

WHAT IN THE WORLD

IS THE MATTER?

2015-2016 ANNUAL REPORT

MUNK SCHOOL OF GLOBAL AFFAIRS
UNIVERSITY OF TORONTO

THE WORLD CAN BE CHALLENGING,
INSPIRING, DISTRESSING — AND
OVERWHELMING IN ITS COMPLEXITY.
OUR ROLE AT THE MUNK SCHOOL OF
GLOBAL AFFAIRS IS TO LOOK BEYOND
THOSE INITIAL RESPONSES AND
FOCUS ON UNDERSTANDING.

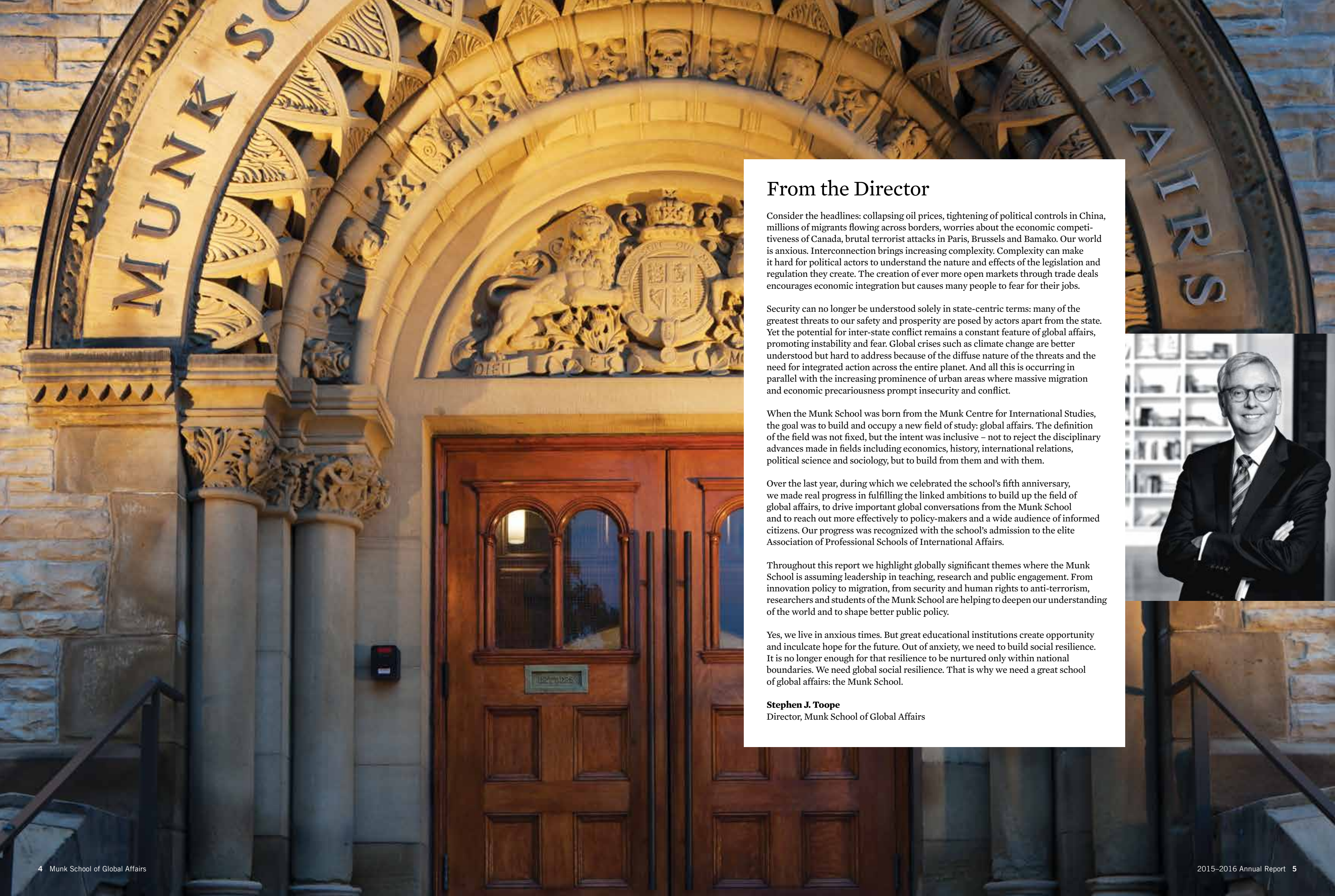
EXCEPTIONAL STUDENTS come here to probe deeper into important world issues and their cultural contexts.

RESPECTED SCHOLARS research the major challenges and promising opportunities facing humanity in all parts of the globe.

POLICY-MAKERS AND LEADING THINKERS come together to discuss vital questions and collaborate in the search for answers.



THE MANY DIMENSIONS OF OUR WORK
SHARE A COMMON PURPOSE: DECIDING
WHAT IN THE WORLD **REQUIRES CLOSER**
STUDY AND THEN CONTRIBUTING OUR
INSIGHTS TO THE GLOBAL CONVERSATION.



From the Director

Consider the headlines: collapsing oil prices, tightening of political controls in China, millions of migrants flowing across borders, worries about the economic competitiveness of Canada, brutal terrorist attacks in Paris, Brussels and Bamako. Our world is anxious. Interconnection brings increasing complexity. Complexity can make it hard for political actors to understand the nature and effects of the legislation and regulation they create. The creation of ever more open markets through trade deals encourages economic integration but causes many people to fear for their jobs.

Security can no longer be understood solely in state-centric terms: many of the greatest threats to our safety and prosperity are posed by actors apart from the state. Yet the potential for inter-state conflict remains a constant feature of global affairs, promoting instability and fear. Global crises such as climate change are better understood but hard to address because of the diffuse nature of the threats and the need for integrated action across the entire planet. And all this is occurring in parallel with the increasing prominence of urban areas where massive migration and economic precariousness prompt insecurity and conflict.

When the Munk School was born from the Munk Centre for International Studies, the goal was to build and occupy a new field of study: global affairs. The definition of the field was not fixed, but the intent was inclusive – not to reject the disciplinary advances made in fields including economics, history, international relations, political science and sociology, but to build from them and with them.

Over the last year, during which we celebrated the school's fifth anniversary, we made real progress in fulfilling the linked ambitions to build up the field of global affairs, to drive important global conversations from the Munk School and to reach out more effectively to policy-makers and a wide audience of informed citizens. Our progress was recognized with the school's admission to the elite Association of Professional Schools of International Affairs.

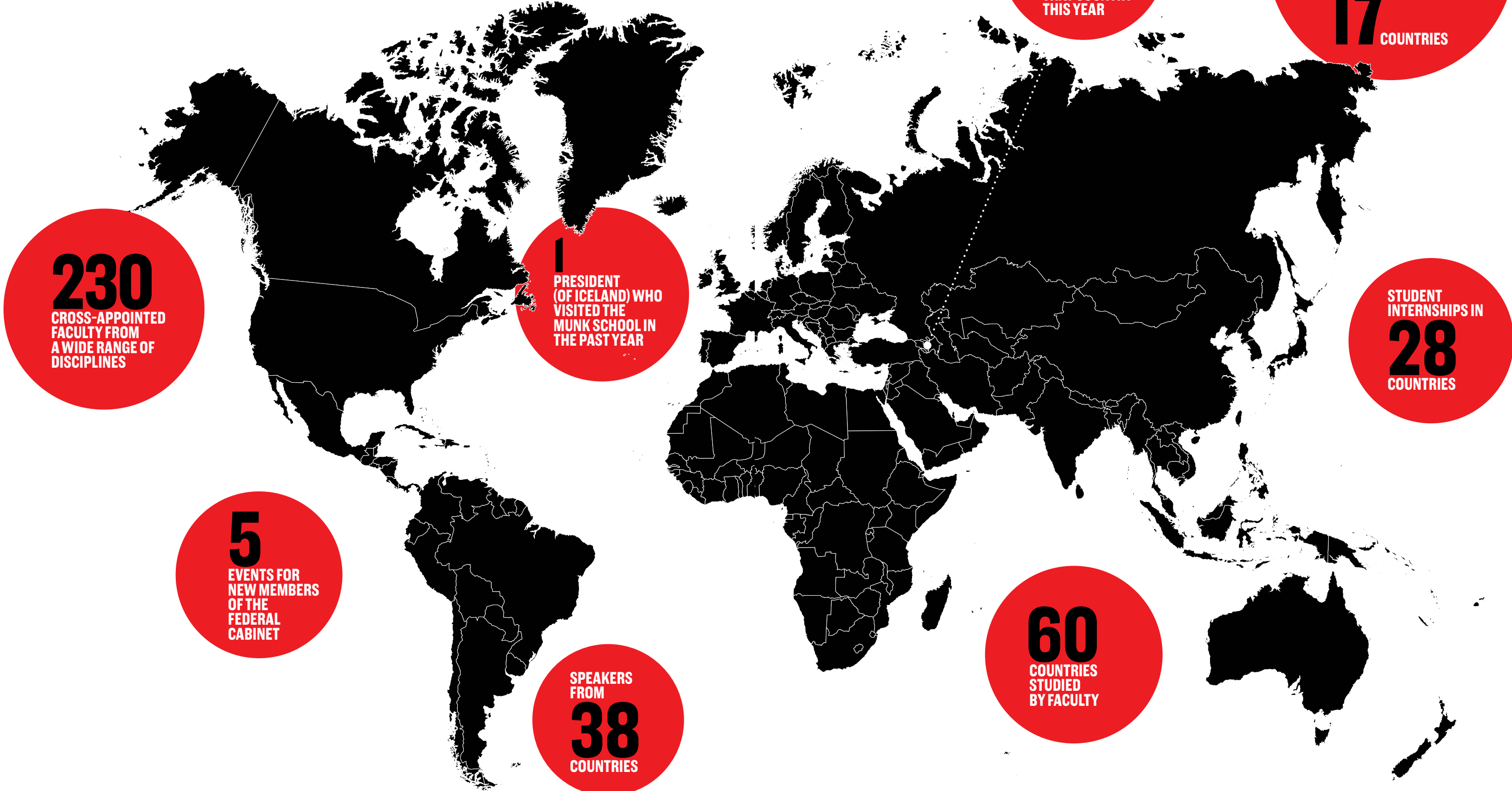
Throughout this report we highlight globally significant themes where the Munk School is assuming leadership in teaching, research and public engagement. From innovation policy to migration, from security and human rights to anti-terrorism, researchers and students of the Munk School are helping to deepen our understanding of the world and to shape better public policy.

Yes, we live in anxious times. But great educational institutions create opportunity and inculcate hope for the future. Out of anxiety, we need to build social resilience. It is no longer enough for that resilience to be nurtured only within national boundaries. We need global social resilience. That is why we need a great school of global affairs: the Munk School.

Stephen J. Toope
Director, Munk School of Global Affairs



MUNK SCHOOL IN NUMBERS



230
CROSS-APPOINTED
FACULTY FROM
A WIDE RANGE OF
DISCIPLINES

560
UNDERGRAD &
200
GRAD STUDENTS
FROM
17
COUNTRIES

5
EVENTS FOR
NEW MEMBERS
OF THE
FEDERAL
CABINET

STUDENT
INTERNSHIPS IN
28
COUNTRIES

1
PRESIDENT
(OF ICELAND) WHO
VISITED THE
MUNK SCHOOL IN
THE PAST YEAR

11
STUDENTS WHO
TRAVELLED TO
AZERBAIJAN
TO STUDY
THAT COUNTRY
THIS YEAR

SPEAKERS
FROM
38
COUNTRIES

60
COUNTRIES
STUDIED
BY FACULTY

STUDENT PROGRAMS



WORLD-LEADING TEACHING

The Munk School brings together people who are passionate about addressing the challenges of a fast-changing world. Nowhere is this more evident than within the school's 14 unique teaching programs. Outstanding students from across the country and around the world are drawn to the Munk School for its ambitious thinking, collaborative nature and creative approach. With a vibrant community of over 560 undergraduate and close to 200 graduate-level students who routinely shine as leaders for the entire University of Toronto student body, Munk School students engage in global issues that shape our world each and every day.

UNDERGRADUATE PROGRAMS

- American Studies
- Dr. David Chu Program in Contemporary Asian Studies
- European Studies
- Hungarian Studies
- Munk One Program
- Peace, Conflict and Justice Program
- South Asian Studies

GRADUATE PROGRAMS

- Collaborative Master's and Doctoral Program in South Asian Studies
- Collaborative Master's Program in Asia-Pacific Studies
- Ethnic and Pluralism Studies Collaborative Graduate Program
- Fellowship in Global Journalism (certificate program for professionals)
- Master of Arts in European, Russian, and Eurasian Studies
- Master of Global Affairs

MASTER OF GLOBAL AFFAIRS PROGRAM

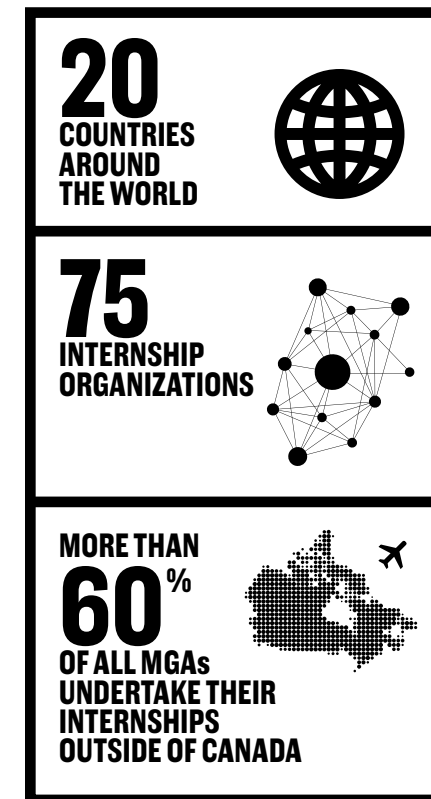
The world has changed. Today, to become global leaders, students need a deep understanding of global issues and the resiliency necessary to tackle some of the world's most difficult challenges. The Master of Global Affairs (MGA) program is tailor-made to work with the world's newest generation of problem solvers.

Attracting Top Students

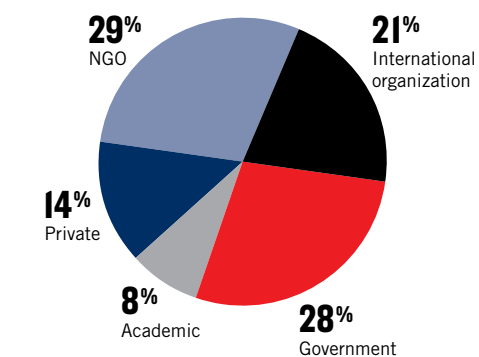
As professional schools grapple with declining enrolments, the Munk School's Master of Global Affairs program continues to attract top-calibre students from across Canada and around the world.

MGA Professional Internships

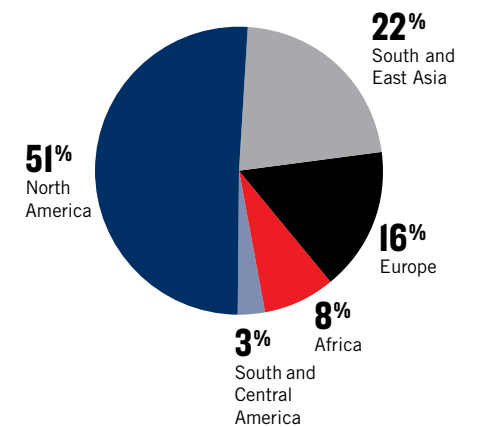
Challenged in dynamic and diverse working environments, MGA students gain unique experience in the global workplace at world-leading organizations and connect with key professional networks through professional internships.



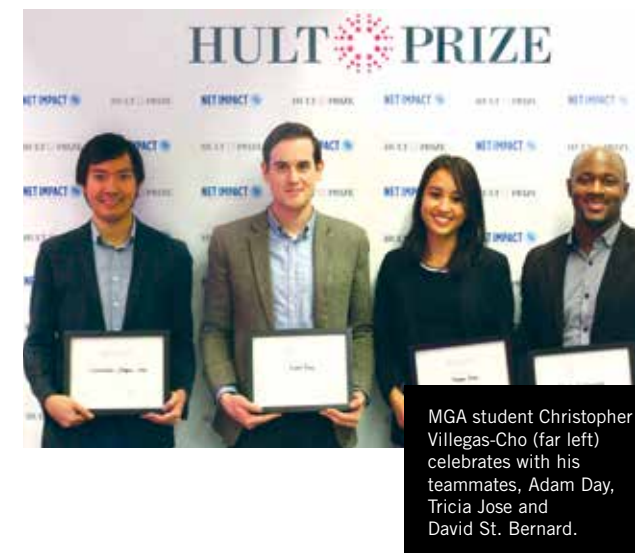
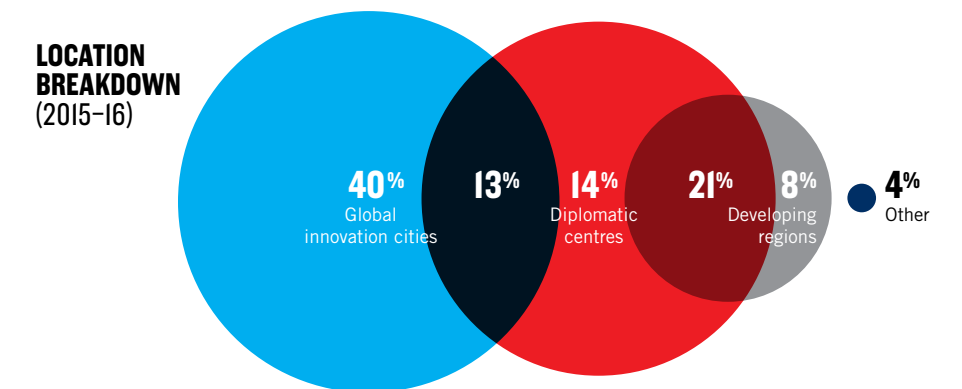
SECTOR BREAKDOWN (2015-16)



REGION BREAKDOWN (2015-16)



LOCATION BREAKDOWN (2015-16)



MGA student Christopher Villegas-Cho (far left) celebrates with his teammates, Adam Day, Tricia Jose and David St. Bernard.

Competing to Solve the World's Toughest Challenges

MGA student Christopher Villegas-Cho and his team Vicis won the second Hult Prize @UofT competition in fall 2015 with their idea to connect people, goods and capital while reducing congested city roadways to promote economic inclusion. The Hult Prize, which former U.S. president Bill Clinton and *TIME Magazine* named as one of the top five ideas changing the world, aims to create and launch the most compelling social business enterprises emerging from the world's universities. Winners receive US\$1 million in seed capital, as well as mentorship and advice from some of the world's top international entrepreneurs.

Villegas-Cho's team beat out 14 other U of T teams to earn a spot in the Hult Prize regional finals in Dubai in March 2016. While they won't be advancing to the global finals, the experience of pitching their social enterprise in the planet's largest student competition has only further reinforced their commitment to the "financial revolution," calling their time in Dubai "only the beginning."

STUDENT PROGRAMS

MUNK ONE PROGRAM

Munk One students are innovators. They're engaged with the world and deeply motivated to tackle complex problems. Through this foundational year program, small groups of students are challenged to make connections between global issues and local realities, and to act.

Building on material learned during the year, students who successfully complete the foundational year have the chance to travel abroad with Beyond the Classroom, Munk One's summer study program. This year the program has been extended beyond Israel, Northern Ireland and Argentina to the University of Exeter and the University of Leeds in England, enabling students to learn global problem solving and innovation from ever more perspectives.

"I could not have asked for a better experience. I learned more in that month and a half in Israel than I have in several years of traditional education, and the information I absorbed will stick with me for a lifetime."

— Danielle Pal, Munk One student & Beyond the Classroom participant, 2015

Recognizing Excellence

Dr. Teresa Kramarz, Director of the Munk One program, was selected as the recipient of the 2016–2017 University of Toronto Teaching Fellowship – Assistant Professor Teaching Stream. The fellowship is one of only two awarded each year across the university, and Dr. Kramarz is the sole pre-tenure recipient. This honour marks a truly outstanding achievement.

With the support of the fellowship, Dr. Kramarz will undertake a year-long pedagogical research residency to develop a project on globally networked learning environments. Her ambitious and exciting initiative will ultimately lead to a pilot program to teach global affairs to undergraduate students jointly in multiple locations around the world.

Top to bottom: Arya Ashoori in Jerusalem; Munk One students Apurva Kilambi (left) and Nicolí Dos Santos (right) in Northern Ireland with MGA student Kerry Paterson (middle); Munk One students, including Melika Shafiee Nyestanak, celebrating the Munk School's fifth anniversary.



Top to bottom: Jahaan Pittalwala (left), Brian Malczyk (centre) and Bushra Nassab (right) ahead of the 10th annual PCJ Conference; Wendy Wong, Director of the Trudeau Centre for Peace, Conflict and Justice; PCJ student Janessa Duran (left) with Liberal MP Eva Nassif; Robert Steiner, Director of the Fellowship in Global Journalism, in class with Fellows.



TRUDEAU CENTRE FOR PEACE, CONFLICT AND JUSTICE

In an increasingly interconnected world where the roots and resolution of conflict, and the pursuit of more peaceful societies are of paramount concern to us all, students in the Trudeau Centre's Peace, Conflict and Justice (PCJ) undergraduate program are making a real difference in the world. Through interdisciplinary approaches and integrative thinking, PCJ students work to address some of the world's most urgent humanitarian challenges.

Partnering for Peace

Tying together theory and practice, PCJ students undertake internships – working with such organizations as GreenPAC, The Mosaic Institute, Médecins Sans Frontières and The Paradigm Shift Project – where they make important contributions to alleviate human suffering and advance the cause of peace and justice, at home and around the world. In 2015, the Trudeau Centre formed a new partnership with Level, an NGO that sends justice professionals abroad, to give PCJ students the opportunity to engage with some of Canada's most committed justice champions.

FELLOWSHIP IN GLOBAL JOURNALISM

The Munk School's Fellowship in Global Journalism is building a new breed of journalist. Unlike any conventional journalism school, the fellowship attracts specialists in diverse fields – including emergency room doctors, trade lawyers, war photographers, business entrepreneurs, architects and art curators – and teaches them to become leading journalists in their fields for top media outlets around the world.

Getting the Story Out

Tackling everything from labour unrest in China to citizen science expeditions in the Arctic Circle, the Munk School's Fellows in Global Journalism have published over 140 news stories and weekly columns for leading global outlets in the past year, including *The New York Times*, *The Globe and Mail*, *CBC News*, *The Boston Globe* and Hong Kong's second-best-selling newspaper, *Apple Daily*.

The fellowship's growing reputation for nuanced coverage on complex issues has brought three new prestigious media partners on board this year – *Foreign Policy* magazine (in its 45th year of publication and one of the leading forums for debate on international relations and global economics), *VICE* (the fastest-growing youth media company in the world) and *TVO* (award-winning forum for current affairs from an Ontario perspective). These partnerships will enable new audiences and demographics to engage with the Fellows' specialist reporting.

The New Journalism

Nominees for the 2015 Pulitzer Prize in journalism included a newcomer to the profession: Dr. Seema Yasmin, a professor of public health at the University of Texas – Dallas and a recent graduate of the Fellowship in Global Journalism. She was recognized for her exemplary coverage in *The Dallas Morning News* of a potential Ebola outbreak in the city.

KEEP MOV- ING

DECODING THE PATTERNS OF GLOBAL MIGRATION



REUTERS/Yannis Behrakis

Afghan and Syrian refugees struggle to swim from a dinghy with a broken engine as it drifts to the Greek island of Lesbos after crossing the Aegean Sea from Turkey in September 2015.

Migrants and refugees seeking asylum in Germany attend a German-language class at the shelter where they live.



MIGRATION IS AS MUCH A SEARCH FOR OPPORTUNITIES AS A FLIGHT FROM HARDSHIP.

Around the globe, millions of people are on the move, leaving their homes to pursue a better way of life or to flee war or persecution. Munk School researchers and students examine the immediate challenges and deeper causes that motivate migrants to seek a new place on the planet.

Alexander Koerner/Getty Images



Syrian refugees arrive at Toronto Pearson International Airport in December 2015.

EDUCATION IN ACTION

Welcome Home

In the recent flight of refugees from the Syrian conflict, as with many past migrations from war-torn regions, the response from those willing to help has understandably focused on getting vulnerable people safely away from an imminent threat. The next priority – which grows increasingly urgent as more and more displaced people are crowded into squalid, supposedly temporary camps – is where they can hope to go. And even when countries step forward to offer some of the refugees new homes, there often remains a question that no one has had time to fully answer: What happens when they arrive?

WHAT HAPPENS WHEN THEY ARRIVE?

This is the challenge addressed in “Arrival Cities,” one of the Capstone Projects developed for the MGA program in 2015–2016. Second-year students examined urban centres worldwide that have accepted large numbers of refugees – and immigrants generally – and are now integrating these newcomers into existing communities and neighbourhoods. Examining the way this influx is managed sheds light on how cities adapt to change and evolve over the long term.

In analyzing the range of urban responses around the globe, students looked for insights that were particularly relevant to Canadian cities, viewed through the lens of the Toronto experience. They were guided in their investigations by faculty advisor Mark Guslits, an architect and urban planner who, as Chief Development Officer for Toronto Community Housing, helped lead the regeneration of Regent Park in the city’s downtown east side – home to thousands of refugees and immigrants, and considered one of the finest examples of mixed-income urban communities in North America.

Inside Syria

Nousha Kabawat had just completed a Fellowship in Global Journalism at the Munk School when she was recruited by the award-winning PBS television program *Frontline* to help produce a feature-length documentary on the Syrian civil war. Broadcast in October 2015, *Inside Assad’s Syria* examined the plight of everyday people trying to carry on their lives with some semblance of normalcy in a stressful, perpetually dangerous war zone.

In addition to her academic credentials, which also include a Master’s degree in conflict analysis and resolution, Kabawat brings deep personal conviction to her focus on Syria. Born in Canada to Syrian immigrants, she spent much of her childhood in Damascus. Today, as head of youth programming for the Syrian Centre for Dialogue and Reconciliation in Toronto, she works with refugees inside and outside Syria, educating and empowering children in the hope that they’ll one day play a role in rebuilding a proud nation ravaged by conflict. With her newly honed journalistic skills, the young activist is better equipped to tell their stories – and to turn her passionate beliefs into action.

Paris and Beyond

Following the January 2015 terrorist attacks in Paris and the Île-de-France region, police, political leaders and terrorism experts were left searching for answers as to why this ruthless brutality had erupted and what could be done to protect against future outbreaks. Some of the more insightful answers were captured in an anthology published just three months later, *After the Paris Attacks: Responses in Canada, Europe and around the Globe*. Edited by Prof. Stephen Toope, Director of the Munk School, and Prof. Ed Iacobucci, Dean of the U of T Faculty of Law, the book has since been widely cited by policy-makers, researchers and practitioners in the areas of counterterrorism, security, justice and multiculturalism.

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RESEARCH LEADERSHIP



(top) REUTERS/Mark Blinch

Among the book's contributors were two Munk School faculty members who are recognized worldwide for their studies of immigration and the challenges faced by societies struggling to become more pluralistic as they integrate immigrant communities.

Prof. Jeffrey Reitz is Director of the Robert F. Harney Program in Ethnic, Immigration and Pluralism Studies, in which he holds the Robert F. Harney Chair. His research on the social, economic and political experiences of immigrant and ethnic populations has focused in particular on comparing the experience of Muslim immigrants in France and Canada. Within that broad scope of interest, Prof. Reitz has investigated topics ranging from the integration of Muslim women in Quebec and France (including the French head scarf ban) to the long-term economic integration of Canada's immigrant communities.

Prof. Randall Hansen, who holds a Canada Research Chair in Immigration and Governance, is Director of the Centre for European, Russian, and Eurasian Studies at the Munk School. A frequent media commentator on various aspects of migration, both voluntary and forced, Prof. Hansen pursues a wide range of research interests, including the impact of public opinion on immigration and citizenship, and the need to develop a practical employment strategy in tandem with immigration policy.



Prof. Randall Hansen discusses the November 2015 ISIS attacks on Paris and implications for immigration, refugees and security.



Syrian war refugees on the way to Germany at Zakany Railway Station, Hungary, in October 2015.

PUBLIC ENGAGEMENT

What Can Canada Do?

In September 2015, photos appeared online showing the lifeless body of three-year-old Alan Kurdi lying face down on a Turkish beach. Quickly circulated via social media, the disturbing images captured worldwide attention, galvanizing public sympathy for the predicament of Syrian refugees with an urgency that four years of news reporting had not managed to achieve.

Within days the Munk School had assembled a panel of distinguished academics, journalists and activists to examine the root causes of the crisis, along with the differing responses of EU member states – for example, Germany's willingness to open its borders to many of the millions of refugees fleeing across Europe, in contrast to the restrictive measures

imposed by Hungary. On Sept. 16, the panel met at the Munk School for a public discussion, "The Refugee Crisis: What Can Canada Do?" moderated by Distinguished Senior Fellow Brian Stewart, a former foreign correspondent with CBC Television.

The panellists explored potential roles for Canada in helping to alleviate the crisis, including accelerated acceptance of Syrian refugees. At the same time, experts cautioned that while the crisis in Syria had rightly generated headlines, it was just one facet of a much larger problem encompassing more than 50 million refugees and displaced persons across many areas of the world. As Prof. Randall Hansen summed it up: "The crisis has to be solved where the refugees are – in the global south."

(bottom) csakisti/Stock

Newcomers Welcome

"It's nothing to be ashamed of – it's something to be proud of – that we're not taking only people with PhDs or seeking out those who are innovative; we're taking the most vulnerable." This was one of the key messages delivered by The Hon. John McCallum, federal Minister of Immigration, Refugees and Citizenship, to a panel on the Syrian refugee crisis co-hosted by the Munk School's G7 Research Group in February 2016. The Minister underlined that in welcoming an initial 25,000 refugees, Canadians were not only showing their humanitarian spirit but also enhancing the country's longer-term prosperity.

"If you look at past waves of refugees, sooner rather than later they give back, and it becomes a paying investment for Canada. They quickly get jobs and thrive. Especially now, with an aging population, we need them more than ever." – The Hon. John McCallum



The Hon. John McCallum shares ideas with students on how Canada can welcome and settle Syrian refugees.

Bottom photo from left to right: Catherine Dauvergne, Michael Blake, The Hon. Louise Arbour and Prof. Stephen Toope.

Rights and Obligations

The media images are all too familiar: an endless stream of people fleeing desperate situations in their homelands with the hope of finding safe harbour elsewhere. We're witnessing the largest exodus since the Second World War, as refugees from the Middle East to Africa to South Asia leave their countries of origin to escape conflict, oppression and economic distress. But can all such migrants receive the same kind of support? And in more affluent countries that offer a better quality of life, where do our obligations begin and end?

In late 2015, the CBC Radio program *Ideas* partnered with the Munk School to present a two-part episode focused on the refugee crisis and the extent of Canada's responsibility to help displaced people. Moderated by Prof. Stephen Toope, Director of the Munk School, the first part tried to untangle the moral, legal, economic and political arguments surrounding the issue of cross-border migration. Among the renowned experts who shared their insights was the Honourable Louise Arbour, former justice of the Supreme Court of Canada, former UN High Commissioner for Human Rights and an international prosecutor of war crimes. Justice Arbour's scope of expertise provided a bridge to the second part of the discussion, which examined the challenges of upholding global justice and protecting human rights in the face of persistent transgressions such as human trafficking, child labour and crimes against humanity.

The two-part episode was aired in December via network radio, streaming and podcast to a Canadian and U.S. audience that averages well over a million listeners weekly.



WHO WANTS TO KNOW?

PROTECTING
DEMOCRACY IN
A DIGITAL WORLD

REUTERS/David Gray



INFORMATION IS BOTH THE KEY TO FREEDOM AND A POTENTIAL THREAT TO ITS SURVIVAL.

Protecting human rights has become more complicated. Personal data is vulnerable to cybersecurity threats, and free expression may be compromised by information controls imposed to achieve social, political or economic ends. Munk School scholars, led by the Citizen Lab, are building a multidisciplinary community of research to support sound policy-making and heightened vigilance in a digital landscape that changes daily.

REUTERS/David Moir

EDUCATION IN ACTION



Message Received

Sexual violence is endemic in the Democratic Republic of the Congo (DRC), and victims – especially women and girls in rural areas – face daunting obstacles when they try to access the justice system. What can be done to ensure that they get the swift action and support they need, and that women generally feel a greater sense of security?

This was the challenge presented to Munk One students in 2015–2016 through one of the five thematic labs that are core to the undergraduate program. Focusing on security, digital governance, health, the environment, and the gap between rich and poor, the labs help teams of students learn to conduct research with analytical rigour, gaining insights into complex problems. They then present potential solutions to a panel of experts in the hope of being able to pursue their ideas further at a symposium or by working with an international organization.

In the case of the DRC security lab, the winning team proposed a solution with an innovative digital dimension: students designed a text messaging service that could connect rural victims of sexual violence with local paralegals to ensure they receive prompt help in accessing the justice system. This familiar mobile communications tool would also make it easier to track the progress of specific cases through the courts while also collecting generalized data.



(top) REUTERS/Robert Galbraith



RESEARCH LEADERSHIP

China's Great Cannon

Over the past decade, apparent efforts by the Chinese government to interfere with the free flow of information beyond the country's borders have prompted growing concern. The issue came to a head in 2015 when it was revealed that Chinese authorities had mounted an unprecedented cyber-attack on global Internet servers and specific websites using a tool dubbed "the Great Cannon."

The source of this revelation was a report by the Munk School's Citizen Lab on research conducted in collaboration with the International Computer Science Institute at the University of California, Berkeley, and investigators at Princeton University. The team had uncovered compelling evidence that the Great Cannon was being used to launch large-scale assaults on multiple web servers, in a technique called distributed denial of service. Foreign web traffic intended for China's largest search engine, Baidu, was being intercepted, injected with malicious code and redirected toward two main targets: the advocacy group GreatFire.org, whose servers help to circumvent Internet filtering in China, and GitHub, a popular online repository service for the massive code files assembled by web developers.

The Great Cannon report drew global attention by confirming China's long-suspected involvement in systematic cyber-attacks – and by illuminating the groundbreaking work of the Citizen Lab, under the leadership of Prof. Ron Deibert, in assessing the impact of information controls and other cybersecurity challenges on human rights. The report received front-page coverage in the *International New York Times* and ultimately prompted more than 875 articles in media outlets with a combined audience of 477 million. Some of the major publications and news channels that covered the story included *The Wall Street Journal*, *The Guardian*, *The Washington Post*, *Deutsche Welle*, *Bloomberg*, *Forbes*, *CNN*, *South China Morning Post*, *The Japan Times*, *Wired*, *Fast Company*, *China Digital Times* and *VICE's Motherboard*.

Rise of the Machines

Deterrence, the watchword of the Cold War era, must be rethought for the digital age. The danger posed by nuclear arms, while still real, has been superseded by the risk of cyber-attacks and other technologically driven threats with the potential to cripple the global economy. When policy-makers and commanders tasked with protecting nations face anonymous aggressors, often with hidden or ambiguous motives, who can disregard traditional boundaries and mount sophisticated assaults in cyberspace – the rules of engagement have clearly changed.

So too has research in this area, as understanding the impact of technology on global security increasingly requires skills from multiple disciplines. A perfect example is Prof. Jon Lindsay, who joined the Munk School this past year with a CV that includes a PhD in political science from the Massachusetts Institute of Technology, degrees in computer science from Stanford University, and service in the U.S. Navy. Over the past year he has continued his work with Prof. Erik Gartzke at the University of California, San Diego, and colleagues from several other institutions. Their multi-year project, funded by the U.S. Department of Defense, is aimed at developing a theory of "cross-domain deterrence," in which multiple actors create a complex network of bargaining relationships – and failures – as they deploy new technological weapons to pursue political ends. Prof. Lindsay's use of machine learning techniques to analyze the impact of technology on past crises has led to requests for briefings from various defense authorities, including the U.S. Joint Chiefs of Staff.

Korea's Smart Sheriff

It was an innovation built on good intentions: "Smart Sheriff," an app that would enable South Korean parents to remotely block potentially harmful content on their underage children's mobile phones. Developed by the Korean Mobile Internet Business Association (MOIBA), Smart Sheriff was widely adopted after such surveillance tools became mandatory telecom service offerings in April 2015.

Three months later, what had seemed to be a source of protection proved to be quite the opposite. At the annual Summer Institute hosted by the Munk School's Citizen Lab, which brought together 80 experts on Internet openness and rights from around the world, representatives of OpenNet Korea raised concerns about suspected security weaknesses in Smart Sheriff. A working group conducted a rigorous compliance audit of the app and concluded it left children vulnerable as their personal information was sent without encryption over the Internet. Moreover, weaknesses in authentication protocols made users unduly susceptible to hijacking and risked a large-scale data compromise.

In September these findings were released in a report titled "Are the Kids Alright?" Following an onslaught of media coverage – nearly 900 articles reaching a global audience of 115 million – MOIBA claimed to have "immediately taken action" in addressing the security weaknesses of Smart Sheriff. However, a second audit by Citizen Lab members found many unresolved issues that still put children and their parents at serious risk. MOIBA then announced that as of Nov. 1, telecom carriers would begin providing free Internet filtering software. Smart Sheriff was being withdrawn from the market – but only because it could not compete with apps offered at no charge. There was no mention of any information security or privacy issues.

Cristian Baig/Stock



PUBLIC ENGAGEMENT

Digital Public Square

When citizens cannot safely meet in public to exchange news and views, the Internet offers alternative spaces where freedom of speech can flourish. This is the inspiration behind the Digital Public Square, launched by the Munk School three years ago under the leadership of Prof. Janice Stein, and now embraced by millions of users worldwide who appreciate having a protected environment where they can express opinions, debate issues and discuss possible paths to a better future.

The Digital Public Square grew out of an earlier project, "Global Dialogue on the Future of Iran," initiated in May 2013. Taking advantage of software designed to circumvent censorship, the project enabled Iranian citizens to communicate freely through various online events and platforms. Although the government in Tehran ultimately succeeded in blocking these interactions, in January 2015 Global Affairs Canada provided \$5.5 million in new funding to help the Digital Public Square expand its Iranian programming while also extending its reach to the broader Middle East and ultimately to users worldwide.

The success of the program is dramatically evident from the sheer volume of traffic it has attracted. In the past year, platforms created to monitor Iran's political process were accessed more than 16 million times, providing nearly 2 million Iranians with uncensored coverage during the lead-up to parliamentary elections in February 2016. An online space called aswat.me, focusing on women's rights in the Middle East and North Africa, collected more than 30,000 responses to an anonymous survey on social and political concerns; it also posts interviews with women who have escaped the control of Islamic State militants. And a digital hygiene tool that helps people stay unidentified online has been widely used by people around the world.

These high levels of engagement attest to the need, in closed and repressive societies, for spaces where people can share their stories, contribute to discussions and build communities grounded in openness, respect – and hope. The Digital Public Square is a shining example of how tenacious research and innovative thinking can converge to yield meaningful action.

Citizenfour Speaks

In February 2016, the Munk School's Centre for the Study of the United States co-hosted a screening of *Citizenfour*, the Academy Award-winning documentary about the world's best-known whistleblower, Edward Snowden. In a subsequent Q&A session before an audience of about 250 people, Prof. Ron Deibert, Director of the Citizen Lab, spoke to Snowden's lawyer, Ben Wizner, about the many global security and human rights questions swirling around the top-secret government files leaked by the former CIA analyst. A few weeks later, Prof. Deibert had the opportunity to speak at length with Snowden (over a video link) as part of a live panel discussion and webcast presented at RightsCon, the annual conference focused on issues at the intersection of technology and human rights.

Iranian women vote in the parliamentary and Experts Assembly elections at a polling station in Qom, 125 kilometres south of the capital, Tehran, in February 2016.



(bottom) AP Photo/Ebrahim Noroozi

NEW DEAL



FOSTERING INNOVATION
AND ECONOMIC GROWTH





PROSPERITY DOESN'T JUST HAPPEN. IT DEPENDS ON MANY CRUCIAL ECONOMIC DRIVERS.

The vital interplay of innovation, trade, finance and global markets continues to be a focal point for teaching, research and policy engagement across the Munk School. Typical of our multi-disciplinary approach is the Innovation Policy Lab, recognized globally as a hub for investigation.

Ricky Thakrar



EDUCATION IN ACTION

Left: (clockwise from left) Prof. Dan Breznitz, Uri Gabai, Director of the Strategy and Economic Research Unit at Israel's Office of the Chief Scientist, and MGA students Eddie Kibirige and Tina Chang.

Below: Second-year MGA students, led by Prof. Shiri Breznitz, present their Capstone Projects at the Ontario Ministry of Economic Development, Employment and Infrastructure.

The Global Stage

Many students, as they prepare for professional careers, have big ideas for changing the world. But few have a chance to see those ideas actually implemented by governments around the globe, from Ireland to Israel to Mexico.

This is the unique opportunity at the heart of Innovation, Institutions, Governments and Growth, a course offered in the final semester of the Munk School's MGA program. Led by Prof. Dan Breznitz, Co-Director of the Innovation Policy Lab, students begin by exploring various approaches to innovation and entrepreneurship worldwide. They then integrate theory with practice by helping to develop unique projects outside Canada, working directly with local government agencies.

Launched three years ago, this hands-on course focused in 2015–2016 on the innovation economy in Israel. Students collaborated with senior researchers from the Office of the Chief Scientist on finding new ways to deploy technology in the delivery of social services. The previous year's course leveraged ongoing work in the Mexican state of Jalisco, a centre of innovation that hopes to follow the model of Silicon Valley. Students developed proposals on everything from strengthening government support for technology startups to strategies for enhancing social well-being, and several presented reports at a government policy forum in Guadalajara, the state capital.

"It was a stepping stone to understanding how social innovation can solve problems in the private, public and not-for-profit sectors," says Haleigh King, who graduated from the MGA program in 2015 and now works for the social enterprise Textbooks for Change. "The experience of working with a client on a relevant topic gave me a competitive edge when entering the workforce."

"Your support in helping to reinforce our relationship with the Jalisco state government... provided us with a platform that we have been able to leverage to explore future collaborations. Thank you for the constructive and collaborative approach between our two teams to help build trade opportunities, jobs and economic growth for Ontario." – David Barnes, Ontario Ministry of Citizenship, Immigration and International Trade



Capping Achievements

Creating an energy innovation policy. Rethinking how governments and charities fund social programs. Developing regional strategies to attract foreign direct investment. Fostering economic development by leveraging the Internet of Things. These are some of the Capstone Projects undertaken in 2015–2016 by second-year MGA students investigating issues of innovation policy and economic growth. Under the guidance of Prof. Shiri Breznitz, students had the opportunity to work on problems with clients from the Ontario Ministry of Economic Development, Employment and Infrastructure, and from the MaRS Discovery District.

Learning to Change

Several hundred million people around the world can access information anytime using their digital tablets. Another few hundred million do not have access to clean drinking water. What causes such disparities – and more importantly, how do we eliminate them? First-year undergraduate students in the Munk One program tackle such questions in an introductory course that explores the disturbing facts of global inequality and the search for a sustainable balance between the drive for invention and the desire to serve the public good.



RESEARCH LEADERSHIP

The Future of Fintech

In November 2015 the Munk School's Innovation Policy Lab released an in-depth report on Toronto's emerging financial services technology ("fintech") sector. Commissioned by the Toronto Financial Services Alliance, the report concludes that despite increased activity in the sector, the lack of a cohesive fintech ecosystem is inhibiting regional economic growth. "We have most of the right ingredients, but we're operating far below our real potential," says Prof. Dan Breznitz, who collaborated on the study with Prof. David Wolfe, his Co-Director at the Innovation Policy Lab. "On a global basis, Toronto's fintech growth is falling behind other cities such as New York and London."

The report states that Canadian fintech firms, lacking strong links with financial institutions, are becoming innovative disruptors, creating products and services that compete with those of banks. Canada's regulatory environment, which provided protection during the crisis of 2007-2008, has also made banks slow to react to the emerging fintech challenge. Toronto needs the affordable, industry-funded incubators of other financial centres, as well as more government funding. "The findings are a call to action," says Prof. Wolfe. "The impact of not grasping the opportunity could be a slow decline in relevance of the financial services and fintech sectors in the Toronto region."

Let's Get Digital

Over the past year, the Research Partnership on the Digital Economy continued to push forward its landmark project launched in 2014 under the banner Creating Digital Opportunity. Uniting Munk School researchers with colleagues from 16 universities and 12 partner organizations – thanks to support from the Social Sciences and Humanities Research Council of Canada – the project informs policy-makers' efforts to strengthen Canada's international competitiveness and reshape the political economy for the digital age.

Other recent work in this area includes "A Policy Agenda for the Digital Economy," presented by Prof. David Wolfe to senior officials with Innovation, Science and Economic Development Canada as part of an ongoing collaboration on the country's innovation agenda. And the role of university-based research in

fostering innovation was examined in a new book of essays, *University Technology Transfer: The globalization of academic innovation*, co-edited by Prof. Shiri Breznitz.

Big Data, Bright Cities

Mark Kleinman, Director of Economic and Business Policy for the Greater London Authority and a visiting scholar at the Institute on Municipal Finance and Governance, has published a widely read paper, "Cities, Data and Digital Innovation," comparing recent "smart city" initiatives in Toronto and London, England. His work has been credited by senior policy-makers with advancing the conversation around harnessing big data to build public engagement, improve transparency and accountability, deliver higher-quality services at lower costs, and drive economic growth.

The use of data-driven insights to address urban challenges is also the focus of a new course called Big Data and Global Cities, offered jointly to students in the MGA program and the University of Toronto Faculty of Engineering.

Who's Behind the Wheel?

Prof. David Ticoll, a Distinguished Senior Fellow at the Innovation Policy Lab, published a new report in 2015 entitled "Driving Changes: Automated Vehicles in Toronto." It is the first city-focused North American study to examine policy and planning issues around self-driving cars.

mbairdy/istock

What TPP Spells for Canada

In the fall of 2015 The Hon. Chrystia Freeland, Minister of International Trade in the newly elected government of Prime Minister Justin Trudeau, approached the Munk School and the University of Toronto Faculty of Law for help in evaluating the impact of the Trans-Pacific Partnership (TPP) – the complex 12-nation trade treaty agreed to in principle by the previous Conservative government. The TPP was negotiated with unprecedented secrecy, and when the full text was finally released after the swearing-in of the new federal cabinet, it was the first opportunity for Canadians to begin assessing its impact on everything from the flow of global commerce to the cost of regulatory change.

At the request of the Minister and her parliamentary secretary, Liberal MP David Lametti, the Munk School and the Faculty of Law convened a conference entitled "The Trans-Pacific Partnership: Options for Canada and the World" in January 2016. Bringing together leading Canadian and U.S. experts, the daylong workshop covered topics ranging from the TPP's broader impact on Canada's economic future to specific issues such as conflicts with constitutional law and the possible erosion of intellectual property rights.

"I felt I needed to be informed by the academic community's thinking on trade issues," Ms. Freeland said in her opening remarks, recalling how she'd arranged a meeting at the Munk School within days of assuming her cabinet post. "At the end of the meeting I said, 'Okay, that was a good start. But within four weeks I'd like you guys to organize something international.' And they've done it."

"At the end of the meeting I said, 'Okay, that was a good start. But within four weeks I'd like you guys to organize something international.' And they've done it." – The Hon. Chrystia Freeland



PUBLIC ENGAGEMENT



The Hon. Bill Morneau visits the Munk School on his cross-country pre-budget consultation tour.

Cabinet Consultations

As part of a nationwide consultative process in preparing for the next federal budget, Canada's Minister of Finance, The Hon. Bill Morneau, met in January 2016 with leaders from diverse sectors at an event hosted at the Munk School by the Public Policy Forum. Participants shared their views on how the federal government could work to ensure robust and inclusive economic growth while addressing challenges such as climate change, infrastructure renewal and fostering innovation to boost competitiveness.

Mr. Morneau's cabinet colleague The Hon. Navdeep Bains, Minister of Innovation, Science and Economic Development, also sought insights from members of the Innovation Policy Lab as he took on his new portfolio.

NOTHING TO LOSE

FIGHTING GLOBAL
POVERTY AND SUPPORTING
HUMAN POTENTIAL



REUTERS/Thomas Mukoya

Pupils attend class at the Stara Rescue Centre & School in Nairobi's Kibera slum in May 2009.

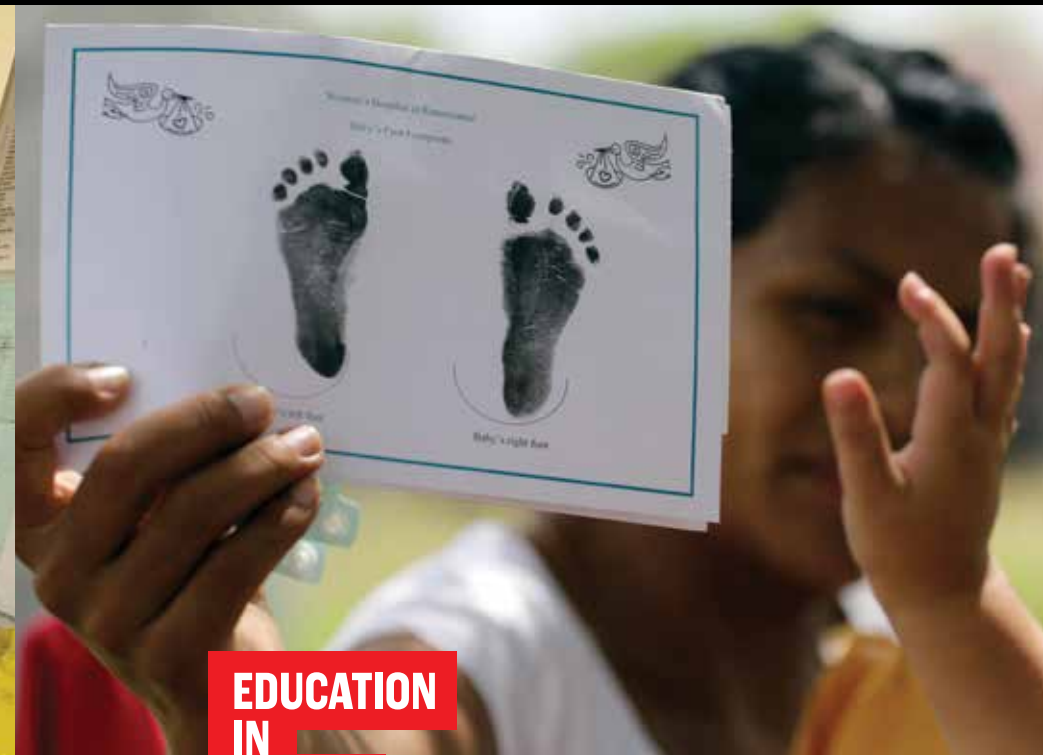
Serving up enchiladas at the Zamboni Café at Dufferin Grove Park in Toronto for a community supper.



POVERTY IS BEATEN BY GIVING PEOPLE WHAT THEY NEED: BELIEF IN THEMSELVES.

Every day hundreds of millions of people face the blunt reality of simply not having enough. The causes of poverty are complex – economic distress, flawed social structures, chronic conflict, environmental threats. But the key to alleviating it is clear: strengthen people’s ability to fulfill their own promise.

Tony Bock/Toronto Star



EDUCATION IN ACTION

I.D. Required

Access to health care and education. The right to labour protection and judicial services. The simple freedom to move in search of new opportunities. These are building blocks of a fair and well-governed society. But in most countries they’re beyond the reach of someone who can’t provide proof of birth.

The challenge of birth registration was the focus for the 2015 Global Ideas Institute, a collaborative venture between the Munk School, The Learning Partnership Canada, the Rotman I-Think Initiative and U of T’s affiliated secondary education institution, University of Toronto Schools. Now in its sixth year, the Global Ideas Institute provides top high school students from across the Greater Toronto Area, as well as nearby Peel, Durham and York regions, with opportunities to consult leading experts and conduct their own research on a range of global problems.

More than 150 students and 30 teachers participated in the most recent program, guided by U of T faculty and student mentors, and learning from experts with organizations such as St. Michael’s Hospital, UNICEF and the World Bank. Their efforts culminated in a daylong symposium at the Munk School, where student teams pitched their ideas and proposed solutions to panels of experts – an important step toward realizing their future academic goals. In the summer of 2016, Prof. Joseph Wong will be leading a team of undergraduate students to investigate the same issue in South Africa, which was one of the world’s lowest-ranked countries for registered births and now is among the highest.

(left) AP Photo/Eric Gay

Left: A woman in Sullivan City, Texas, who entered the country illegally shows the footprints of her daughter, who was born in the U.S. but was denied a birth certificate.

Below: Prof. Teresa Kramarz, Director of Munk One, teaches a first-year class.



Young and Homeless

In addition to embarking on a unique undergraduate experience, students entering the 2015–2016 Munk One program benefited from a special legacy created by the previous year’s cohort: a case competition focused on reducing the risks associated with youth homelessness in Toronto.

On arriving at the two-day event during the November break, new Munk One students received a case guide prepared by their predecessors and challenged to research and craft compelling interventions – which they would then pitch to a panel of experts. In the intense 24 hours that followed, students worked with experienced mentors on solutions to a wide array of challenges, from preventing incarceration to creating social enterprises that would provide jobs and help street youth engage with the community. At the closing session, teams presented their cases to the judges, including Rev. Dr. Cheri DiNovo, long-time social activist and Ontario MPP. The winner: “Pot of Gold,” a project aimed at helping homeless LGBTQ+ youth.

Apply Generously

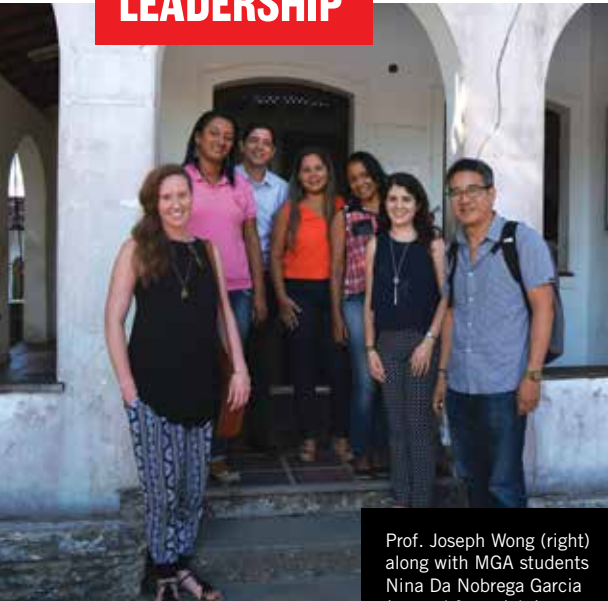
Over the past year, Munk School students and recent graduates applied insights gained through learning and research to a range of innovations aimed at driving social change:

Viraj Ayar has co-founded an NGO that provides inner-city Boston youth with services they couldn’t otherwise afford, including academic tutoring, skills development workshops and guidance on college applications – all aimed at helping them pursue higher education.

Quinn Underwood has created FoodShare, an app that connects people with low incomes to stores, restaurants, events and households that have leftover or excess food. In recognition of FoodShare’s potential to provide cheap, accessible meals while reducing waste, Quinn has been invited to speak at a UN forum on food security and sustainability.

Adam Sheikh was deeply concerned about the deaths of more than 3,000 migrant workers in Qatar as the result of working long hours in the desert heat. So he founded AEGIS, a student-run non-profit that will provide workers with protective cooling vests, beginning with a pilot in the summer of 2016.

RESEARCH LEADERSHIP



Prof. Joseph Wong (right) along with MGA students Nina Da Nobrega Garcia (second from right) and Ariel Sim (left) consult with the local community in Brazil.

“For the students, this is a fantastic research experience. They’re motivated by issues of poverty reduction and development. Here’s an opportunity to study a particular initiative very deeply.”

— Prof. Joseph Wong

Bolsa Familia

For most undergraduates, challenges such as poverty in the developing world are necessarily viewed from a distance. Their grasp of day-to-day realities comes from reading professors’ first-hand accounts – and YouTube. But for several students of Prof. Joseph Wong, the Roz and Ralph Halbert Professor of Innovation at the Munk School of Global Affairs, studying how the Brazilian government provides financial help to the poor involved a more direct research method: travelling to Brazil to see for themselves how the system works – so they can go on to help design similar support systems in other countries.

The initiative they were investigating is Bolsa Familia, which supports nearly 14 million families across Brazil through what is called conditional cash transfer: to be eligible for help, recipients must agree to have their children attend school and receive regular medical checkups. The largest program of its kind in the world, Bolsa Familia has a 75% compliance rate, far higher than similar programs across Latin America.

“The program has had a positive effect on child health, including a significant decrease in under-five mortality rates,” Prof. Wong says. “There’s a lot to be learned from its remarkable success, and I’m fortunate to have some phenomenal students helping out with the research.” In December 2015, he travelled with two MGA students and three Munk One undergraduates to Brazil, where they arranged meetings with dozens of experts, as well as government agencies and NGOs. They subsequently presented their findings to the Canadian consulate and the Brazil-Canada Chamber of Commerce. Plans are now in the works for similar research projects in some of the world’s poorest countries.

“Speaking with people who live and work inside a system is miles ahead of reading a third-party perspective in the academic literature,” says Ariel Sim, one of the MGA students on the team and a recent recipient of an Open Society Foundations grant to do research in Kenya. “The face-to-face interaction was a gift.”

Funding for this project was provided by Ralph and Roslyn Halbert; the Canada Research Chairs program; and the MasterCard Center for Inclusive Growth.



(right) Ana Nascimento/MDS

Tax Time

Recent thinking around international development has stressed the importance of local taxation to secure funding for public services and reduce dependence on foreign aid. Now a more provocative view suggests that taxes are not merely an unwelcome necessity; they can actually strengthen the state, reinforcing the social contract connecting citizens and their government in a relationship of accountability.

This is the argument put forward in *Taxation, Responsiveness and Accountability in Sub-Saharan Africa*, a new study by Prof. Wilson Prichard of the Munk School. Published in September 2015, the book immediately won admiration – including praise from organizations such as the World Bank and the International Monetary Fund – for its success in linking broad policy ideas to the economic realities of low-income countries. Building on empirical evidence gathered in Ghana, Kenya, Ethiopia and other parts of Africa, Prof. Prichard suggests concrete measures by which governments, business leaders and civil society can create a virtuous circle of accountability regarding how taxes are collected and spent. He is now applying those insights in further investigations – notably a collaborative research project examining how local services are delivered, and who pays for them, as the Democratic Republic of the Congo tries to restore social well-being after two decades of civil war.

Only Human

When disaster strikes in some part of the world, whether natural or human-made, we want to believe that efforts to help will be efficiently deployed and have an immediate, tangible impact. Unfortunately, that’s often not the case.

To grapple with this troubling issue, in February 2016 the Trudeau Centre for Peace, Conflict and Justice focused its annual conference on the theme “Humanitarianism Exposed: Non-Governmental and Private Sector Perspectives on Aid and Development.” The two-day, sold-out event was introduced by keynote speaker Prof. Janice Stein, founding Director of the Munk School of Global Affairs, who delivered a clear-eyed critique of current humanitarian efforts around the globe. Her observations framed the series of panel discussions that followed, as speakers and participants exchanged trenchant and often passionate views on the role of private corporations and NGOs in providing humanitarian relief. The clash of ideals and harsh realities foreshadowed the larger, global conversation to come at the first UN World Humanitarian Summit in May 2016.

PUBLIC ENGAGEMENT



Asha Means Hope

When a catastrophic earthquake struck Nepal in April 2015, offers of help came quickly from governments, relief agencies and other organizations around the world. Among them was the Centre for South Asian Studies, part of the Asian Institute at the Munk School, where Nepal specialists and other concerned faculty members rallied to see how they could lend support. The result was a group called Asha Toronto, which shares information on relief efforts and collaborates with the Canadian Red Cross and other international organizations working in Nepal. As post-quake rebuilding continues, the group (which takes its name from the Nepali word for “hope”) meets regularly to organize fundraising events – and to foster critical discussion of the politics and uncertain accountabilities of humanitarianism.

Left: A man and a girl walk past collapsed houses a month after the April 25, 2015, earthquake in Bhaktapur, Nepal.

States of Inequality

In the fall of 2015, the Munk School’s Centre for the Study of the United States hosted a series of talks on inequality in contemporary American society. Among those offering their perspectives were three prominent U.S. thinkers: acclaimed author Barbara Ehrenreich, Pulitzer Prize-winning journalist Christopher Hedges and pioneering consumer advocate (and former presidential candidate) Ralph Nader. The program was complemented by a special Master’s course convened jointly by the Munk School and U of T’s School of Public Policy & Governance, where students had the opportunity to meet with the speakers.

“It was a privilege to have the chance to speak personally with some of the leading thinkers on inequality,” says MGA student Adam Barrett. “The course showed how crucial it is to look beyond wealth inequality to consider intersections with gender-based, race-based and even intergenerational inequalities. It was a fantastic experience – albeit with a troubling message.”



Below: Political activist and author Ralph Nader discusses inequality in the United States with Munk School students.

(top) REUTERS/Navesh Chitrakar

WHAT'S

THE

SAFEGUARDING
THE FUTURE
HEALTH OF
THE EARTH

FORE- CAST?

REUTERS/Daren Whiteside



Forest fires raging across the Indonesian archipelago created a haze that blanketed much of Southeast Asia in October 2015.



SUSTAINABILITY IS ABOUT DOING WHAT'S REQUIRED TODAY TO ENSURE WE HAVE TOMORROW.

How do we address climate change without first changing the politics around it? Can a society dependent on fossil fuels adapt to smarter alternatives? These are the kinds of sustainability questions explored at the Munk School – and in particular at the Environmental Governance Lab – as students and researchers look for ways to align divergent interests with proven best practices.

Jason Edwards/National Geographic Creative

EDUCATION IN ACTION

Right: A woman fetches drinking water from a well along a dry river near Gokwe, Zimbabwe.

Below: (left to right) MGA students Christopher Villegas-Cho, Adam Singer, Alessandra Jenkins and Omar Bitar during the MGA Hult Prize case competition.



Water on the Brain

While oil has captured the headlines in recent years, an even more vital natural resource is expected to dominate the global agenda in the decades ahead: water. Crucial for social and economic well-being, yet too often taken for granted in regions with a perceived abundance, water has the power to sustain life – while its scarcity has the potential to create political divisions, social unrest and conflict between nations.

Studying the complexities of an impending world water shortage requires a multidisciplinary approach spanning the physical, life and social sciences. This is the vision behind a new course added to the MGA program in 2015: Water as a Global Challenge – Science, Economics and the Politics of Policy Making. Led by Prof. Teresa Kramarz, the course is taught by a team of professors from the Munk School, the Faculty of Applied Science & Engineering and the Department of Economics. By applying tools and insights from a range of water-related fields, students can better understand the challenge and explore effective, equitable and sustainable solutions.

Living for the City

The 2015–2016 lineup of MGA Capstone Projects included a sustainability initiative focused on the Munk School's urban backyard. Developed in collaboration with the City of Toronto, "Transformation Toronto 2050: Learning from Global Best Practice" assigned graduate students to several areas – including energy, buildings and transportation – targeted by the Environment & Energy Division and the non-profit Toronto Atmospheric Fund as the city strives for an 80% reduction in greenhouse gas emissions by 2050.

In consultation with municipal staff, students identified cities around the world that offered valuable examples of emissions reduction and other climate change initiatives. They then developed proposals for how the lessons learned in these other cities could be applied in Toronto. Guiding the project was Prof. John Robinson, who joined the Munk School in January 2016 with a cross-appointment in U of T's School of the Environment. A leading expert on climate change mitigation and adaptation, Prof. Robinson has created a series of living labs around the world fostering "regenerative sustainability" – human activity that simultaneously improves environmental and social well-being.

"We use case studies modelled on real scenarios to investigate water scarcity issues in local, regional and national contexts. Blending lectures and discussions with team activities, we help students develop workable solutions." – Prof. Teresa Kramarz

(top) REUTERS/Philimon Bulawayo



RESEARCH LEADERSHIP

Hold the Carbon

The pursuit of a smaller carbon footprint has many players pushing ahead simultaneously, from corporations and public institutions to municipal, provincial/state and national governments. But what are the right political conditions for ensuring these diverse initiatives reach their common goal – moving an entire society beyond its current dependence on fossil fuels?

This is the challenge addressed by a project entitled “Transformative Policy Pathways Towards Decarbonization,” launched in 2013 by Prof. Matthew Hoffmann and Prof. Steven Bernstein, Co-Directors of the Environmental Governance Lab. Funded by a grant from the Social Sciences and Humanities Research Council of Canada, the project is a collaboration among researchers in Canada, the U.S., the U.K. and Sweden. In the past year, their collective efforts yielded tangible results as the research team began publishing extensively and applying their findings to practical policy options for breaking the carbon habit.

Where the Buck Stops

In the various research projects and collaborations radiating from the Munk School’s Environmental Governance Lab, a recurring refrain is the need to better define and measure accountability. When multiple stakeholders collaborate on a global environmental initiative, who is responsible for its outcomes, and how can they be held to account?

Over the past year, Prof. Teresa Kramarz has been investigating the problem of accountability in global environmental governance with Prof. Susan Park from the University of Sydney, Australia. Funded by a grant from the International Studies Association, the two scholars have established a global research network of more than 30 colleagues who examine various aspects of accountability in the environmental arena. Their collective research is helping to reshape understanding of how accountability should be formally integrated into public, private and hybrid environmental governance systems.

Tomorrow the World

In 2015, the Environmental Governance Lab became the first Canadian research centre invited to join the Earth Systems Governance (ESG) project, the world’s largest social science research network focused on the institutions and mechanisms regulating our relationship with the natural environment. “As an ESG centre, we’ll be further developing resources and networks within Canada and beyond,” says Prof. Steven Bernstein who, with his Co-Director Prof. Matthew Hoffmann, has been active in the ESG network since 2012. “The new collaborations and research this makes possible will advance the conversation around governance issues in the context of global environmental change.”

WHEN MULTIPLE STAKEHOLDERS COLLABORATE ON A GLOBAL ENVIRONMENTAL INITIATIVE, WHO IS RESPONSIBLE FOR ITS OUTCOMES, AND HOW CAN THEY BE HELD TO ACCOUNT?

REUTERS/Bret Hartman

PUBLIC ENGAGEMENT

Returning Messages

The Hon. Catherine McKenna, Canada’s Minister of Environment and Climate Change, has worn many hats in her career, including international trade lawyer, treaty negotiator for the UN, co-founder of the charity Canadian Lawyers Abroad – and instructor at the Munk School. In February 2016, Ms. McKenna returned to the school (where she was also a board member of the Trudeau Centre for Peace, Conflict and Justice) to deliver a talk entitled “After Paris: New Thinking for a New Way Forward.” Invoking her experience leading the Canadian delegation to COP21, the UN conference in Paris that yielded a historic climate change agreement in December 2015, the Minister challenged students to seek new solutions to the challenges of excessive carbon emissions and the devastating effects of changing weather patterns.



Left to right: The Hon. Catherine McKenna meets MGA students Digvijay Mehra, Kirstyn Koswin, Maria Baginska, Emile Lavergne and Mustafa Sayed.



Above: Palestinians paddle a boat in flood waters during a winter storm in Rafah in the southern Gaza Strip.

Right: After COP21 in Paris, a panel of experts gathered to assess the future of the global climate.

REUTERS/Ibraheem Abu Mustafa



Talk About the Weather

Concerns over global climate change loomed large throughout 2015, both in discussions among researchers, policy-makers and political leaders, and in the broader public discourse sparked by constant news stories about weather-related calamities. The Environmental Governance Lab contributed to the global conversation – particularly around the UN climate change summit in Paris – as Co-Directors Prof. Steven Bernstein and Prof. Matthew Hoffmann shared their insights through the media and participated in popular online forums devoted to illuminating and debating environmental issues.

The Environmental Governance Lab also co-sponsored two well-received public panels at the University of Toronto: one, in partnership with the School of Public Policy & Governance, discussed the significance of climate change in Canada’s federal election; the other, co-hosted with the Faculty of Law, explored the implications of the Paris climate change agreement.

THAT'S NOT RIGHT

EXPOSING THE
ROOTS AND EFFECTS
OF INJUSTICE

REUTERS/Susana Vera

In April 2016, police in Madrid, Spain, stand guard during a demonstration on the last day of a 48-hour nationwide education strike.

Paris police investigate after a man was shot dead at a police station in the city's 18th district in January 2016.



JUSTICE PROTECTS INDIVIDUALS AND GROUPS TO MAKE SOCIETIES MORE RESILIENT.

What keeps communities safe? How do justice systems respond to crime and civil disputes? Where do we look for new ideas about policing and prosecutions? Munk School scholars explore such questions around the globe, engaging with practitioners and policy-makers to determine how justice is delivered and what ensures a strong, equitable society in the face of violence and insecurity.

REUTERS/Charles Platiau

(top) AP Photo/Altaf Qadri



Women's rights activists shout slogans as they march on International Women's Day in New Delhi, India, in March 2016.

EDUCATION IN ACTION

Frontline Experience

A key component of the Munk School educational approach is providing students with opportunities to gain relevant, hands-on work experience in their fields of interest. Thanks to a new alliance with the Open Society Internship for Rights and Governance (OSIRG), MGA students can now join candidates from only 14 schools worldwide to be considered for unique placements with international NGOs. The first Munk School cohort, after attending an OSIRG-led training institute in Budapest during the summer of 2015, worked with the iHub User Experience Lab in Nairobi and the Institute for Security Studies in Pretoria. In 2016, some program participants will be part of the first OSIRG student team to intern with Médecins Sans Frontières.

Learning at Work

Three MGA program Capstone Projects offered in 2015–2016 focused on global justice. Guided by Professors Carmen Cheung, Ron Levi and Stephen Toope, students conducted research for the Royal Canadian Mounted Police on strategies for monitoring fighters who return from foreign conflicts, and for Global Affairs Canada on potential Canadian foreign policy approaches to countering violent extremism and emerging human rights issues in an era of climate change.

Women in House

Munk School students and scholars investigate acute social inequities all around the world. And they also examine lingering injustices closer to home – such as the systemic gender inequality that is still evident in many areas of Canadian society.

To mark International Women's Day 2016, a large group of female U of T students – including 10 undergraduates from the Trudeau Centre's Peace, Conflict and Justice (PCJ) program – travelled to Ottawa to visit the Supreme Court of Canada and the federal Parliament. What drew them to the capital was "Women in House," a program launched on campus in 2013 to promote greater female participation in Canadian politics.

"It's fantastic to see all of these amazing women, from first-years to post-docs," said The Hon. Carolyn Bennett, Minister of Indigenous and Northern Affairs, who co-founded the Women in House program with Tina Park – now a doctoral fellow at the Munk School's Asian Institute. "This year's event was everything we hoped it would be."

For second-year PCJ student Tara Zimmit, the chance to job-shadow and interact with parliamentarians helped to ground her deeply held beliefs in everyday political realities: "Canada prides itself on being welcoming and inclusive, yet we lack the most fundamental level of inclusivity in governmental roles."

"IT'S FANTASTIC TO SEE ALL OF THESE AMAZING WOMEN, FROM FIRST-YEARS TO POST-DOCS."

– The Hon. Carolyn Bennett



Elizabeth May (left), MP and Leader of the Green Party of Canada, poses with PCJ student Aamna Rashid.

RESEARCH LEADERSHIP



Above: Prof. Janice Stein, founding Director of the Munk School of Global Affairs and Belzberg Professor of Conflict Management.

Right: A member of Argentina's national security force patrols a slum in the city of Rosario in 2015, after a spike in drug-related violence.

Responding to Terrorism

Effective counter-terrorism involves more than intelligence gathering and police interventions; it requires a coordinated response across the entire justice system. To help map out a future course for policy-makers, Prof. Ron Levi, Director of the Global Justice Lab and holder of the George Ignatieff Chair of Peace and Conflict Studies, has launched a new research project that will study the shifting demands of counter-terrorism on justice institutions from 2017 through 2019.

Prof. Levi is conducting his research in conjunction with the Canadian Network for Research on Terrorism, Security and Society (TSAS), which has secured \$2.15 million in funding from the Social Sciences and Humanities Research Council of Canada. Established in 2012, TSAS fosters multidisciplinary research on terrorist radicalization while encouraging greater coordination between academia and government.

In a related TSAS-funded project, Prof. Levi has partnered with Prof. Janice Stein, founding Director of the Munk School and Belzberg Professor of Conflict Management, to examine the question "What works in counter-terrorism policy?" Clear answers have been elusive, as terrorist incidents remain comparatively rare and are difficult to study with the formal rigour of traditional criminological research. This new project will attempt to bridge the knowledge gap by focusing on law enforcement measures and strategies for building resilient communities.

Inside Justice

During the past year a formal plan was completed for a new Munk School project called "Inside Justice," yielding \$1.9 million in funding from Open Society Foundations for a research initiative extending through 2018. Led by Prof. Todd Foglesong, Inside Justice will examine changes in the investigation and prosecution of homicides in Latin America, focusing specifically on Brazil, Mexico, Honduras and Colombia. The project is also analyzing recent reforms in the justice sector in Nigeria, in cooperation with the Office of the Vice-President. When not conducting extensive fieldwork in these countries or at the International Criminal Court in The Hague, researchers will be sharing their findings with Munk School students, colleagues and the general public through the Global Justice Lab.

PUBLIC ENGAGEMENT

Objective Troy

In March 2016, the Lionel Gelber Foundation, in partnership with the Munk School and *Foreign Policy* magazine, awarded the annual Lionel Gelber Prize to *Objective Troy: A Terrorist, a President and the Rise of the Drone* by Scott Shane, a journalist who investigates terrorism and global justice issues for *The New York Times*. Founded in 1989 by the Canadian diplomat for whom it is named, the prize recognizes the year's best non-fiction book in English on foreign affairs. This year's competition and its impressive roster of shortlisted works earned widespread media attention, prompting 225 articles and more than 56 million media impressions globally.

Magna Carta Lives

From women's rights to property ownership, from principles of equality to the fundamental rule of law, Magna Carta Libertatum – famously signed by King John of England at Runnymede in 1215 – has long been hailed as the cornerstone of our Western justice system. But as with many such monuments from our past, its legacy is a blend of historical fact and cultural myth.

To mark the 800th anniversary of the "great charter of liberties," the Munk School hosted a two-evening event in May 2015 as part of its ongoing partnership with the CBC Radio program *Ideas*. Moderated by Prof. Stephen Toope, Director of the Munk School, "Much Ado about Magna Carta" invited panels of legal experts and scholars to engage in lively, provocative discussions about the meaning and relevance of the charter today. The resulting radio programs and podcasts were aimed at an audience of more than 1.2 million listeners across Canada and in the U.S.

The Wallenberg Legacy

In March 2016, Swedish journalist Ingrid Carlberg visited the Munk School to discuss the newly published English-language edition of her critically acclaimed biography *Raoul Wallenberg: The Heroic Life and Mysterious Disappearance of the Man Who Saved Thousands of Hungarian Jews from the Holocaust*. An expert panel that included H.E. Per Sjögren, Sweden's ambassador to Canada, and The Hon. Bob Rae, lawyer, mediator and former political leader, discussed Wallenberg's legacy and its relevance to the current Syrian refugee crisis.



Left to right: David Cole, Nathalie Des Rosiers, The Hon. Bob Rae and Prof. Stephen Toope.

Justice in Transition

A blog called "Justice in Conflict," which examines the challenges of pursuing transitional justice in the context of violent political conflicts, has attracted more than 15,000 regular subscribers worldwide, including senior diplomats, government officials, human rights advocates, criminal tribunal staff, academic researchers and students, and members of the media. Launched in 2011, the blog is the brainchild of Mark Kersten, who joined the Munk School in 2015 as a post-doctoral research fellow. Dr. Kersten's areas of interest include the effects of interventions by the International Criminal Court on conflict, peace and justice processes, and the role of social media in efforts to prevent mass atrocities.

Voicing Concerns

In addition to their published research and participation in conferences, panels and lecture series, Munk School faculty members regularly share their perspectives on current issues via traditional and online media. A case in point is Carmen Cheung, Executive Director of the Global Justice Lab and a Professor of Global Practice. A human rights expert who has acted as legal counsel on high-profile cases involving torture and illegal transfers of detainees, Ms. Cheung in the past year joined with colleagues from the International Human Rights Program at U of T's Faculty of Law to bring wider attention to the use of solitary confinement in Canada – in one controversial case, for a 16-year-old asylum seeker from Syria.

Frame by Frame

As part of the Munk School's ongoing partnership with TIFF: The Toronto International Film Festival, Prof. Stephen Toope moderated a conversation with humanitarian and retired general Roméo Dallaire and actor-director Paul Gross on the moral challenges of encountering children in conflict, as depicted in the Canadian feature film *Hyena Road*.

As part of TIFF's Contemporary World Cinema series, Prof. Ron Levi spoke at the premiere of *Much Loved*, a feature film by French-Moroccan director Nabil Ayouch depicting the lives of sex workers in Marrakesh. And in January 2016, Prof. Levi was a commentator at a screening of the documentary *Je suis Charlie* by Daniel Leconte and Emmanuel Leconte, hosted by the Consulate General of France in Toronto on the first anniversary of the Paris attacks targeting *Charlie Hebdo* and a Kosher supermarket.



Prof. Ron Levi (left) discusses the film *Much Loved* as part of the TIFF Contemporary World Speakers series.

(top) REUTERS/Enrique Marcarian

CENTRES AND INSTITUTES



Clockwise from bottom left: Ritu Birla, the Richard Charles Lee Director of the Asian Institute; students from the Centre for European, Russian, and Eurasian Studies conducting research in Georgia; students from the Asian Institute studying urban development in Vietnam.

The Munk School houses outstanding research and teaching centres – on Asia, Europe, Russia and the United States – that further position us as a pre-eminent site for the creative and robust examination of global affairs.

Asian Institute

Asia is home to some of the globe's fastest-growing economies and over half of the world's population, and understanding the continent is key to understanding the world. The Asian Institute at the Munk School of Global Affairs provides the intellectual core for cutting-edge interdisciplinary research and teaching on Asia and its global impact. The institute has over 100 affiliated scholars researching and teaching on Asia, and their efforts span a broad range of disciplines in the humanities and social sciences.

Centre for European, Russian, and Eurasian Studies

As Europe continues to dominate global headlines, and the challenges of the world are played out in microcosm within its borders, it remains clear that European affairs exert critical influence on global trends. The Centre for European, Russian, and Eurasian Studies at the Munk School is at the forefront of research, teaching and policy conversations on member countries of the European Union, the countries of the former Soviet Union, and Central and Eastern Europe.

Centre for the Study of the United States

As we enter a new era in our relationship with the country that still matters most to Canadians – the United States – the Munk School's Centre for the Study of the United States (CSUS) represents the largest group of U.S.-focused scholars in Canada, as well as the greatest concentration of U.S. expertise in Canada's history. With over 60 faculty affiliates, CSUS bridges the social sciences and the humanities across three major areas of activity: undergraduate teaching, research and programming for the U of T community and beyond.

PUBLIC ENGAGEMENT



As Canadians and citizens from around the world grapple with the complexities living beyond the headlines, it's apparent we're all trying to figure out what's going on in the world. Through research, analysis, commentary, debate and dialogue, the Munk School is a trusted hub for deep public engagement and a space for diverse voices in foreign policy and global affairs.

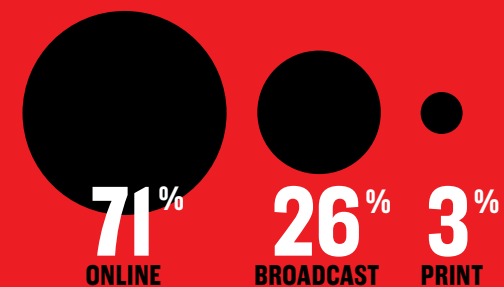
Sparking dynamic debate and providing thoughtful analysis, Munk School experts are routinely called on to comment in Canadian and global media. Seizing the opportunity to explore a new era in Canada's foreign policy, the *The Globe and Mail* commissioned a pair of long-form essays by the Munk School's Director, Prof. Stephen Toope, in the spring of 2016. With the first of two installments headlining the front page of the weekend edition, and the online story including rich storytelling content such as photo slide shows, video and data visualizations, Prof. Toope engaged a potential million and a half Canadians from coast to coast to coast with a nuanced consideration of Canada's role on the world stage.

Munk School in the Media

9,660
MEDIA ARTICLES FROM
AROUND THE WORLD

2.7 BILLION
TOTAL CIRCULATION*

48% U.S. **43%** CANADA **9%** INTERNATIONAL



54%
YEAR-OVER-YEAR (YoY)
INCREASE IN
MUNK SCHOOL
MEDIA MENTIONS

* Approximately half relate to the Citizen Lab's groundbreaking research and media outreach
** The Citizen Lab has a large and loyal Twitter following, representing approximately 70% of Munk School's total

Munk School Online

457,410
PEOPLE VISITED
MUNK SCHOOL
WEBSITES*

34%
YoY
INCREASE

5,030
FACEBOOK
LIKES ACROSS
MUNK SCHOOL
ACCOUNTS

646,560
HITS TO
MUNK SCHOOL
WEBSITES*

26%
YoY
INCREASE

179%
YoY INCREASE

31,270
TWITTER
FOLLOWERS
ACROSS
MUNK SCHOOL
ACCOUNTS**

42%
YoY
INCREASE

5,020
SUBSCRIBERS TO THE
MUNK SCHOOL'S WEEKLY
E-NEWSLETTER

28%
YoY
INCREASE

Munk School in the Community

770
public and private events
held at the Munk School's
two locations and Munk
School events held off-site

42,760
attendees at Munk School
public, private and
off-site events

30%
YoY increase



OUR FOUNDING DONORS: A BOLD VISION CELEBRATES FIVE YEARS

In 2010, Peter and Melanie Munk established their bold vision to create a unique, world-leading academic enterprise through a landmark gift to the University of Toronto. In just five years, the Munk School of Global Affairs has taken great strides to make their vision a reality.

Peter and Melanie Munk are two of the world's leading philanthropists. Their gift of \$35 million for the Munk School of Global Affairs is the largest single individual gift in the history of the University of Toronto. Along with their original benefaction to found the Munk Centre for International Studies in 2000, their total gifts to the university exceed \$51 million, one of the most extraordinary examples of individual generosity in the University of Toronto's history.

Peter Munk is the founder and Chairman Emeritus of Barrick Gold Corporation. He was born in Hungary and graduated from the University of Toronto in 1952 (B.A.Sc., Electrical Engineering). Melanie Munk is his partner in many philanthropic initiatives, championing innovation in patient care at the University Health Network's Peter Munk Cardiac Centre. Together, Peter and Melanie Munk have made significant contributions to support higher education, improve health care and advance public policy.

Mr. Munk has an Honorary Doctor of Laws (1995) from the University of Toronto. He and Melanie Munk were each awarded an Honorary Doctor of Sacred Letters from Trinity College, University of Toronto, in 2004. Peter Munk has received numerous awards, including being named as an Officer of the Order of Canada in 1993. In 2008, he was promoted to Companion of the Order of Canada. The most prestigious level of the Order, this recognition is given to Canadians who have demonstrated the highest degree of merit to Canada and humanity, on the national or international scene. He has been inducted into The Canadian Mining Hall of Fame and The Canadian Business Hall of Fame, and he was the first Canadian to receive the Woodrow Wilson Award for Corporate Citizenship. Mr. Munk was also the recipient of the Queen Elizabeth II Diamond Jubilee Medal in 2012, and in 2016 he was awarded the Commander's Cross with Star of the Order of Merit of the Republic of Hungary. Peter and Melanie Munk live in Toronto.

"The world continues to become more complex and defined by forces beyond the nation state," Meric Gertler, President of the University of Toronto, said recently. "Peter and Melanie Munk have given Canadians a powerful means to understand and navigate this fluid global reality. In fulfilling Peter and Melanie Munk's original vision, the Munk School of Global Affairs has become one of the world's leading contributors to the global conversation on the most important issues of our time."



"THE WORLD IS CHANGING. WE WANT TO DO OUR PART TO ENSURE THAT CANADA NOT ONLY SECURES ITS PLACE ON THE WORLD STAGE, BUT HELPS CREATE THE KNOWLEDGE THAT IMPROVES PEOPLE'S LIVES." – Peter Munk

SUPPORTING EXCELLENCE IN GLOBAL AFFAIRS

Building a space for world-leading research, teaching and public engagement on the global issues that matter most is a long-term endeavour that requires a wide range of visionary philanthropic collaborators. The work of the Munk School of Global Affairs wouldn't be possible without them. **Thank you for your support.**

In September 2015, the Munk School's **Asian Institute** announced an extraordinary gift of \$5 million to support innovative teaching, research and programming on comparative cross-Asia projects and Asian worlds across the globe. As part of this gift, the **Richard Charles Lee Directorship of the Asian Institute** was endowed. The Directorship is named in honour of the late Richard Charles Lee, who was a trade ambassador for Hong Kong and served on the governing councils of the University of Hong Kong and the Chinese University of Hong Kong.

Celebrating the heritage and future of Hellenic scholarship in Canada, in April 2016, the **Hellenic Heritage Foundation** made a remarkable \$1.75 million gift to the Centre for European, Russian, and Eurasian Studies to establish a **Hellenic Studies** curriculum, in perpetuity. Thanks to this contribution, the program will be permanently taught at the University of Toronto, including courses on modern Greek language and literature, and courses on subject areas relevant to contemporary Greek issues, society and politics.

Helping to develop a new generation of innovators and problem solvers, the **Power Corporation of Canada** has established a scholarship fund to support top **Master of Global Affairs** students. This donation will help to educate global citizens who have the knowledge, leadership skills and global fluency to meet the most pressing challenges of the 21st century.

The Veneta Elieff and Danny Filipovic Graduate Awards in Balkan Studies were established this year by **Danny Filipovic**, in memory of his late wife, **Veneta Elieff**. They are awarded on the basis of academic merit to Master's students in the Centre for European, Russian, and Eurasian Studies, for the purpose of student exchange, an internship or research in the Balkans, including all countries of the former Yugoslavia, Albania, Bulgaria and Romania.

The Lionel Gelber Prize is a literary award for the world's best non-fiction book in English on foreign affairs. Committed to deepening public debate on global affairs, **Focus Asset Management** sponsored the Lionel Gelber Prize podcast series. Through this new partnership, each year, a series of interviews with shortlisted authors will reach a wide audience across Canada and around the world.

Recognizing their ongoing support, the Munk School of Global Affairs would also like to thank:

The Lupina Foundation for its contributions to the **Comparative Program in Health and Society**, supporting interdisciplinary, comparative research on the social dimensions of health through an extensive range of fellowships; and for its support of the Munk School of Global Affairs student research labs.

The Walter and Duncan Gordon Foundation for its support over the past 15 years of the **Program on Water Issues**, one of North America's leading programs of research and public education on water.

Avana Capital Corporation, The Maytree Foundation, TD Bank Group for their support of the **Institute on Municipal Finance and Governance**, which focuses on the fiscal health and governance challenges facing large cities and city-regions.

The German Academic Exchange Service (DAAD) for its ongoing contribution to promoting **German and European Studies** in Canada, providing dissertation fellowships, and research and travel grants.

Finally, many thanks to the **Academy of Korean Studies, Almos Tassonyi, Aurea Foundation, Cvachovec Foundation, J. M. Durland, The D H Gales Family Charitable Foundation of Toronto, The Lionel Gelber Foundation, Maria Hanus, Tom Mihalik, Toronto Financial Services Alliance** and our **community of donors** who supported various Munk School projects, programs, centres and institutes between May 2015 to April 2016.



Left to right: Justin Poy (grandson of Richard Charles Lee), Prof. Joseph Wong, Eileen Lam, Joshua Barker, Cheryl Regehr and Prof. Stephen Toope.

BOLD MINDS

As we create a unique, world-leading research, teaching and public engagement site that builds the new field of global affairs from Canada, the Munk School of Global Affairs attracts academic leaders and accomplished staff from across campus and around the world. Drawn to the Munk School's dynamic environment and inventive spirit, top minds jump traditional boundaries and collaborate in new ways.

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