

Author Biographies

Dr. Ali A. Abdi is **Professor** in the Department of Educational Policy Studies, **University of Alberta, Canada**. His areas of research include: comparative and international education; citizenship and development education; cultural studies in education; African philosophies of education; and postcolonial studies in education. He has published in journals such as *Comparative Education*, *Compare*, *McGill Journal of Education*, *Journal of Black Studies*, *Journal of Educational Thought*, *International Education* and *Journal of Postcolonial Education*. He is the author of several books and co-edited collections including: *Education and Development in South Africa* (2002), *Politics of Difference: Canadian Perspectives* (2004), *Issues in African Education: Sociological Perspectives* (2005), *African Education and Globalization: Critical Perspectives* (2006), *Educating for Human Rights and Global Citizenship* (2008), and *Global Perspectives on Adult Education* (2009).

Dr. Bijoy P. Barua (PhD, Toronto) is a Faculty member in the **Department of Social Sciences at East West University, Bangladesh**. He is also a Senior Fellow of the *Journal of Alternative Perspectives in the Social Sciences*, USA and former **Associate Fellow** of the **Centre for Developing Area Studies (CDAS), McGill University, Canada**. He has contributed to scholarly journals, such as *Canadian Journal of Development Studies*, *International Education (USA)* and edited book collections: *Global Perspectives on Adult Education* (2009), *Education, Decolonization, and Development* (2009), and *Education, Participatory Action Research and Social Change: International Perspectives* (2009), and *Indigenous Knowledge and Learning in Asia/Pacific and Africa* (2010). He is the author of the book, *Western Education and Modernization in a Buddhist Village: A Case Study of the Barua Community in Bangladesh* (2009). He is a member of the International Advisory Board, First Academic International Conference on Exploring Leadership and Learning Theories in Asia, to be held in Kuala Lumpur, Malaysia in February, 2011.

Tejwant K. Chana is **PhD candidate** and **Instructor** in the Department of Educational Policy Studies, **University of Alberta, Canada**, where she teaches Cross-Cultural Studies in Education. Her research interests include global education, global citizenship education, and

colonialism and education. She is a Fellow of the Centre for Global Citizenship Education and Research (CGCER) at the University of Alberta.

Dr. Aziz Choudry is **Assistant Professor** in the Department of Integrated Studies in Education, **McGill University, Canada**. He has over two decades experience working in activist groups, NGOs, and social movements in the Asia-Pacific and North America. A longtime organizer, educator, and researcher with Aotearoa/New Zealand activist group, GATT Watchdog, he also served on the board of convenors of the Asia-Pacific Research Network from 2002-2004. Currently he sits on the boards of the Immigrant Workers Centre, Montreal, the US-based Global Justice Ecology Project, and is a co-initiator and member of the editorial team of the collaborative website www.bilaterals.org supporting critical analysis of, and resistance against, bilateral free trade and investment agreements. He is co-author of *Fight Back: Workplace Justice for Immigrants* (2009), and co-editor of *Learning from the Ground Up: Global Perspectives on Social Movements and Knowledge Production* (2010).

Dr. Al-Karim Datto is a sociologist of education and an **Assistant Professor** at the **Aga Khan University Institute for Educational Development (AKU-IED)** in **Pakistan** where he heads initiatives related to the social science education programs and does research and teaches graduate level courses in development and education and social studies. He is also a founding member of a multidisciplinary research group working in area of globalization and cultural studies at AKU-IED. His primary research interest is in studying the nexus between globalization, culture and education. Dr Datto has a PhD in the cultural-sociology of globalization and education from McGill University, Canada. His doctoral thesis/research is a pioneering effort in conducting a critical ethnography of schooling in the Pakistani context. He has an MSc in Educational Research Methodology from the University of Oxford, UK, and the graduate program in Islamic Studies and Humanities from the Institute of Ismaili Studies (IIS), London, UK.

Dr. Blane Harvey is a **Research Fellow** in **Climate Change and Development** with the **Institute of Development Studies at the University of Sussex, UK**. Prior to joining IDS he completed a PhD in

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Munyaradzi Hwami is a **PhD candidate** and **Instructor** in the Department of Educational Policy Studies, **University of Alberta, Canada** and **Lecturer, Great Zimbabwe University, Zimbabwe**. He has an MEd in the sociology of education from Zimbabwe and has taught history in high school and sociology of education at teachers' college and at the university level in Zimbabwe. His current research interests include: political-sociology of higher education; neoliberal globalization, nationalism and higher education; and critical colonial perspectives/analysis in education. He is particularly interested in higher education in post-independence Africa and Zimbabwe. His articles have appeared in the *Journal of Educational Studies* and the *Zimbabwe Journal of Educational Research*.

Dr. Dip Kapoor is **Associate Professor** in Theoretical, Cultural and International Studies in Education at the **University of Alberta, Canada** and **Research Associate, Center for Research and Development Solidarity (CRDS)**, an Adivasi-Dalit organization in South **Orissa, India** supporting land, forest and water related Adivasi-Dalit movements in the state. His articles have appeared in journals like the *McGill Journal of Education*, *Adult Education & Development*, *International Education*, *Development in Practice*, *Journal of Postcolonial Education* and *Convergence*. His recent co/edited book collections include: *Indigenous Knowledge and Learning in Asia/Pacific and Africa: Perspectives on Development, Education and Culture* (2010), *Learning from the Ground Up: Global Perspectives on Social Movements and Knowledge Production* (2010),

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Dr. Jonathan Langdon is **Assistant Professor** of Development Studies at **St. Francis Xavier University, Canada**. His doctoral work at **McGill University** used a participatory research approach to bring together Ghanaian activist-educators to examine social movement dynamics and learning in Ghana since the country's return to democracy in 1992. This work has emerged from relationships developed over a decade with local organizations, communities and movements in Ghana. His recent publications have appeared in the *Canadian Journal of Development Studies*, the *IDS Bulletin* and the *McGill Journal of Education*. He is also the editor of *Indigenous Knowledges, Development and Education* (Sense, 2009).

Dr. Sourayan Mookerjee's research addresses contradictions of globalization, migration, urbanization, subaltern social movements, popular culture and class politics. Recent publications include *Canadian Cultural Studies: A Reader*, co-edited with Dr. I. Szeman and G. Faurschou, (Duke University Press, 2009). He is **Associate Professor** of **Sociology** at the **University of Alberta, Canada**.

Thashika Pillay is an **MEd student** specializing in Theoretical, Cultural and International Studies in Education in the Department of Educational Policy Studies, **University of Alberta, Canada**. She was a volunteer with the NGO, Voluntary Service Overseas (VSO) in Ethiopia for two years as an educator. Her thesis-related research concerns the role of NGOs in educational policy development in sub-Saharan Africa and Ethiopia, in particular. Her other related research interests include: subaltern social movements in sub-Saharan Africa; immigrant and refugee youth and the Canadian education system; and the role of NGOs in the Canadian education system.

Dr. Edward Shizha is **Assistant Professor** in Contemporary Studies and Children's Education and Development at **Wilfrid Laurier**

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Jie Zheng completed her MEd in Theoretical, Cultural and International Studies in Education at the University of Alberta and is currently a **Doctoral student** in the Department of Integrated Studies at **McGill University**, Montreal, **Canada**. Her major research interests include: globalization and higher education; sociology of education; and cultural studies in education.