countries that might be built upon in new forms of collaboration?

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### Education For All: Global Politics and Prospects

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**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.

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## Canada-Afghanistan/Central Eurasia Education Research Group

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**Research Team:** Dr. Sarfaroz Niyozov, Dr. Stephen Bahry, and CIDE students: Spogmai Akseer, Rahat Jodolshalieva, Srehi Kovalchuk, and CIDE visiting fellow Anna Rzhavska



In 2011-2012, Dr. Niyozov's paper *Exploiting Globalization While Being Exploited by It* was accepted for publication at the *Canadian and International Education*, Special Issue to come out in the fall of 2012. His chapter, "Encountering Globalization in Central Asia: The Case of the Institute for Professional Development in Tajikistan" was accepted for publication in a volume titled *Education in the West Asia* edited by C. Brock and M. Ahmed. Niyozov also made presentations on *Neoliberalism, Globalization and Education Reforms in Pakistan* in March 2012 and at the CIES 2012 in Puerto Rico. Niyozov has been working on facilitating the acceptance of two visiting students from Afghanistan. Their studies are sponsored by OSI, Central Europe.

As part of the Central Eurasian group's work, Stephen Bahry further developed his section of a CIDE seminar with Sarfaroz Niyozov and Spogmai Akseer into a presentation at CIES 2011 in Montreal, which has been further developed into a book chapter, "Language in Afghanistan's education reform: Does it play a role in peace and reconciliation" in C. Benson & K. Kosonen (Eds.), *Language issues in comparative education*. He is currently working on extending this work into an article for submission to a peer-reviewed journal. He and Rakhat Zholdoshalieva also published a comparative analysis of two minority education models in northwest China titled "Educational and linguistic equity for Yughur and Kyrgyz minorities in northwest China: Disadvantages of dominant-language submersion and mother-tongue education" in A. S. Yeung, C. F. K. Lee, & E. L. Brown (Eds.), *International advances in education: Global initiatives for equity and social justice, Volume 7: Communication and language*.



Rahat Zholdoshalieva and Serhiy Kovalchuk organized two highlighted panels for the Central Eurasian SIG at the CIES, 2012, Puerto Rico. In addition to her CIES presentations on Central Asia, Zholdoshalieva also submitted a chapter, "Redefining Education and Labour Markets Relations in the Kyrgyz Republic" to in *Education in West Central Asia*, mentioned above. Another manuscript, *Contesting the meanings of place, community and education in the Ylay Talaa valley*, Kyrgyz Republic, was co-authored with A. DeYoung was accepted with revisions for a journal. Serhiy Kovalchuk co-authored a paper *Introduction of Standardized External Testing in Ukraine: Its Challenges and Successes*. Lastly, we are currently hosting Professor Anna Rzehvska from Lughansk University of Ukraine and Dr. Stephen Bahry from University of Toronto as visiting fellows.

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

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

**Funding:** Open Society Institute \$25,000

**Duration:** December 2010 - April 2012

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

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

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**Contributors:** Dr. Steve Anderson (OISE), Dr. Joe Flessa (OISE), Dr. Ben Levin (OISE), Dr. Jose Weinstein and Dr. Gonzalo Munoz (la Fundación Chile).

In 2011, Dr. Anderson made invited presentations at regional seminars for educators sponsored by FCH with partner foundations, the Ministry of Education and universities in Valparaiso, Copiapo, and Iquique, Chile. Anderson also gave guest lectures to participants in a masters in educational leadership program co-sponsored by FC and the Universidad de Desarrollo in Santiago, as well as delivered a lecture for an annual ceremony for schools that have passed a quality accreditation process sponsored by FCH. In the Spring of 2011, Dr. Ben Levin travelled to Chile to deliver large scale lecture at an annual event sponsored by FCH for education stakeholders in Santiago. Dr. Flessa also developed and delivered a

module for masters in educational leadership program in Chile. Plans are set to repeat this module with subsequent program cohorts in 2012.

FCH and OISE Continuing Education Department submitted a successful proposal to a new competitive grant program of the Chilean Ministry of Education for in-service leadership development programs for school principals that involved international partners. Two cohorts of approximately 30 principals visited OISE for two-week “leadership internships” in January and February 2012 organized by OISE’s Continuing Education Department. The internship includes sessions with OISE professors (e.g., Anderson, Flessa, Mascall), inputs from other leadership and leadership development experts from school boards, the Ministry, and the College of Teachers, and organized visits to multiple elementary and secondary schools from several school boards.

In 2012, Dr. Anderson and a team from FCH attend annual conference of ICSEI in Malmo, Sweden, to present results of school leadership research in Chile, and to publicize plans for next year’s conference in Santiago, Chile. Dr. Anderson is continuing his chairing responsibilities of the conference program committee for the International Centre for Educational Change 2013 conference in Santiago de Chile.

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

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**Principal Investigator:** Karen Mundy

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

**Duration:** January 2010-December 2012

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

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**Teachers’ Understanding of the Education of their Muslim Students in Toronto’s Public, Islamic and Catholic Schools: An Ethnographic Life History Case Study, 2007-2012.**

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**Principal Investigator:** Dr. Sarfarozi Niyozov

This is a qualitative, multisite comparative study of how a select number of teachers in each Public, Islamic *and* Catholic 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 Sarfarozi is its principal investigator who mainly worked with graduate students and research assistants from OISE. The project ended April 2012. Sarfarozi has published a few articles and is writing a 300 page manuscript on the project. He is also planning to apply for a new related project for SSHRC grant this fall.

### CIDEC Seminar Series 2011 - 2012

**Professor Julia Resnick (Hebrew University of Jerusalem)**, The transformation of Israel's education policy: From structural reforms in the 1960's to managerial reforms since the 1980's

**Murwarid Ziayee (Kabul-based Director, Canadian Women for Women in Afghanistan)**, Challenges, opportunities and responses to education of girls and women in Afghanistan

**Santiago Rincon Gallardo (Ph.D. Candidate, Harvard Graduate School of Education)**, Educational change as social movement in Mexico: Reconfiguring the relationship between practice and policy

**Professor Erin Murphy-Graham (University of California, Berkeley)**, Opening minds, improving lives: Education and women's empowerment in Honduras

**Professor Cynthia Joseph (Monash University)**, Growing up female in postcolonial Malaysia: Gender, ethnicities and education

**Professor John Gaventa, (Director Coady International Institute, Vice-President of International Development, St. Francis Xavier University)** Seeing like a citizen: Power, participation and strategies for citizen engagement in the Global South

**Professor Elizabeth Rata (University of Auckland)**, The unintended outcomes of institutionalising ethnicity: The case of Maori education in New Zealand

**Professor Trevor Norris (OISE/UT)**, Consuming schools: Commercialism and the end of politics

**Professor Simon Marginson (University of Melbourne)**, Nation-states, educational traditions and the global patterning of higher education

**Professor Ruben Gaztambide-Fernandez (OISE/UT) & Cristina Guerrero (Ph.D. Candidate)**, Reflections on doing youth participatory action research with Latino students in Toronto schools: Dilemmas and possibilities

**Sarah Dryden-Peterson (SSHRC Post-Doctoral Fellow)**, Social integration as key to quality education: Lessons from refugee education

**Professor Karen Mundy (CIDEC Director) & Sarah Dryden-Peterson (SSHRC Post-Doctoral Fellow)**, Roundtable discussion on education and conflict

**Lynn Murphy (Program Officer, Hewlett Foundation)**, Promoting Learning for All: Reflections on recent innovations and the state of lay in the field

**Professor George Dei (OISE/UT) & Jadie McDonnell (M.A. Student, AECF)**, Proverbs, indigenous philosophies and the lessons for African schooling, education and development

**Professor Prachi Srivastava (Ottawa University)**, Privatisation, education, and development: Discourse and new research directions

**Professor Karen Mundy (CIDEC Director)**, Preparatory meeting for CIES presenters

**Professor Bob Lingard (University of Queensland)**, Education policy as numbers: Enumerating two Australian cases of misrecognition

**Beatrice Avalos (Associate Researcher, Center for Advanced Research in Education, University of Chile)**, How teachers view their profession in Chile: Some results from a national study

# CIDEC STUDENT RESEARCH SYMPOSIUM 2011-2012

## CIDEC Student Research Symposium- February 11, 2012

### Panel 1 – Higher Education

**Linda Tung, (M.A. Student, TPS)**

Pragmatist Ethics of Education: Influence and potential for North American higher education

**Julian Weinrib, (Ph.D. Candidate, TPS)**

Interrogating the "South" in South-South-North development modalities: A case study of one trilateral research network

**Patricia Gaviria, (Ph.D. Candidate, TPS)**

Self-determination and Postsecondary Education in Greenland and Nunavut: The Inuit and the Circumpolar World

### Panel 2 - Advocacy Democracy and Literacy

**Yasmin Lalani, (Ph.D. Candidate, CTL)**

Gender Relations and HIV/AIDS Prevention Education: Women Activists' Work in the Peruvian Amazon.

**Sally Hooper, (Ph.D. Candidate, AECF)**

Small Spaces for Meaningful Participation in Democratic Life?: A South African Community's Perspectives of Their Involvement in an Early Childhood Education and Care Program.

**Arif Anwar (Ph.D. Candidate, CTL)**

"I can send a text. I just don't know how to write.": Inspiring literacy through mobile phones in rural Bangladesh.

### Panel 3 - Citizenship

**Leigh-Anne Ingram (Ph.D. Candidate, CTL)**

Subjects, objects, citizens?: Exploring girls' perspectives on gender, civic participation and school.

**Karen Pashby (Ph.D. Candidate, TPS)**

Global Citizenship Education in a Multicultural Context: Theory and Policy Analysis of Educating for the Twentieth-First Century.

**Syeda Rufeeda Bukhari (M.A. Student, CTL)** The role of the school culture in the integration of immigrant teachers in public schools in Ontario.



## 55th Annual CIES Conference in Puerto Rico



The 2012 56<sup>th</sup> annual Comparative, International Education Society (CIES) conference boasted over 2000 attendees. CIDE was a key leader in the week-long event, with over 50 OISE-affiliated presentations of both faculty and student research.

During the CIES Business Meeting, it was announced that Dr. Karen Mundy was elected as the Vice-President/President Elect for CIES.

Arif Anwar, CTL Ph.D. Candidate and Jeff Burrow, TPS doctoral student, were selected to participate in the New Scholars Workshop.

Karen Mundy and Francine Menashy contributed to several panels that discussed the role of public private partnerships in education. As Secretary for the Special Interest Group on Gender and Education, Carly Manion, post-doctoral researcher organized and facilitated an all day workshop.

Sarfarozi Niyozov contributed to a highlighted session on critical perspectives on education and society in post-Soviet central Asia. Further events included a book launch – hosted by Sarah Dryden-Peterson for the *Education in Conflict Zones: From Concepts to the Voices of Children* and a film screening of *the Finland Phenomenon* that was organized by Grace Karram Stephenson and sponsored and attended by the film producer, Bob Compton. CIDE students Grace Karram Stephenson, Meggan Madden, and Saskia Stille also hosted a panel on the use of film in teaching comparative and international education.





## CIDE FACULTY PUBLICATIONS 2011 - 2012

### Select Faculty, Post-Doctoral Fellow, and Visiting Scholar Publications Featured Books

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

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**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 brings 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 presents 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.

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#### ***Indigenous Philosophies and Critical Education, Peter Lang, 2011.***

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**Author: George J. Sefa Dei**



"An important academic goal is to understand ongoing contestations in knowledge in the search to engage everyday social practice and experiences, as well as the social barriers and approaches to peaceful human coexistence. This reader pulls together ideas concerning Indigenous epistemologies (e.g., worldviews, paradigms, standpoints, and philosophies) as they manifest themselves in the mental lives of persons both from and outside the orbit of the usual Euro-American culture. The book engages Indigenous knowledges as far more than a «contest of the marginals», thereby challenging the way oppositional knowledges are positioned, particularly in the Western academy. Subsequently, this book is a call to recognize and acknowledge Indigenous knowledges as legitimate knowings in their own right, and not necessarily in competition with other sources or forms of knowledge. The project offers an opportunity for the critical thinker to continue on a de-colonial/anti-colonial intellectual journey in ways informed by Indigenous theorizing."

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#### ***Gendering from Marx: Race, Gender, and Learning, Palgrave MacMillan, 2011.***

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**Editors: Sara Carpenter and Shahrzad Mojab**



In recent years adult educators have been working to develop an important body of literature on neo-liberalism, capitalism, and imperialism. Many of these analyses draw on various strands of Marxist theorizing. With the exception of Jane Thompson's work as an early socialist feminist, a Marxist-Feminist framework has yet to be articulated for adult education. This text combines original empirical studies with literature review from critical adult education and feminist theory to examine the sites, theories, and practices of adult education from a Marxist-Feminist perspective.

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#### ***Public Private Partnerships in Education: New Actors and Modes of Governance in a Globalising World. London: Edward Elgar, forthcoming 2012.***

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**Editors: Susan Robertson, Karen Mundy, Anthony Verger & Francine Menashy**



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.

## Refereed Journal Articles

Arnove, Robert and Hayhoe, Ruth. (2011) "A Tribute to Professor Wang Chengxu on his 100<sup>th</sup> Birthday," *Frontiers of Education in China*, 6(1): 158-165.

Bickmore, Kathy (2011), "Keeping, making, and building peace in school" *Social Education* {refereed "Research and Practice" section} 75(1): 42-46.

Bickmore, Kathy (2011), "Policies and programming for safer schools: Are 'anti-bullying' approaches impeding education for peacebuilding?" *Educational Policy* 25 (4): 648 - 687.

Coloma, Roland Sintos. (2012). White gazes, brown breasts: Imperial feminism and disciplining desires and bodies in colonial encounters. *Paedagogica Historica* 48 (2): 243-261.

Coloma, Roland Sintos. (2012). Review of *Homophobias: Lust and loathing across time and space*. *International Journal of Qualitative Studies in Education* 25 (2): 212-215.

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

Coloma, Roland Sintos. (2011). Who's afraid of Foucault?: History, theory, and becoming subjects. *History of Education Quarterly* 51 (2): 184-210.

Dei, G. (2012). Reclaiming Our Africanness. In the Diasporized Context: The Challenge of Asserting a Critical African Personality. *The Journal of Pan African Studies* 4 (10): 42-56. [Originally published in: In C. Quist-Adade & F. Chiang (Eds.), *From Colonization to Globalization: The Intellectual and Political Legacies of Kwame Nkrumah and Africa's Future* (pp. 34-44). British Columbia: KNIC Publication.

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Dei, G. (2011). Race Card. In Charlton McIlwain and Stephen Caliendo (eds.) *The Routledge Companion to Race & Ethnicity*. New York/Oxford: Routledge, pp. 207-210.

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Dryden-Peterson, S. (2011). The Politics of Higher Education for Refugees in a Global Movement for Basic Education. *Refuge*, 27(2), 10-18.

Dryden-Peterson, S. & W. Giles. (2011). Introduction: Higher Education for Refugees. *Refuge*, 27(2), 3-9.

Dryden-Peterson, S. (2011). Education as Livelihood for Refugee Children: Emergency, Protracted, and Urban Experiences. In K. Mundy & S. Dryden-Peterson (Eds.), *Educating Children in Conflict Zones: Research, Policy, and Practice for Systemic Change, A Tribute to Jackie Kirk*. New York: Teachers College Press, 85-99.

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Gérin-Lajoie, D. (2011). Analyse comparative du rapport à l'identité chez les jeunes des communautés de langue officielle au Canada, *Francophonies d'Amérique*, no 30, p. 109-129.

Gérin-Lajoie, D. 2010 (on invitation). Le discours du personnel enseignant sur leur travail en milieu francophone minoritaire, *Canadian Journal of Education/Revue canadienne des sciences de l'éducation*, 33, 2, p. 356-378.

Hayhoe, R. and Jun, L., (2012). Institutional Diversity in Chinese Higher Education, *International Higher Education*, No. 66, Winter 2012, pp. 22-24.

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Kerekes, Julie, Chow, Joanne, Lemak, Alina, and Perhan, Zhanna (In Press). Trust or betrayal: Immigrant engineers' employment-seeking experiences in Canada. In Chris Candlin & Jonathan Crichton (Eds.), *Discourses of trust*, Palgrave Macmillan.

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Menashy, F. (forthcoming 2012) Interrogating an omission: The absence of a rights-based approach to education in World Bank policy discourse. *Discourse: Studies in the Cultural Politics of Education*. 34(5).

Mojab, S.& Nadeen El-Kassem (2011). Cultural relativism: Theoretical, political and ideological debates. In *The Struggle for Secularism in Europe and North America*, Dossier 30-31, July, Women Living Under Muslim Laws: 191-210.

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Niyozov, S. (2012). Exploiting globalization while being exploited by it: Insights from Central Asian Education Reforms. *Canadian and International Education, Special issue*.

Niyozov, S., & Memon, N. (2011). Islamic education and Islamization: Evolution of themes, continuities and new directions. *Journal of Muslim Minority Affairs*. 31(1), 6-34.

Olson, P. & Liu, J. (2012). Establishing a Curricular Content for the King Gesar of Ling: Why it is important for Tibetan, other Chinese and the World Youth

## Book Chapters

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Bahry, Stephen. (2012). Minority Education. In Zha Qiang (ed.) *Education in China: Educational History, Models, and Initiatives*. Great Barrington, MA: Berkshire Publishing.

Bahry, Stephen. (2011). Attainment of higher education in China by ethnicity: Comparison of 1990 and 2000 national census data. In E. L. Brown & P. Gibbons (Eds.), *International advances in education: Global initiatives for equity and social justice, Volume 2: Ethnicity and race* (pp. 49-77). Charlotte, North Carolina: Information Age Publishing.

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

Bickmore, K. (2011), Peacebuilding Dialogue as Democratic Education. In James Arthur & Hilary Cremin (Editors), *Debates in Citizenship Education* (Routledge), 115-131. (earlier version presented at CitizEd conference at the University of St. Andrews, Scotland, July 3, 2010; also presented as invited lecture at the University of Cambridge, England, February 18, 2011)

Bickmore, K. & Angela MacDonald (2010), Student leadership opportunities for making ‘peace’ in Canada’s urban schools: Contradictions in practice. *Interamerican Journal of Education for Democracy/*

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Dei, G. (2012) The Relevance of Anti-Racist Education. In. S. Pashang (ed.). *Unsettled Settler*. Whitby, ON.: de Sitter Publications, pp. 123-43.

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Feuerverger, G. (2011). Teaching for the love of it: An education professor's narrative at the crossroad of language, culture and identity," in Kitchen, J., Ciuffetelli, D. and Pushor, D. (eds.) *Narrative Inquiries into Curriculum-Making in Teacher Education*, Bingley, UK: Emerald Group Publishing Limited. (pp. 75-93).

Gérin-Lajoie, D. (forthcoming, 2012). Policy Trends and their Impact on the Work of Teachers and Principals in the Toronto Area. In P. Grimmett (ed.) *Educators' Perceptions of Policy Impact on their Working Conditions and Practices*.

Gérin-Lajoie, D. 2011 (on invitation). Belonging to Two Worlds at Once. In J. Jedwab and R. Landry *Life After Forty: Official Languages in Canada*, Montreal: McGill-Queen University Press – Queen's Policy Series, p. 179-199.

Gérin-Lajoie, D. 2011 (on invitation). Le rôle complexe de l'école en milieu francophone minoritaire. In J. Roque *La direction d'école et le leadership en milieu francophone*. St-Boniface: Les Presses universitaires de St-Boniface, p. 307-321.

Hayhoe, R. (2011). Made to Be Broken: Universal Theories as Ideal Types, in A. Örténblad, R. Kumari, M. Babur & I.A. Bajunid (eds.) *Are Theories Universal? Exploring Leadership and Learning Theories* Association, pp. 91-99.

Hayhoe, R. (forthcoming, 2012) Hong Kong's Potential for Global Educational Dialogue: Retrospective and Vision, in Karen Mundy and Qiang Zha (eds.) *Education and Global Cultural Dialogue* (New York: Palgrave MacMillan).

Jones, Glen A. and Gopaul, Bryan (2012). Doctoral Education and the Global University: Student Mobility, Hierarchy and Canadian Government Policy. In Adam Nelson and Ian Wei (eds.), *The Global University: Past, Present and Future Perspectives* (pp. 189-209). New York: Palgrave Macmillan.

Jones, Glen A. and Weinrib, Julian (2012). The Organization of Academic Work and the Remuneration of Faculty at Canadian Universities. In P. Altbach et al, *Paying the Professoriate: A Global Comparison of Compensation and Contracts* (pp. 83-93). New York: Routledge.

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Lam, E (2011). Implications of Ontario's Equity and Inclusion for Mathematics Education: Some considerations for teachers. Diversity Keynote for Ontario Association for Mathematics Education annual conference, Windsor, ON.

Metcalfe, A. S. , Fisher, D., Rubenson, K., Snee, I., Gingras, Y., and Jones, Glen A. (2011). Canada: Perspectives on Governance and Management. In W. Locke, W. K. Cummings, and D. Fisher (Eds.), *Governance and Management of Higher Education Institutions: Perspectives of the Academy* (pp. 151-174). Dordrecht, The Netherlands, Springer.

Mojab, S. with Carpenter, S. (2011). Introduction: A Spectre haunts adult education: Crafting a Marxist-feminist framework for adult education and learning. In Carpenter, S. and Mojab, S. (eds.) *Building from Marx: Race, Gender, and Learning*. New York: Palgrave MacMillan: 1-18.

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

Niyozov, S. (2012, accepted). A Comparative Analysis of Ivanow's and Bertels' same -titled work "Nasir Khusraw and Ismailism"; Toward Rethinking Central Asian Ismaili Studies. In Daftary F., & Elnazarov, H. (Eds.), *Ismaili Traditions and Spirituality of the People of the Pamirs in the Works of Russian Scholars* (Dedicated to 125<sup>th</sup> Birth Anniversary of Wladimir Ivanow).

Niyozov, S. (2012, accepted), Encountering Globalization in Central Asia. In Brock, C., & Ahmed, M. (Eds.), *Education in West and Central Asia*. Symposium Books.

Niyozov, S. (2011). Easier Said than Done: Taking Religious and Cultural Dimensions Seriously. In Rolheiser, C., Evans, M., & Gambir, M. (Eds.), *Inquiry into Practice: Reaching Every Student Through Inclusive Curriculum* (pp. 27-29). Toronto: OISE Publications.

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## CIDE STUDENT AND RECENT ALUMNI PUBLICATIONS

### Select Student and Recent Alumni Publications

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

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

Eidoo, Sameena; Ingram, Leigh-Anne; MacDonald, Angela; Nabavi, Maryam; Pashby, Karen; Stille, Saskia. (2011) "Through the kaleidoscope": Intersections between theoretical perspectives and classroom implications in Critical Global Citizenship Education" *Canadian Journal of Education*, 34, 4: 59-8.

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

Jang, E.E., Wagner, M., & Stille, S. (2011) Issues and challenges in developing and validating a language assessment framework, Steps to English Proficiency, for K-12 English language learners. *Cambridge ESOL Research Notes*, 45, 8-13.

Karram, Grace. (2011). The International Connections of Religious Higher Education in Sub-Saharan Africa: Rationales and Implications. *Journal for Studies in International Education*.(15): 5, 487-499.

Karram, Grace (2011). Internationalization at Canada's Universities: Developing Active Global Citizens *Glob.Idealisation*. (2):75-92

Liu, J. (online first). Examining massification policies and their consequences for equality in Chinese higher education: A cultural perspective. *Higher Education*. DOI: 10.1007/s10734-012-9517-4

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

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

Sperling, E. (2011). Book review: The Thinking Students Guide to College: 75 Tips for Getting a Better Education by A. Roberts. *Canadian Journal of Education*. CSSE.

Stille, S. (2011a) Ethical readings of student texts: Attending to the process and production of identity in classroom-based literacy research. *Language & Literacy*, 13(2), 66-79.

Stille, S. (2011b) Framing representations: Documentary filmmaking as research inquiry. *Journal of Curriculum and Pedagogy*, 8(2).

Stille, S. (2012), Re/making the ground on which they stand: Making a school garden with culturally and linguistically diverse students. *Bilingual Basics: TESOL Newsletter*.

Wang, X. and Liu, J. (2011). China's higher education expansion and the task of economic revitalization. *Higher Education*. 62(2), 213-229. DOI 10.1007/s10734-010-9383-x.

Wright, L. *Education in Emergencies: Research Methodologies Identifying Successes and Gaps*. Inter-Agency Network for Education in Emergencies. Bi-Weekly Bulletin. March 15, 2012.



# CIDE FACULTY AND STUDENT AWARDS 2011-2012

## Faculty Awards

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

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

## Student Awards

- **Kazi Arif Anwar (Ph.D. Candidate, CTL)**
  - Comparative and International Education Society New Scholars Workshop (2012)
  - Val Duncan Travel Award (2011)
- **Jeff Burrow (Ph.D. Student, TPS)**
  - Comparative and International Education Society New Scholars Workshop (2012)
- **Maggie Dunlop (Ph.D. Student, CTL)**
  - Save-University Partnership for Education Research (SUPER) Fellowship (2011)
- **Sameena Eidoo (Ph.D. Candidate, CTL)**
  - Ontario Graduate Scholarship (2009-11)
- **Solomon Belay Faris (Ph.D. Candidate, CTL)**
  - University of Toronto Doctoral Completion Award (2011)
- **Mira Gambhir (Ph.D. Candidate, CTL)**
  - SSHRC Doctoral Fellowship (2009-12)
- **Kara Janigan (Ph.D. Candidate, CTL)**
  - University of Toronto Doctoral Completion Award (2011)
- **Serhiy Kovachuk (Ph.D. Student, CTL)**
  - Comparative and International Education Society New Scholars Workshop (2012)
- **Jian Liu (Ph.D., TPS)**
  - Best Dissertation Award, Higher Education Special Interest Group, Comparative and International Education Society (2011)
- **Meggan Madden (Ph.D., TPS)**
  - University of Toronto Doctoral Completion Award (2011)
- **Kathy Madjidi (Ph.D. Candidate, AECF)**
  - University of Toronto Doctoral Completion Award (2011)
- **Neville Panthaki (Ph.D. Student, CTL)**
  - Azim Premji Foundation Fellowship (2011)
- **Carlos Parra (Ph.D. Candidate, TPS)**
  - University of Toronto Doctoral Completion Award (2011)
- **Jaddon Park (Ph.D. Candidate, CTL)**
  - Ontario Graduate Scholarship (2011)
- **Gary Pluim (Ph.D. Candidate, CTL)**
  - Ontario Graduate Scholarship (2010-2012)
- **Grace Karram Stephenson**
  - Ontario Graduate Scholarship (2011)
- **Helen Tewolde (M.A. Student, TPS)**
  - DiverCity Fellowship (2011)

## CIDE COLLABORATIVE PROGRAM—ADMISSIONS AND STUDENT NUMBERS

In 2011-2012 the CIDE collaborative program was home to 119 vibrant, dynamic students from across OISE. In February 2012, the admissions process saw more than 480 applications to the program. So far we have made offers to 73 students. As of May 31, 2012, 38 students had accepted our offer.

### Admissions

#### 2012 Admissions (as of May 31, 2012)

<b>February 2012 Total Applications:</b>	<b>481</b>
<b>Offers of Admission</b>	<b>73</b>
<b>Total Confirmed Students</b>	<b>38</b>
Adult Education Community Development:	8
Curriculum Studies and Teacher Development:	13
Educational Administration:	5
Higher Education:	6
History/Philosophy of Education	0
Second Language Education:	2
Sociology in Education:	4



# CIDE COLLABORATIVE PROGRAM—COURSES

## Courses

**Total Offered Courses: 55 (17 core, 38 affiliated)**

### Core Courses

- CIE1000H Introduction to Comparative, International and Development Education (Sarfarozi Niyozov)
- CIE1002H Practicum in Comparative, International and Development Education
- CIE1005H: Special Topics in Comparative and International Development Education: International Program and Project Management
- AEC1146H Women, War and Learning (Sharhazad Mojab)
- AEC3131H Popular Education: Comparative and International Perspectives (Sarah Carpenter)
- AEC3180H Global Governance and Educational Change (Karen Mundy)
- AEC3182H Citizenship Learning and Participatory Democracy (Bettina von Lieres)
- CTL1037H Comparative and Cross-Cultural Perspectives (Sarfarozi Niyozov)
- CTL1060H Education and Social Development (Caroline Manion)
- CTL1318H Teaching Conflict and Conflict Resolution Politics and Practices (Kathy Bickmore)
- SES1921H The Principles of Anti-Racism (George Dei)
- SESE1924H Modernization, Development and Education in African Contexts (George Dei)
- SES1927H Migration and Globalization (Roland Coloma)
- SES3911H Cultural Knowledges, Representation and Colonial Education (Thomas)
- TPS1807H Strategic and Long-range Planning for Post-Secondary Education Systems (Creso Sa)
- TPS1825H Comparative Education Theory and Methods (Ruth Hayhoe)
- TPS3810H International Academic Relations (Ruth Hayhoe)

### Affiliated Courses

- AEC1102H Community Development: Innovation Models
- AEC1131H Special Topics: Work, Learning and Migration
- AEC1131H Special Topics: Women in Development and Community Transformation
- AEC1145H Participatory Research in the Community and the Workplace
- AEC1181H Embodied Learning and Qi Jong
- AEC1184H Aboriginal World Views: Implications for Education
- AEC1190H Community Healing and Peacebuilding
- CTL1010H Children's Literature within a Multicultural Context
- CTL1031H Language and Cultural Identity: Using the Literary Text in Teacher Development
- CTL1033H Multicultural Perspectives in Teacher Development: Reflective Practicum
- CTL1307H Identity Construction and Minority Education
- CTL1799H Special Topics: Pedagogies of Solidarity
- CTL1816H Official Discourses and Minority Education
- CTL3015H Seminar in Second Language Teacher Education
- CTL3042H Second Language Teacher Education
- JSA5147H Language, Nationalism, and Post-Nationalism
- SES1912H Foucault and Research in Education and Culture: Discourse, Power and the Subject
- SES1922H Sociology of Race and Ethnicity
- SES1926H Race, Space and Citizenship: Issues for Educators
- SES2999H Special Topics: Militarism and Sustainability: Concepts of Nature, State and Society

- SES2999H Research Methods for Historical and Cultural Analysis
- SES3904H Advanced Sociological Theory in Education
- SES3912 Race and knowledge Production: Issues in Research
- SES3933H Globalization and Transnationality: Feminist Perspectives
- TPS1020H Teachers and Educational Change
- TPS1027H The Search for Educational Quality and Excellence in a Global Economy
- TPS1029H Special Topics: Multicultural and Intercultural Education for Leadership and Conflict Resolution in a Time of Globalization
- TPS1401H The Origins of Modern Schooling II: Problems in the 19<sup>th</sup> and 20<sup>th</sup> Century Educational History: Focus on Canada and the US
- TPS1427H History and Commemoration: Canada and Beyond, 1800 – 1900s
- TPS1430H Gendered Colonialisms, Imperialisms and Nationalisms in History
- TPS1447H Technology in Education: Philosophical Issues
- TPS1803Y Recurring Issues in Post-Secondary Education
- TPS 1806H Systems of Higher Education
- TPS1820H Special Topics: Higher Education and Globalization: Critical Policy Perspectives
- TPS1820H Special Topics: War, Conflict and Terror
- TPS1846H Internationalization of Higher Education in a Comparative Perspective
- TPS3029H Special Topics in Education Administration: Politics and Education
- TPS3055H Democratic Values, Student Engagement, and Critical Leadership

## CIDE Student Association: Annual Report

The 2011-2012 CIDE SA team had an excellent year offering CIDE students a variety of stimulating and enjoyable academic events. To support our new and existing CIDE students, we provided formal and informal academic advice and support as well as held several orientation and information sessions. In addition to support, we provided students with a year full of exciting events. Our events began in July with a fabulous garden party for CIDE staff and students at our own Vandra Masesmann's home. Although Vandra had retired the previous year, she was still up for organizing another CIDE Garden Party! Thanks Vandra!

Following the great party in July, the academic year started off in September with our usual CIDE orientation week for new CIDE students, which offered a variety of academic and entertaining events for new and existing students. In September, we also assisted Jaddon Park (CIDE Ph.D. Candidate in CTL) with a book launch for Manzoor Ahmed of BRAC Bangladesh with special guest Dr. John Richards from Simon Fraser University. It was a great event!



We also contributed to the CIDE Student Symposium in February which provided CIDE students with an excellent opportunity to share their own research. In addition to our contributions to CIDE events, we also organized a variety of events including two documentary and pizza nights featuring Part I and II of "Pre-School in Three Cultures: Japan, China and the United States"; our annual Hart House Farm retreat in February, games night at Snakes and Lattes and of course, our beginning and end of year potlucks which always attracted existing students and staff as well as alumni. Altogether the 2011-2012 CIDE SA year was a great success! We welcome the new 2012-2013 CIDE SA team and look forward to their exciting events in the year ahead!

–Darlene, Laura, Jade and Rufeeda.