

The Comparative, International and Development Education Centre (CIDEC)

Annual Report: January 2009 - May 2010



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1. Overview and Message from the Directors:

The Comparative, International and Development Education Centre is a research 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 and international educational research at OISE. The CIDEDEC community includes 51 core and affiliated faculty members; 3 adjunct faculty, and 3 visiting scholars. CIDEDEC is the institutional anchor for OISE's popular Graduate Collaborative Degree in Comparative, International and Development Education, which draws student and faculty from seven programs at OISE.¹ More than 150 graduate student researchers with an interest in international issues and comparative methodologies in the field of education are affiliated to 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:

- Nine key research initiatives supported by the Centre, including research initiatives focused on Central Asia, Chile, China, Africa, and on the themes of school improvement, civil society participation in educational policy, global citizenship education, higher education, education in conflict-affected states, and the field of comparative and international education;
- A selection of internationally focused research publications, by CIDE faculty and CIDE graduate students;
- The titles of the 19 M.A. theses, 3 PhD and 2 EdD dissertations completed by CIDE students in 2009 and 2010 (as well as other student awards and honours);
- A list of the 34 research seminars hosted by the Centre between January 2009 and May 2010 – including three seminars with international speakers; 8 research presentations by OISE faculty, or faculty from Canadian universities and international development organizations; and 20 seminars focused on the dissemination of CIDE graduate student research;
- The contributions to comparative and international research being made by three visiting scholars hosted by CIDE in 2009 and 2010;
- The innovative activities of the CIDE student association, whose work has helped to build a dynamic context for research and activism among our students.

These research activities, projects and publications demonstrate CIDEDEC's ongoing ability to support collaboration, innovation, and excellence in comparative education research among faculty and students at OISE. As this report suggests, CIDEDEC continues to play a critical role in the development of a thriving community of practice in the field of comparative, international and development education at OISE.

Karen Mundy and Sarfaroz Niyozov
Co-Directors, CIDEDEC

¹ The Departments of Adult Education and Counseling Psychology; Curriculum, Teaching and Learning; Theory and Policy Studies; and Sociology and Equity Studies in Education are each participating members of the CIDE Collaborative Program and Centre.

2. CIDEC Faculty and their Research Interests

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

Sarfaro Niyozov, CIDEC Co-Director

Assistant Professor, CTL

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

Vandra Masemann, CIDE Graduate Programme Co-ordinator

Associate Professor (Adjunct), AECF

Gender and education; Anthropology of education; History of comparative and international development education.

Sylvia Macrae, CIDE Administrator and Finance Officer

CIDEC Core Faculty

Stephen Anderson, Associate Professor, TPS

Education administration and change, school improvement in comparative perspective

Kathy Bickmore, 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 & 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

Ruth E. S. Hayhoe, Professor, TPS

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

Reva Joshee, Associate Professor, TPS

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

Shahrazad Mojab, Professor, AECF

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

Paul Olson, Associate Professor, SESE

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

Daniel Schugurensky, Associate Professor

AECF *Comparative adult education; popular education; Latin America; citizenship learn.*

CIDEC Affiliated Faculty

Nina Bascia, Professor, TPS

Policy analysis, teachers organizations.

Megan Boler, Professor, TPS

Philosophy of technology, post-structuralism

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

Ruben Gaztambide-Fernandez, Assistant

Professor, CTL *Arts education, curriculum*

Antoinette Gagné, Associate Professor, CTL

ESL issues, teaching strategies for diversity

Diane Gerin-Lajoie, Professor, CTL

Identity, teaching in minority settings

Anne Goodman, Assistant Professor, AECF

Peace/reconciliation in South Africa

Denis Haché, Associate Professor, TPS

Professional development, strategic planning

Monica Heller, Professor, SESE

Franco-Ontario studies, social inequality

Dick Holland, Instructor, CTL

Global citizenship, anti-globalization

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.

CIDEC Adjunct Professors

Jorge Balan, Adjunct Professor, TPS

Higher education and public policy

Jane Knight, Associate Professor, TPS

Internationalisation of higher education

Ben Levin, Professor, TPS

Educational reform, change, policy, politics

David Levine, Professor, TPS

History of education, social modernization

David Livingstone, Professor, SESE

Political economy and education

Angela Miles, Professor, AECF

Feminist theory, critical theory, globalization

Kiran Mirchandani, Associate Professor,

AECF: *Transnational service work*

Cecilia Morgan, Professor, TPS

Gender, colonialism, imperialism

Trevor Norris, Assistant Professor, TPS

Globalization, modernity and post-modernity

Roxana Ng, Professor, AECF

Gender, immigrant women, race and class

John Portelli, Professor, TPS

Democratic values, student engagement

Jack Quarter, Professor, AECF

Social economy, community development

Katharine Rankin, Associate Professor, Dep't
of Geography

Post-conflict transition in Nepal, gentrification

Jean-Paul Restoule Assistant Professor AECF

Aboriginal Education and Culture Identities

Creso Sá, Assistant Professor, TPS

Higher education, public policy

Richard Sandbrook, Professor, Dep't Poli Sci

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

Gender, colonialism, black feminism

Sam Mikhail, Adjunct Professor, TPS

Post-basic education, poverty reduction

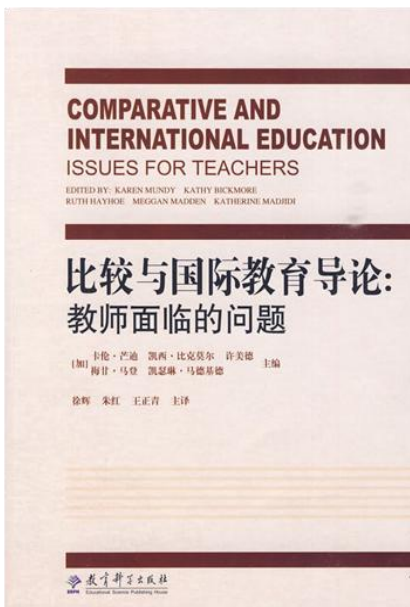
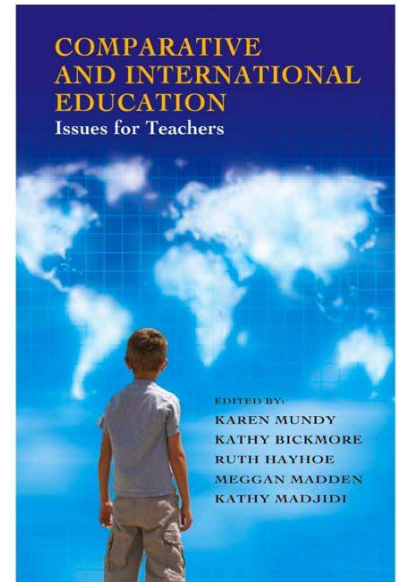
3. CIDEC Research and Development Activities

1. CIDE Publication: Comparative and International Education: Issues for Teachers

Contributors: Karen Mundy, Kathy Bickmore and Ruth Hayhoe and CIDE students Meggan Madden and Kathy Madjidi

The “Issues for Teachers” book was initiated as project among CIDE faculty to introduce pre-service teachers 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 text-book was piloted in a course for teacher candidates at OISE -University of Toronto in the fall of 2006, which has now run for four consecutive years.

Less than two years after its publication in 2008 by Canadian Scholars Press, Inc (CSPI), and Teachers College Press, we now have excellent reports of the use of the textbook outside of OISE-UT. CSPI has sold close to 300 copies through direct orders; Teachers College 867. Universities that are using the textbook include York University, Nippissing University, University of Minnesota, Hong Kong Institute of Education (Hong Kong), Hacettepe University (Turkey), and Northeast Normal University (Changchun, China), University of British Columbia, Laval, the Nova Scotia Department of Education, McGill University, Canadore College, and Wilfrid Laurier University. The book has now been translated into Chinese and published under the title *Bijiao yu Guoji jiaoyu daolun: Jiaoshi Mianlin de wenti* by publisher Education Science Press in Beijing.



In a recent review of the text, Simona M. Popa writes, “The book...could not be more timely...in the context of a recent series of alarming reports on the irrelevance of teacher education programs and their continuous decline in quality. What is ostensibly a set of introductory essays to the field of comparative education emerges as a sophisticated panorama of the field, wrapped in scholarly commentaries on critical issues, not to mention key questions for reflection and discussion, full notes, lists of suggested readings, an index, and appendices containing suggested audiovisual and online resources.” Popa concludes, “*Comparative and International Education: Issues for Teachers* is exceptional in its coverage of the essentials of the field. It certainly makes a great introduction for newcomers; yet at the same time, because of its complexity, it could be studied with profit by any advanced scholar.” (*Comparative Education Review*, Vol. 53, No. 3., 1 August 2009, pp. 462-464.)

- 2. Book Project: *Civil Society and Education: What Policy Makers and Planners Need to Know***
Contributors: Karen Mundy (author); Bronwen MacGrath (research assistant)

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.

- 3. Research Initiative: *China's Move to Mass Higher Education: Implications for Civil Society and Global Cultural Dialogue***

Contributors: Ruth Hayhoe (Principal Investigator), Jun Li, Cristina Pinna, Jin Lin, Qiang Zha Ma Jinyuan, Jian Liu, Yuxin Tu

This project included a policy study of the decision making process in China's recent rapid move to mass higher education and a survey of 2400 undergraduate students in 12 universities in different parts of the country. A major focus of the project was on the profiles of these 12 case study universities, whose experience of the move to mass higher education is profiled in a forthcoming book: *Portraits of 21st Century Chinese Universities: In the Move to Mass Higher Education* by Ruth Hayhoe, Jun Li, Jing Lin and Qiang Zha (Hong Kong: Comparative Education Research Society, University of Hong Kong and Dordrecht, Netherlands: Springer, 2010 or 2011). In May of 2009 a workshop was held at Peking University and all twelve of the collaborating scholars from the case study universities were invited to comment on the draft book chapters. Four collaborating scholars came to CIES in Chicago in March of 2010 to present papers that responded to the portraits and will be published in a special issue of *Frontiers of Education in Education* in November of 2010. In addition five publications, relating mainly to these aspects of the project, have been published, forthcoming or under review. This project has been funded by SSHRC.

- 4. Research Initiative: *Canada-Afghanistan/Central Eurasia Education Research Group***

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

The group worked with CIDE to host over 40 practitioners, students, researchers and policy makers for three hours of "Hard Talk" on education in Central Eurasia in October 2009. The group's aims were to exchange critical perspectives among a broad range of stakeholders, organizations and regions. The Canada-Afghanistan / Central Eurasia Education Group has created an email list and hopes to prepare a listserv of Hard Talk Round Table participants to continue the conversation and has prepared several follow-up activities. The group has also organized a panel for the upcoming Central Eurasian Studies Society conference in October, 2010 at University of Michigan entitled: *The Current Status of Education and Educational Research in Central Eurasia* with Prof. Niyozov as discussant, and a paper "Challenges for Research and Policy in Establishing Quality Education of Non-Dominant Groups in Central Eurasia" by S. Bahry, and papers by Hard Talk Round Table participants from other institutions: one by CTL/CIDE alumnus Dr. D. Shamatov of University of Central Asia, on the effect of joining the PISA assessment system on educational quality in Kyrgyzstan, and another on The Open Educational Resource Movement in Afghanistan by Lauryn Oates, a doctoral candidate at the University of British Columbia who studies how primary teachers can use technologies to teach local languages.

5. Book Project: *A Tribute to David N. Wilson: Clamouring for a Better World*

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. Together, all of the chapters provide a fitting tribute to a man whose heart, in the words of his former student Suwanda Sugunasiri, was always “clamouring for a better world”. 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.

6. International Research Collaboration: *Exploring Global Citizenship Education as a Framework for Teaching about Diversity in Canada and England*

Contributors: Kathy Bickmore, Reva Joshee, Mark Evans (Co-Principal Investigators); Michelle Schweisfurth and Hiromi Yamashita, University of Birmingham

CIDEC and The Centre for International Education and Research (CIER) of the University of Birmingham engaged in a collaborative exchange on global citizenship education in the context of diversity, social conflict, and pluralism. CIDEC received Michele Schweisfurth in November 2008 and sent Kathy Bickmore to the UK in December 2008. Reva Joshee and Mark Evans visited Birmingham in March 2009. The final seminar took place in Toronto in April 2009, presented by Hiromi Yamashita (‘Global Citizenship Education and Environmental Risk Communication’) and Russell Manning (‘Teaching History in Secondary Schools in a Multicultural and Multifaith City’). The seminar was well attended and attracted educators and PhD students from different areas of education. The visitors also visited Toronto area secondary schools (one suburban and one inner city school) and had discussions with teachers, head teachers and students, on benefits and challenges of teaching and learning about global issues at school. Plans are ongoing about future collaborative work and outputs. This work was funded by the International Council for Canadian Studies.

7. Research Initiative: *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: Steve Anderson (OISE), Fr. Jose Weinstein and Dr. Gonzalo Munoz (la Fundación Chile).

In Fall 2008, the CIDE Centre hosted visiting scholar Jose Weinstein, from la Fundación Chile. One outcome from that visit was the development of a research collaboration led by CIDE Faculty Stephen Anderson. Anderson is now collaborating in a national investigation of school leadership with a team of researchers from 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. He spent three weeks in Chile in May 2009 working with the team on the research design. While in Chile he delivered keynote addresses on the theme of school improvement at two seminars for municipal, government and university education professionals, one in Copiapó, for Fundación Chile and Fundación CAP, and the second for the Ministerio de Educación de Chile and the Universidad Católica de Valparaíso in Valparaíso. The research study will continue through 2011. This initiative led to the signing of a Letter of Intent between OISE/UT and Fundación Chile in order to formalize and extend the partnership to other areas of collaboration, e.g. leadership training.

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

Contributor: Karen Mundy

CIDEC's existing "smartroom" has video conferencing technology intended to support research collaboration. However, the existing system in The CIDEC Smartroom cannot stream, capture and store "live events." The infrastructure requested in this CFI proposal will support efficient streaming and capture of media from live events. It includes 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.

9. Education in Conflict: A Tribute to Jackie Kirk

Contributors: 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.

4. Selected CIDE Publications, 2009-2010

Publications by Faculty and Visiting Scholars

- Anderson, S. & Kumari, R. (2009). Continuous improvement in schools: Understanding the practice. *International Journal of Educational Development* V.29, 281-292..
- Anderson, S.E. (2010). Primary and secondary education: Studies of school improvement in developing countries. In B.McGraw, E.Baker & P.Peterson (Eds.) *International Encyclopedia of Education (3rd Edition)*. Oxford, UK: Elsevier.
- da Silva, E. & Heller, M. (2009). From protector to producer: The role of the State in the discursive shift from minority rights to economic development. *Language Policy* 8(2): 95-116.
- Davies, D. and Lam, E. (2010). The Role of First-hand Experience in the Development Education of University Students. *International Journal of Education Development*. April 2010.
- Dei, G. J. S. (2010). *Teaching Africa: Towards a transgressive pedagogy*. New York: Springer Publishing.
- Dei, G. J. S. (2010). *Fanon and education: Thinking through pedagogical possibilities*. New York: Peter Lang [co-editor, Marlon Simmons].
- Dei, G. J. S. (2010). *Fanon and the counter-insurgency of education*. Rotterdam: Sense Publishers.
- Dei, G. J. S. (2010). *Learning to succeed: The challenges and possibilities of educational development for all*. New York: Teneo Press.
- Dei, G. J. S. (2010). Engaging race, anti-racism and equity issues in the academy: A personal odyssey. In J. Newson & C. Polster (Eds.), *Academic callings* (pp. 170-177). Toronto: Canadian Scholars' Press.
- Dei, G. J. S. (2010). The environment, climatic change, ecological sustainability and anti-racist education. In F. Kagawa & D. Selby (Eds.), *Education and climate change: Living and learning in interesting times* (pp. 89-105). New York: Routledge.
- Dei, G. J. S. (2009). The indigenous as a site of decolonizing knowledge about conventional development and the link with education: The African case. In J. Langdon (Ed.), *Indigenous knowledge, development and education* (pp. 15-36). Rotterdam: Sense Publishers.
- Dei, G. J. S. (2009). Examination of traditional medicine and herbal pharmacology and the implications for teaching and education: A Ghanaian case study. *Alberta Journal of Educational Research* 55(3), pp. 298-318
- Dei, G. J. S. (2009). Literacy, diversity and education: Meeting the contemporary challenge. *Canadian and International Education*. 38(1), pp. 1-16.

- Dryden-Peterson, S. (2010). Reconciliation through Relationships among Teachers and sub-Saharan African Families in the USA. In *Education and Reconciliation: Exploring Conflict and Post-Conflict Situations* (Ed. J. Paulson), London: Continuum Books.
- Dryden-Peterson, S. (May 2010). *Barriers to Accessing Education in Primary Education in Conflict-Affected Fragile States: A Synthesis Report*. London: Save the Children.
- Dryden-Peterson, S. (May 2010). *Afghanistan: Barriers to Accessing Primary Education, A Case Study*. London: Save the Children.
- Dryden-Peterson, S. (May 2010). *Democratic Republic of Congo (DRC): Barriers to Accessing Primary Education, A Case Study*. London: Save the Children.
- Dryden-Peterson, S. (May 2010). *Barriers to Accessing Education in Conflict-Affected Fragile States: A Literature Review*. London: Save the Children.
- Farrell, J. P. & A. Hartwell (2008). Planning for successful alternative schooling: a possible route to Education for All. IIEP Research Paper -Quality Education for All. UNESCO: IIEP
- Hayhoe, R. & Liu, J. (2010). China's universities, cross-border education and the dialogue among civilizations. In D. Chapman, W. Cummings & G. Postiglione (Eds.), *Border crossing in East Asian higher education* (pp. 76-100). Hong Kong: Comparative Education Centre, University of Hong Kong and Springer Press.
- Hayhoe, R. & Lu, Y. (2010). Christianity and cultural transmission. In R. G. Tiedemann (Ed.), *Handbook of Christianity in China, Volume Two: 1800 to the present* (pp. 681-691). Leiden, Boston: Brill.
- Hayhoe, R. & Li, J. (2010). The Idea of a normal university in the 21st century. *Frontiers in Education* (6) 1, 74-103.
- Hayhoe, R. (2009). Learning from Chinese teachers and educators. In N. Li (Ed.), *Dream beyond the Pacific – Canadian teachers in China* (pp. 9-16). Beijing: China Intercontinental Press.
- Heller, M. (2009). Commentary: The inter-cultural dimension in the use of languages of wider communication by minority language speakers. *Journal of Multicultural Discourses* 4(2):103-104.
- Heller, M. & Moïse, C. (2009). Conversation: la co-construction d'un positionnement interprétatif. In: Vers un paradigme réflexif ou herméneutique. Special issue (edited by Didier de Robillard). *Cahiers de sociolinguistique* 14: 13-25.
- Heller, M. & Pujolar, J. (2009). From CultureActe to CultureBiz: The political economy of tourist texts. *Sociolinguistic Studies* 3(2): 177-201.
- Knight, J. (Ed.) (2009). *Financing Access and Equity in Higher Education*. Rotterdam, Netherlands: Sense Publishing.

- Knight, J. (2010). Crossborder education: Quality assurance and accreditation issues and implications. In C. Findlay & W. Tierney (Eds.), *Globalization and Tertiary Education in the Asia Pacific-The Changing Nature of a Dynamic Market* (pp.72-93). Singapore: World Scientific Publishing Co..
- Knight, J. (2010). Internationalization: Reactor or actor to the competition imperative?. In L. Portnoi, V. Rust, & S. Bagley, *Higher Education, Policy, and the Global Competition Phenomenon*. Gordonsville: USA Palgrave Macmillan.
- Knight, J. (2010). Quality dilemmas with regional education hubs and cities. In S. Kaur, M. Sirat & W. Tierney, *Quality Assurance and University Rankings in Higher Education in the Asia Pacific: Challenges for Universities and Nations*. Penang, Malaysia: Universiti Sains Malaysia Publishers.
- Knight, J. (2009). New developments and unintended consequences: Whither thou goest, internationalization? In R. Bhandari & S. Laughlin (Eds.), *Higher Education on the Move: New Developments in Global Mobility* (pp.113-125). Global Education Research Reports. New York: Institute for International Education.
- Lam, E (2010). An Investigation of Possibilities and Limitations of 'Education Borrowing' in Barbados and Trinidad and Tobago. *Compare: A Journal of Comparative Education*. 40(1): 135
- Levin, B. (2009). How governments decide: The role of research. In R. Desjardins, & K. Rubenson (Eds). *Research of vs research for education policy in an era of transnational policy-making* (44-57). Saarbrücken: VDM Dr. Müller.
- Cooper, A., Levin, B. & Campbell, C. (2009). The growing (but still limited) importance of evidence in education policy and practice. *Journal of Educational Change* 10(2), 159-171.
- Masemann, V., Majhanovich, S., Truong, N., & Janigan, K.(Eds.), (in press 2010). A tribute to David N. Wilson: Clamouring for a better world. Rotterdam: Sense Publishers.
- McLaughlin, M. LeBlanc, M., Heller, M. & Lamarre, P. (Eds.) (2009). Les mots du marché: l'inscription de la francophonie canadienne dans la nouvelle économie. Special issue. *Francophonies d'Amérique* 27.
- Morgan, C. (2010). 'That will allow me to be my own woman': Margaret Anglin, Modernity, and Transnational Stages, 1890s-1940s. In A. Woollacott, D. Deacon & P. Russell (Eds.), *Biography Across Boundaries: Transnational Lives*. Palgrave Macmillan Press.
- Morgan, C. (2009). Celebrity within the transatlantic world: The Anishnabe of Upper Canada, 1830-1860. In R. Clarke (Ed.), *Celebrity Colonialism: Fame, Power and Representation in (Post) Colonial Cultures*. Cambridge Scholars' Press.
- Mundy, K. & Sivasubramaniam, M. (February 2010). Civil Society, Basic Education and Sector-Wide Aid: Insights from Sub-Saharan Africa. Special Issue on State/non-state relationships in achieving Education for All, Pauline Rose, guest editor. *Development In Practice*.

- Mundy, K., with A. Benavot, D. Archer, S. Mosely, F. Phiri, L. Steer & D. Wiking. (2010, February). International aid to education: Moderated discussion. *Comparative Education Review* 54(1), 105-124.
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- Mundy, K. (2009). *Portfolio Review of the World Bank's Africa Education Sector Activities, 2000-2009*. Technical report prepared for the World Bank. Washington, D.C.: The World Bank. November 2009.
- Ng, R. & Shan, H. (2010). Lifelong learning as ideological practice: An analysis from the perspective of immigrant women in Canada. *International Journal of Lifelong Education*, 29(2): 169-184.
- Ng, R. (2009). 'Embodied learning and Qi Gong': Integrating the body in graduate education. In O. Oulanova et al. (Eds.), *Within and Beyond Borders: Critical Multicultural Counselling in Practice*. Toronto: The Centre for Diversity in Counselling and Psychotherapy OISE, University of Toronto.
- Niyozov, S. (2010). Teachers and teaching Islam and Muslims in pluralistic societies: Claims, misunderstandings, and responses. *Journal of International Migration and Integration* (Special Issue, edited by M. Andrew & J. Ipgrave).
- Niyozov, S., & Pluim, G. (2009). Teachers' perspectives on the education of their Muslim students. A missing voice in the educational research. *Curriculum Inquiry*, 39(5), 637-677.

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5. Masters Theses and Doctoral Dissertations 2009/2010

Author	Year/Dept./Degree			Thesis Title
Anwar, Arif	2009	CTL	MA	Towards a Role Framework for Mobile Devices in Educational Contexts
Bahry, Stephen	2009	CTL	EdD	Minority Education in China: A Case Study of Sunan Yughur Autonomous County in Gansu Province
Bent, Margaret	2009	CTL	MA	A Peaceful Partnership? A Qualitative Case Study of Three IB English A1 Teachers' Conceptions of Peace Education at an IB World School in Peru
Bessho, Yuko	2010	CTL	MA	Japan's Colonized Other: A Case Study of the Media Representations on the Deportation of a Filipino Family
Bhanji, Zahra	2009	TPS	PhD	Transnational Private Authority in Education Policy: A Case Study of Microsoft Corporation in Jordan and South Africa
Camase, Greta	2009	CTL	MA	The Ideological Construction of a Second Reality: A Critical Analysis of Romanian EFL Textbook
Deters, Fung Ping	2009	CTL	PhD	Identity, Agency, and the Acquisition of Professional Language and Culture: The Case of Internationally Educated Teachers and College Professors in Ontario
Gravel, Sophie Marie	2009	CTL	MA	A Socio-cultural Perspective in a Summer French-language Immersion Programme
Hudson, Natasha	2009	AECP	MA	Contextualizing Outcomes of Public Schooling: Disparate Post-Secondary Aspirations among Aboriginal and Non-Aboriginal Secondary Students in Canada
Kalia, Ekta	2009	CTL	MA	Life History Study of Experiences of South Asian Teachers' Joining and Working in the Canadian Teaching Force
Kalnin, Elizabeth	2010	AECP	MA	Thai national policy formation, implementation and impact on access and rights: Displaced Burmese in Thailand from 1988-2008
Kelly, Heather	2009	TPS	EdD	International Educators in Canada: The construction of a "New" Professionalism
Lawrence, Geoff	2010	CTL	PhD	Learning about Otherness: A Comparative Analysis of Culture Teaching and Its Impact in International Language Teacher Preparation
Malcolm, Alison	2009	CTL	MA	Second Chances: A Study of Rural Malawian youth in a Complementary Basic Education Programme
Manji, Sheila	2009	CTL	MA	Taking the Teacher Out of Teaching: Local and Foreign Teachers' Perspectives in Using an America Resource Kit to Teach English in a Private Bilingual School in Mexico
Murnaghan,	2009	CTL	MA	The Educative Practices of Public Alternative

Cynthia				Educators Around Student Choice and Student Directed learning in the Ontario Context
Neves, Ana Cristina	2009	CTL	MA	A Holistic Approach to the Ontario Curriculum: Moving to a More Coherent Curriculum
Pluim, Gary	2009	CTL	MA	Prospects for Education for Development in Canada: The Role of the Small NGO from the Perspectives of Directors
Prasad, Gail	2009	CTL	MA	Alter(n)ative Literacies: Elementary Teachers' Practices with Culturally and Linguistically Diverse Students in One French-Language School in Ontario
Tamtik, Merli	2009	TPS	MA	An Analysis of the Factors that Enhance Participation in European University Networks: A Case Study of the University of Tartu, Estonia
Thomas, Reed	2009	CTL	MA	Maps and Journeys: Content-based Teaching in English and French Second Language Classrooms
VanderDussen, E.	2009	CTL	MA	A "Spirit of Service": Conceptualizing Service in Learning through the Preparation for Social Action (PSA) Program in Uganda
Wolfe, Karen	2009	CTL	MA	Global Education and Educational Innovation in Public Secondary Schools
Wong, Anne	2009	TPS	PhD	Thailand and Canada: A Comparative Case Study of Two Residency Training Programs.

6. Graduate Student Awards

Awards for Best Thesis

Sarah Dryden-Peterson – Honourable Mention for Gail Kelly Award for Best Dissertation, Comparative and International Education Society, 2010

Anne Wong (Ph.D) – Best dissertation Award, Higher Education Special Interest Group, Comparative and International Education Society, 2010

Ekta Arun-Kalia (M.A.) – Outstanding Dissertation Award, Canadian Association for Teacher Education, 2009

SSHRC Doctoral Awards

Mira Gambhir (Ph.D Candidate)

Bronwen Magrath (Ph.D Candidate)

Ontario Graduate Scholarships

Emily Antze (M.Ed Candidate)

Sameena Eidoo (Ph.D Candidate)

Kara Janigan (Ph.D Candidate)

Kirk Perris (Ph.D Candidate)

Gary Pluim (Ph.D Candidate)

Other Awards for Research

Mira Gambhir (Ph.D candidate) -- Shastri Indo-Canadian Institute Student Excellence Award (2009)

Stian Håklev (M.A. Candidate): Hewlett Foundation Grant (2009)

Kaylan Horner (M.A. Candidate): Muriel Fung Student Appreciation Award (2009)

Elizabeth Kalnin (M.A.): Keith A. McLeod Scholarship (2009)

Bronwen Magrath (Ph.D Candidate): SSHRC Michael Smith travel scholarship (2009)

Francine Menashy (Ph.D Candidate): Travel and Accommodation Grant World Bank PhD Workshop on Development and International Organizations (2009)

Jaddon Park (Ph.D Candidate): Ontario International Education Opportunity Scholarship (2009); Sir Val Duncan Travel Grant (2009)

Kirk Perris (Ph.D Candidate): Gordon Cressy Student Leadership Award (2010); Shastri Indo-Canadian Institute Student Excellence Award (2009); Muriel Fung Appreciation Award (2009)

Gary Pluim (Ph.D Candidate): Muriel Fung Appreciation Award (2009); Ranjit Kumar Award (2009)

Professional Awards

Melania Chwyl (Ph.D Candidate): Ranked in Canada's top 100 influential women from the Executive Women's Network in the Future Leaders category

Rumeet Toor (M.Ed Candidate): Named an Official Ambassador for the 1Goal Education for All Campaign sponsored by the Global Campaign for Education and FIFA

7. CIDE Research Seminar Series, 2009-2010

Date	Presenter and Title of Seminar
01/07	Professor Suzanne Majhanovich (University of Western Ontario): The common European framework of reference to validate language learning: Its worldwide spread and application in Ontario
01/14	Heather Kelly (EdD, TPS): International educators in Canada: The construction of a “new” Professionalism?
01/28	Elena VanDussen (MA, CTL): Translating learning into actions: Promoting rural community well-being through alternative secondary education in Columbia
02/04	Geoff Lawrence (PhD, CTL): The cultural dimension in international language teacher preparation: An analysis of teacher beliefs and experience Cynthia Murnahan (MA, CTL): Levels of choice: The provincial vs. the local – public alternative educators’ experiences with student directed learning and “choice” in the context of a provincially - mandate curriculum
02/11	Professor Masemann: Attending/presenting at conferences: Prelude to CIES/CIESC
02/18	Professor Prachi Srivastava (University of Ottawa): Public-private partnerships in education in India: Questioning the role of the state
03/04	Natasha Hudson (MA, AECF): Tracking aspirations: Factors influencing the postsecondary aspirations of aboriginal/non-aboriginal students across public secondary schools in Canada Kaylan Horner (MA, CTL): Recipes for active citizenship: A comparison of service learning and community service requirements
03/18	Professor Dieter Misgeld (TPS): Massive human rights violations and learning from these events: Is reconciliation possible?
04/08	Gail Prasad (MA, CTL): Alternative literacies: Teachers’ perspectives on multiple literacies instruction linguistically and culturally diverse allophones in French schools Georg Mevold (MA, TPS): Evaluation of education programs implemented in complex emergencies
04/15	Alison Malcolm (MA, CTL): Second chances in accessing education: An inquiry into the lives of youth in a complementary basic education initiative in Malawi
09/21	Sarah Dryden-Peterson (Postdoctoral Fellow at CIDE): A typology of approaches to primary education for refugees and national hosts in protracted displacement in Uganda: A new view of teaching, learning and social integration in refugee education
09/28	Margaret Bent (MA, CTL): A peaceful partnership? Peace education and the IB Elaine Lam (Visiting Scholar, CIDE): Reconceptualizing international cooperation: An examination of the impact of colonization and ‘education borrowing’ in the secondary education systems of Barbados and Trinidad & Tobago
09/30	Professor Jane Knight (Adjunct Professor, TPS and CIDE): The race to develop education Hubs in Asia and the Middle East - risks and opportunities
10/05	Sameena Eidoo (PhD, CTL): Learning active citizenship through praxis: An inquiry into civic engagement and learning among diverse Muslim youth in Ontario, Canada Steven Hales (PhD, CTL): Municipal school curricula dynamics in Northeast Brazil
10/08	Professor Sarfaroz Niyozov (CTL and Co-Director, CIDE): Panel “Hard Talk” on state-civil society-INGO relationships in education development in Central Asia: Challenges, future possibilities and roles for outside actors (focus on: Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan)
10/19	Professor Vandra Masemann: Professional development: Applying to and preparing for conferences: CIES, CIESC, the XIV World Congress in Istanbul, June 2010

10/26	Kirk Perris (PhD, CTL): The open university systems of India and China: A comparison of responses to globalization
11/02	Mai Ngo (MA, AECP): Canadian youth volunteering abroad: Rethinking issues of power and privilege Reshma Somani (MA, CTL): Educating for citizenship in the English secondary class
11/16	Professor Ruth Hayhoe (TPS) and Professor Qiang Zha (York University): Portraits of 21st century Chinese universities: In the move to mass higher education
11/23	Professor Roland Coloma (SESE): Imperialism, education, and research
11/30	Liz Kalnin (MA candidate - AECD): Thai national policy formation, implementation and impact on access and rights: Displaced Burmese in Thailand from 1988-2008
01/12	Professor Alice Botler (Federal University of Pernambuco, Brazil): Conceptions of justice in democratic schools in Brazil and Portugal: A comparative study
01/26	Kara Janigan (PhD, CTL): Reflections on data collection: Thoughts on my journey researching girls' education in rural Tajikistan
01/27	Sue Nielsen, VP ICAE (North America), Bronwen Magrath, (PhD Candidate - AECD): Report back from the international civil society forum (FISC) and CONFINTEA VI: A view from the International Council of Adult Education
02/02	Professor Dieter Misgeld (TPS): Universal human rights and global democracy: A colossal failure? Educational and other responses to the situation
02/09	Professor Masemann: Attending/presenting at conferences: Prelude to CIES/CIESC
02/10	Yeow Tong Chia (PhD, TPS): Education for citizenship in a developmental state: The case of Singapore (1955 - 2004)
02/16	Tii Russell (PhD, AECD): The experiences of black foreign trained lawyers in Ontario
02/23	Mary Drinkwater (PhD, TPS): Critical democratic pedagogy through the arts in indigenous/Maasai rural schools in Kenya
03/09	Jian Liu (PhD, TPS): Expansion, differentiation and equality in access to Chinese HE Yuko Bessho (MA, CTL): Japan's colonized other: A case study of the media representations of the deportation of a Filipino family
03/22	Leslie Tetty & Judith Sawyer: "Education for All and the state of education in Ghana: A Discussion with the Ghana National Education Campaign Coalition
03/23	Florian Salajan (PhD IED, Teachers College Columbia): The higher education system of Romania: Incubator of the ideals of "European-ness" in the process of integration into the European Union
03/30	Rebecca Weigand (MA, CTL): A garden of learning: Exploring critical place-based pedagogy in kindergarten Monica Kronfli (MA, AECP): From theory to practice: A study of the philosophies of Kurt Hahn as they are reflected by graduates of Round Square Schools Kevin Kester (MA, AECP): Evaluating the short-term impact of peace education programs - case-study of the Unesco-APCEIU training-of-trainers program in Seoul, SK Najmeh Fakhraie (MA, CTL): In revolution and war: Schools in the first decade of the Islamic Republic of Iran (1979-1988)
04/07	Professor Vandra Masemann: Film & Discussion: "Preschool in Three Cultures," based on the work of Joseph Tobin in preschools in China, Japan and the United States.

8. Visiting Scholars Hosted by CIDE

1. **Vera Centeno**

Visiting Doctoral Fellow, January-August 2010
PhD Candidate, Humboldt University

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.

2. **Sarah Dryden-Peterson**

CIDE Visiting SSHRC Post-doctoral Fellow 2009-2011
(Phd, Harvard University 2009)

Sarah joined CIDE in June 2009 as an SSHRC-funded postdoctoral fellow. Her research interests focus on education in conflict and African Diaspora communities in Canada and the United States (particularly their role in post-conflict reconstruction of education systems in their home countries. Over the past year, Sarah has been engaged in laying the foundation for her new research on the involvement of African Diaspora communities, and she has completed a study on barriers to accessing education in conflict affected fragile states sponsored by Save the Children International). She is now working on analysis of data from a three-year study in Uganda, in which I followed 60 refugee and national children and their families longitudinally, contributing to the development of a typology that identifies three different approaches to education in conflict: the international approach (international nongovernmental organization-sponsored schools); the national approach (national government-sponsored schools); and the local approach (community-sponsored schools).

Sarah initiated the "**Conflict Education Group**" to provide an online and in-person discussion forum for OISE community members with interests in conflict/post-conflict education. This year we had three meetings during which individual members shared work-in-progress such as research proposals and dissertation chapters for feedback and discussion.

3. **Elaine Lam**

CIDE Visiting Scholar, July 2009-July 2011
Research Fellow, Bath Spa University

Elaine Lam joined CIDE in 2009, as a visiting scholar. Elaine 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 Hons from Queen's University. She participates in CIDE activities and has presented in a CIDE Research Seminar.

9. The CIDE Students' Association

Over the past year, the Comparative, International and Development Education Students' Association (CIDESA) continued to play a major role in supporting the CIDE student body. It hosted CIDE orientation weeks in both September 2009 and January 2010, with features such as "The Great Race" to familiarized students with the UofT campus. "Ask Us" information sessions, and offered a mentorship program provided incoming students with resources to make smooth transitions to OISE. In October 2009, CIDESA took a large group of students for a retreat at the University of Toronto's Hart House Farm. The CIDESA annual winter coffee house ("CIDE Show") included music, art and poetry and a silent auction to support relief efforts in Haiti, channeled through the Canadian Red Cross

Existing CIDESA subcommittees and events continued to thrive during the course of 2009-2010, including the monthly CIDE Social Justice group, periodic Town Halls and social events such as international movie or trivia nights. The CIDE SA also took a lead in hosting the March, 2010 visit of several members of the Ghana National Education Campaign Coalition by coordinating seminars and facilitating research-sharing sessions. CIDESA plans to host the first ever CIDE debate, in September 2010, to coincide with orientation week.



The organizational structure of the CIDE SA was strengthened significantly this year through behind-the-scenes administrative work that enabled the adoption of a constitution by the CIDE student body; the maintenance of a membership database to support student research interests; and the development of internet communication sources such as the CIDEC website and social networking pages. In addition, the CIDE SA created a well-organized electronic handbook that contains reports, records and recommendations from the short history of our organization. CIDESA continues to be governed by an annual elected Core Team – this year comprised of 8 Masters and PhD students, with representation from the AECD, CTL, SESE and TPS departments.





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