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

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Warm greetings. I am writing this Annual Report during an unusually troubling period of global pandemic. The COVID-19 virus and the associated health-protection restrictions have spread across our connected world, changing our societies, economies, educational institutions, and personal lives. The harms of the pandemic have made painfully visible — and have exacerbated — global and local inequities including wealth-poverty gaps, racist and (neo-)colonial oppression, militarism and aggressive policing, and gender-based violence. This historical moment makes me especially grateful for the Comparative, International and Development Education Centre community, in which people engage together in studying and caring about our relationships in and with the world.

The Comparative, International and Development Education Centre (CIDEC) is a research centre at the Ontario Institute for Studies in Education (OISE), University of Toronto that promotes excellence, collaboration, and innovation in comparative international education research, and contributes to transnational scholarship and education at OISE. CIDEC is the institutional anchor for OISE’s popular collaborative graduate studies specialization in Comparative, International and Development Education (CIDE), which draws students and faculty from six graduate programs in three departments at OISE. The current report reflects CIDEC activities from May 1st, 2018 to June 30, 2020, emphasizing the recent year. In 2019, in lieu of an annual report, CIDEC completed a (7-year) Centre self-study report. The CIDEC community includes over 40 affiliated faculty members, three adjunct or sessional faculty, and four visiting scholars. At this time, approximately 255 graduate student scholars with an interest in transnational issues and comparative methodologies are affiliated with the Centre.

CIDEC is an interdisciplinary research centre that welcomes diversity and mutual engagement, including the continued involvement of alumni who work in academia and development organizations within Canada, in Indigenous First Nation communities, and around the world. To illustrate, this Annual Report features recent CIDEC research and seminar presenters on timely themes such as the Abidjan Principles on enacting the right to education, China’s expanding university system and liberal arts education, multilingual education in Cambodia and Senegal, school reform in Sweden, service learning and the revolution’s effects in Egypt, the benefits of early childhood education in low- and middle-income countries, higher education reform in the Arab world, the REACH global learning experience for University of Toronto university students, field consultants’ experiences in international development education projects, migrant children’s and mothers’ experiences crossing borders, south-south migration and education, plurilingualism and teacher education in Kazakhstan, and more. Skill-building workshops have included “All you need to know about applying for and attending conferences.” This year, the Centre has launched books written and co-edited by CIDEC faculty including Globalization on the Margins: Education and Post-Socialist Transformations in Central Asia (2nd Edition 2020), Interrogating and Innovating Comparative and International Education Research (2019), and Transnational Perspectives on Democracy, Citizenship, Human Rights and Peace Education (2018). Every February, CIDEC hosts the full-day Joseph P. Farrell Student Research Symposium, which showcases 12 CIDE students’ excellent work from across OISE graduate degree programs.
CIDEC students and faculty are active in the leadership, committees, and journal editorial boards associated with various comparative and international education scholarly organizations, including the Comparative International Education Society of Canada, the Comparative and International Education Society (USA), and the World Congress of Comparative Education Societies. Highlights of CIDE activities are the social networking events, films, music and poetry nights, and special interest groups organized with the CIDE Students Association. Students Association representatives, along with faculty from all affiliated departments, also participate in CIDE’s Steering Committee governance.

CIDEC has continued to welcome new faculty (newly hired, or newly involved in the CIDE collaborative specialization): in 2019-20, these include Vannina Sztainbok in Social Justice Education and Fikile Nxumalo in Curriculum Teaching and Learning. In 2018, CIDE welcomed Claudia Diaz Rios in Leadership, Higher and Adult Education. New and continuing faculty continue to develop new courses, including CTL 5310 The Education of Students of Refugee Background in Canada and Beyond, created by Emmanuelle Le Pichon and Antoinette Gagne (Language and Literacies Education program), CTL 5050 Decolonial Approaches to Environmental Education, created by Fikile Nxumalo (Curriculum and Pedagogy program), CTL 5041 Educational Research and Knowledge Production in Comparative International and Development Contexts, created by Sarfaroz Niyozov (Curriculum and Pedagogy program), LHA 5006 Comparative Politics of Educational Policy, created by Claudia Diaz-Rios (Educational Leadership and Policy program), and LHA 1846 Internationalization in Comparative Perspective, created by Elizabeth Buckner (Higher Education program). This Annual Report presents further information about key activities, recent publications, and other indicators of the scholarly vibrancy of the Comparative, International and Development Education Centre community.

I believe you will find this report comprehensive and informative regarding the broad scope of CIDE activities and its significant contributions to the field of comparative and international education, and to the development of new scholars in this field.

Kathy Bickmore, Ph.D.
Professor, Department of Curriculum, Teaching & Learning
Director, Comparative International and Development Education Centre and Specialization
CIDEC FACULTY AND STAFF

CIDE Director and Staff
Kathy Bickmore, CIDEC Director, Professor, CTL (June 2017 – June 2021)
Caroline (Carly) Manion, Lecturer, CIDE Student Liaison, LHAE
Sazna Aliyar, Acting CIDE/CIDEC Program Assistant
Joanne Bacon, CIDE/CIDEC Program Administrator (On Leave)

CIDE/CIDEC Faculty

*Steering Committee

Stephen Anderson, Professor Emeritus, LHAE
Implementation of education policy and program change; school improvement and teacher development; program evaluation.
Nina Bascia, Professor, LHAE
Policy analysis; teachers’ organizations.
Jeff Bale*, Associate Professor, CTL
Language diversity; second language learning.
Kathy Bickmore*, Professor, CTL – Curriculum & Pedagogy Education for democracy; peacebuilding, and conflict resolution in comparative perspective.
Megan Boler, Professor, SJE
Philosophy of technology; post-structuralism.
Elizabeth Buckner*, Assistant Professor, LHAE
Globalization and neoliberalism effects on higher education and citizenship.
Anna (Katyn) Chmielewski*, Assistant Professor, LHAE
National educational and social policies and income inequality.
George J. Sefa Dei, Professor, SJE
Anti-racism and domination studies; sociology of race, ethnicity; international development.
Claudia Diaz Rios,* Assistant Professor, LHAE – Educational Policy and Leadership
Joseph Flessa, Associate Professor, LHAE
Urban education; schooling and poverty.
Antoinette Gagné*, Associate Professor, CTL
ESL issues; teaching strategies for diversity.
Ruben Gaztambide-Fernandez, Associate Professor, CTL
Arts education; curriculum.
Diane Gérin-Lajoie, Professor Emerita, CTL
Teacher and student identity; teaching in minority settings.
Wanja Gitari, Associate Professor, CTL
Indigenous cultures; science learning and equity.
Ruth E. S. Hayhoe*, Professor, LHAE
Comparative higher education; international academic relations; higher education in Asia.
Monica Heller, Professor, SJE
Franco-Ontario studies; social inequality.
Eunice Jang, Associate Professor, CTL
Educational assessment and measurement.
Glen Jones, Professor, LHAE
Policy and politics of higher education.
Reva Joshee, Associate Professor, LHAE
Democratic approaches to policy; diversity and social justice policies.
Julie Kerekes*, Associate Professor, CTL
Second language acquisition; linguistics.
Jane Knight, Adjunct Professor, LHAE

CIDEC ANNUAL REPORT 2018 - 2020
Internationalization of higher education
Normand Labrie, Professor, CTL
Des langues, des politiques linguistiques et des minorités linguistiques, notamment francophones
Emmanuelle Le Pichon-Vorstman*, Assistant Professor, CTL – Language and Literacies Education
Multilingual education, inclusion of minority (migrant & indigenous) pupils
Caroline (Carly) Manion*, Lecturer, LHAECIDEC Sociology of education; equity; gender; faith-based schooling; governance; policy analysis.
Vandra Masemann, Adjunct Associate Professor, CIDEC Comparative and international education; anthropology of education; critical ethnography.
Lance T. McCready, Associate Professor Education, health and well-being of gay Black urban youth; access to higher education.
Kiran Mirchandani, Professor, LHAE Transnational service work.
Gavin Moodie, Adjunct Professor, LHAE Access to higher ed; structures of tertiary, vocational and higher education
Cecilia Morgan, Professor, CTL Gender; colonialism; imperialism.
Shahrzad Mojab, Professor, LHAE Globalization; feminism and women’s education; women and war in Middle East.
Karen Mundy*, Professor, LHAE Educational policy and reform in Sub-Saharan Africa; the role of civil society organizations in educational change.
Sarfaroz Niyozov*, Associate Professor, CTL

Global education; international and comparative curriculum studies/education.
Fikile Nxumalo, Assistant Professor, CTL C&P
Place-based and environmental education; Black feminism; Black and children’s geographies
Enrica Piccardo, Associate Professor, CTL French as a second and foreign language; teacher development, evaluation.
John Portelli, Professor, SJE Democratic values; student engagement.
Creso Sá, Professor, LHAE Higher education; public policy.
Peter Sawchuk, Professor, LHAE Adult Learning Theory; Labour Studies Social Movement Studies.
Sandra Styres, Assistant Professor, CTL Indigenous language, literacy and education, land centred approaches to language.
Vannina Sztainbok, Assistant Professor, SJE Anti-racist feminism, Afro-Latin American race and gender studies, psychoanalysis, race and space
Miglena Todorova*, Assistant Professor, SJE Transnational feminisms, feminist media, culture and hegemony, women in post-socialism, violence against women
Harold Troper, Professor, CTL Immigrant, ethnic and minority group history.
Njoki Wane, Professor, SJE Gender, colonialism and development; anti-racism education.
Leesa Wheelahan Professor, LHAE Social justice and education outcomes; vocational education
**Kara Janigan** - Visiting Scholar, Dates of Appointment: September 1st, 2019 to August 31st, 2020. Kara Janigan holds a doctorate in the Comparative, International and Development Education Program and Department of Curriculum, Teaching, and Learning at OISE/UT. Her Ph.D. thesis is titled "Factors affecting girls’ secondary schooling in rural Tajikistan: What difference did the Girls’ Education Project make?" Kara is an international education consultant and an Adjunct Professor at the Middlebury Institute of International Affairs at Monterey (MIIS). She recently completed research on gender and learning in primary grades in Tanzania. Her 2020 publications include *Gender and Education in Tajikistan in the Pre-Soviet, Soviet, and Post-Soviet Eras* and *Efforts to Overcome Barriers to Girls’ Secondary Schooling in Rural Tajikistan*.

**Dr. Stephen A. Bahry** - Visiting Scholar, Dates of Appointment: January 2011 – Present. Stephen Bahry received his doctorate in the Comparative, International and Development Education Program and Department of Curriculum, Teaching, and Learning at Ontario Institute for Studies in Education at the University of Toronto. His dissertation, *Perspectives on quality in minority education in China: The case of Sunan Yughur Autonomous County, Gansu*, was a multiple embedded case study of stakeholder perspectives on the place of local knowledge, and minority language and culture within quality education under conditions of minority language endangerment and curriculum reform. His current work is on ecology of languages and literacies and education in Central Asia, Western China and Toronto. He has recently taught short-term graduate courses in Plurilingualism and Education and Multilingual Curriculum Development and Assessment in the MA program in Multilingual Education at Nazarbayev University, Kazakhstan as well as CTL 1037, Teacher Development: Comparative and Cross-Cultural Perspectives at OISE.

**Gabrielle Oliveira** - Visiting scholar March 2019. Gabrielle Oliveira is an internationally recognized scholar. Dr. Oliveira is an assistant professor of foundations of education at the Lynch School of Education and Human Development at Boston College. Her research focuses on immigration and mobility—on how people move, adapt, and parent across borders. She is the author of *Motherhood Across Borders: Immigrants and Their Children in Mexico and New York* (2018, NYU Press), winner of the Inaugural Outstanding Book Award in Ethnography at the Penn Ethnography Forum and the Council of Anthropology and Education Book of the Year Award in 2019. Gabrielle received her bachelor’s degree in her native Brazil and her master’s and doctoral degrees from Columbia University and Teachers College. She is the co-
founder of the group Colectiva Infancias, a Latin America group of women scholars who study migration of children across the Americas, recently awarded a grant by National Geographic Foundation to assemble an online mosaic of migrant children’s experiences. Gabrielle was a Postdoc Fellow with the National Academy of Education/Spencer Foundation in 2019.

Sarvenaz Parish - Visiting Scholar 2018. Sarvenaz Parish holds a Ph.D. in art research from Alzahra University, Iran and another PhD in art history from Frei Universitat Berlin. She has studied such matters as the illustration of children’s books on environmental education in Iran, the role of visualization in scientific education, a comparison of 1940s and 1980s surrealist art and literature illustration in Iran, and an investigation of the Sign-Semantics of the Illustration of the Divan of Hafez in comparison with the Divan of Eastern-Western Gnosticism of Goethe.

Ezinwanne Roseline Raymond - Visiting student June to August 2018. Ezinwanne Roseline Raymond is a lawyer with legal and human rights training and expertise in Nigeria, UK and Germany. Ms. Raymond was studying for a master’s degree in human rights at the University of Erlangen, Germany. Her general interest is in the subject of human rights and feminism as regarding fairness, equality and more recently social work. Her 2018 research, A Critical analysis of the European Court of Human Rights (ECtHR) Case Law on Human Trafficking, from a gender perspective, attempts to answer the question, ‘to what degree does the Court (ECtHR) take into account a gender perspective in order to address, interpret and adjudicate cases of human trafficking that specially affect women? As the selected cases for this research involve immigrants, she came to CIDE to research the internal workings of the immigration and employment structures and mechanisms in Canada set to detect trafficking suspicions especially for women and girls before, during and after the immigration application process. Secondly, the social question of why and what propels people, especially women, to migrate in search for jobs is worth scrutiny and deserves the intervention of human rights actors including the courts. Therefore, she also researched cases of trafficking adjudicated at Canadian national courts, to find out how the court integrates this question in its jurisprudence.
**CIDEC GRADUATE ASSISTANTS 2018-2020**

**Ramesh Pokharel** served as CIDE GA from September 2017 to April 2019. As part of his work, Ramesh contributed to a literature review as part of a research project with Carly Manion on education and development consultants. He also contributed to the production of the Fall 2017 and 2018 newsletter, as well as planning and organization of the annual *Joseph P. Farrell Student Research Symposium* (February 2018 and 2019).

**Tatiana Feitosa de Britto** served as CIDEC GA from September 2019 to April 2020. Among her activities, Tatiana engaged in the analysis of student practicum reports and assisted the development of information material about this CIDE-related activity. She also contributed to the promotion of research dissemination initiatives, having co-chaired the Joseph P. Farrell Student Research Symposium and co-edited the Fall and Spring editions of the CIDE/C newsletter, along with Dr. Carly Manion.

We sincerely appreciate the valuable contributions made by all of our GAs.
CIDEC RESEARCH GRANTS AND PROJECTS 2018-2020

Reciprocal Learning in Teacher Education Between Canada and China, SSHRCC Partnership Grant. (3 million dollars, 2013-2020), co-directed by Shijing Xu, University of Windsor and Michael Connelly, OISE.

Ruth Hayhoe is a co-applicant in the project and serves on the International Advisory Board as well. Our panel presentation on the partnership, presented at the Comparative International Education Society's Annual Meeting in Atlanta George in March of 2017, resulted in a special issue of Frontiers of Education in China, Vol. 12, No 2, published in June of 2017, and available in the library or on the Springer website with papers by Dr. Leo Xuefeng Huang (an OISE doctoral graduate), Ms Yishin Khoo (who will defend her doctoral thesis in April 2018), Ms Qian Yang (a doctoral student at ECNU in Shanghai, and Ms Adrienne Rigler, a teacher who has been a key participant in the project. The next Partnership conference will be at Northeast Normal University in Changchun, China, May 18-22, 2018.

Partners for Development or Privatizing the Public Good? The Role of Private Higher Education in the Global Knowledge Society, SSHRC Insight Grant ($251,178, Elizabeth Bucker as PI and Ruth Hayhoe as Co-I, March 2018 to March 2022)

What is the role of non-state institutions, including civil society, business, and religious organizations, in promoting inclusive national development for the global knowledge society? What should their role be? This project tackles this broader question by examining the growth of private higher education (HE) around the world. It will create a unique cross-national longitudinal dataset spanning 1960-2015, to empirically examine the link between private HE expansion, access to HE, and wealth-based inequalities in HE enrollment rates. It will also examine various models of new private HEIs to understand how private HEIs can support, rather than undermine, the goal of inclusive development, through a comparative case study of the role of new private higher education institutions (HEIs) in four distinct national contexts: Canada, China, Morocco and the UAE. Concretely, it answers the following questions:

1. To what extent does private HE expand access to HE? And, to what extent does the expansion of private HE affect disparities in access to HE?
2. What nation-level factors moderate the relationship between private HE expansion and access?
3. What national and sub-national government policies and institutional practices, encourage the development of private HEIs that support, rather than undermine, the goal of inclusive development?

2016-2020 The Academic and Social Integration of Syrian Refugees in Canadian Schools

Project staff: Antoinette Gagné (Principal investigator), Melissa Beauregard, Mozynah Nofal (GAs), Nadeen AlHashimi, Sumaya Bakbak, Ghada Chahrour, Michelle Little, Morgan Lowen,
Anoop Sidhu, Dania Wattar (MT Research Pathways Program Participants), Zehra Palta and Liza Palendar (Volunteer GAs)

**Funding:** We submitted a proposal for a SSHRC Insight Development Grant in February 2017 and heard in May that we were not successful. However, we moved ahead with a pilot study funded by a small-scale SSHRC Institutional Grant (SIG $3,485) that fed into the submission of a proposal for the SSHRC Insight Grant in October 2017.

**Focus:** The arrival of nearly 50,000 Syrian refugees in less than 2 years has created critical opportunities and challenges for Canadian schools, which are at the forefront of educational policies and programs designed to ensure the successful integration of these newcomers. Several European countries have experienced a similar situation with the arrival of hundreds of thousands of Syrian refugees since 2014. This research will consider the educational integration of the various waves of Syrian refugees over the past 3 years from a standpoint of complex, nuanced, and intersecting factors that impact their success in schools. Promising programs and practices that support the social and academic integration of refugee children and youth at different stages and across various contexts will be also documented.

A survey of educators in Ontario and at least four European countries will provide multiple perspectives on the social and academic integration of Syrian children and youth as well as the programming to support them across diverse urban, suburban and rural contexts. An embedded case study of Syrian refugees in the Greater Toronto Area will be carried out in two school districts where a large number of refugees attend school as well as in three NGOs working to meet the needs of Syrian families. The study participants will include Syrian children and youth, their parents or caregivers and the English as a second/additional language teachers and consultants as well as settlement workers who have been mobilized to coordinate programming at the level of schools and host communities.

**2016-2020 More Than "Just Good Teaching": Mainstream Teacher Education for Supporting English Learners and Teacher Education Policy in Ontario**

**Project Staff:** Jeff Bale (principal investigator), Antoinette Gagné, Julie Kerekes (co-investigators), Katie Brubacher, Wales Wong, Mama Adobea Nii Owuo, (GAs) and Shakina Rajendram (RA)

**Funding and Duration:** SSHRC Insight Grant 2017-2020 - $154,973. Our second application for a SSHRC Insight Grant was successful.

**Focus:** This study has two objectives: (1) to determine whether Ontario's teacher education policy is consistent with the diversity, strengths, and needs of English learners; and (2) to clarify how teacher candidates, teacher educators, practicing teachers, and subject consultants in local boards interpret and enact Ontario's new policy requirement. To address Objective 1, we will use a participatory action research design to collaborate with 20 elementary- and secondary-aged English learners in Ontario. We will create multimedia profiles that present their full linguistic repertoires, their beliefs and attitudes about the languages they speak (including English), and what needs they have at home, in the community, and at school to maintain their languages. To address Objective 2,
we will conduct a three-year ethnographic case study of one teacher education program and its new required course, "Supporting English Language Learners." We will supplement analysis of this program with a survey of teacher educators in the 15 other teacher education programs in Ontario, in terms of their programs' responses to the new policy.

**Peace-Building Citizenship Learning in Comparative Contexts affected by Violence: School Connections with Life Experience in Mexico, Canada, Bangladesh and Colombia**

**PI— Kathy Bickmore Insight Grant, Social Sciences and Humanities Research Council of Canada, CAD $417,901, 2013 - ongoing**

How does education in school respond to the actual life experiences of young people suffering from violence in marginalized communities? This six-year research project, funded by the Social Sciences and Humanities Research Council of Canada, is examining how teaching and learning activities across the curriculum in schools intersect with or contradict the lived concerns and social participation experiences of young people and the peace-building citizenship implications of these learning opportunities. In purposively chosen upper elementary and intermediate public schools in urban communities experiencing violence—in Ontario Canada, Guanajuato Mexico, 2 cities in Bangladesh, and Bogotá Colombia—the research elicited (age 10-15) young people’s experiential understandings of social conflict and violence problems, their causes, and what they thought individuals, communities and social institutions could do about them. Based on anonymous summaries of initial student focus group findings, and analyses of relevant learning opportunities embedded in curriculum mandate documents, a set of teachers in each school have participated in a series of additional focus group discussions to generate pedagogical ideas that more adequately build upon their diverse students’ lived experiences of social conflict and citizenship, to support learning and practice for democratic, just, sustainable peace. CIDE student research team members A. Salehin Kaderi and Ángela Guerra-Sua are completing related doctoral theses on the Bangladesh and Colombia cases, respectively.


This project ended in 2019. It has brought together an international network of university faculty to explore ‘Youth activism, engagement and the development of new civic learning spaces’ across key locations (Australia; Canada; China; Hungary; Lebanon; Singapore). The Network was very active in its three years, undertaking academic seminars, writing, and events involving a range of contributors (University of York, 2016; University of Toronto, 2017).

[https://www.york.ac.uk/education/research/cresj/researchthemes/citizenshipeducation/leverhulme/youthactivism/](https://www.york.ac.uk/education/research/cresj/researchthemes/citizenshipeducation/leverhulme/youthactivism/)
NEW AND CONTINUING EXTERNAL COLLABORATIONS 2018-2020

One of the aims the Centre (CIDEC) is to develop and strengthen collaboration with external agencies involved in comparative and international education research and development. Launched with New Initiatives Funding from OISE, over the past year we have continued working collaboration with the United Nations Girls’ Initiative (UNGEI), Pontificia Universidad Católica de Valparaíso (PUCV), and with Midaynta Community Services.

A) United Nations Girls’ Education Initiative (UNGEI)

In July 2014, CIDEC became the first-ever academic member of the United Nations Girls’ Education Initiative’s (UNGEI) Global Advisory Committee (GAC). The UNGEI GAC participates in planning, decision-making and accountability processes. Launched subsequent to the 2000 Dakar World Education Forum, UNGEI represents a transnational multilateral girls’ education initiative that focuses on developing public-private partnerships towards promoting the principles of efficiency and effectiveness in girls’ education programming, donor harmonization and coordination.

Carly Manion is our institutional representative on the UNGEI GAC, with PhD Candidate, Norin Taj as the “alternate”. The UNGEI GAC meets twice annually to review, identify, discuss and strategize priority issues and future programming. Carly has participated in a series of conference call meetings about UNGEI policy and advocacy work, and particularly as part of CIDEC’s role on a smaller planning taskforce that drafted UNGEI’s new strategic plan of action. In October 2017, Carly attended UNGEI’s annual face-to-face meeting in New York City over the course of three full days. In 2018, Carly attended the annual 3-day in-person meeting in Ottawa. A phone meeting replaced the in-person meeting in 2019.

CIDEC’s work with the UNGEI GAC has been beneficial to us in a number of ways: it provides students with a chance to get involved in gender and education policy advocacy and learn new skills; as a member of the GAC, CIDEC has gained an increased international profile and; we have been able to forge new professional relationships with other academic, policy and civil society actors.

B) Centro de Liderazgo para la Mejora Escolar, Pontificia Universidad Católica de Valparaíso (PUCV) in collaboration with Universidad de Chile, Universidad de Concepción, and Fundación Chile.

In 2015 the government of Chile announced a competition to establish two educational leadership centres (one for the Northern and one for the Southern half of the country) with both education
leadership research and development mandates. Joe Flessa and Steve Anderson were invited to participate in a proposal led by the Pontificia Universidad Católica de Valparaíso (PUCV) in collaboration with Universidad de Chile, Universidad de Concepción, and Fundación Chile and OISE, through CIDEC as the international partner. Carol Campbell and Santiago Rincón Gallardo joined Flessa and Anderson initial members of the OISE team for the successful proposal. The Centro was launched in 2016 with headquarters in Valparaiso, Chile. CIDEC signed a memorandum of agreement for the OISE partnership in the Centro for five years, subsequently renewed. Professors Flessa and Anderson have made several trips to Chile since 2016 to collaborate in different streams of the Centro’s activity. This has included the delivery of multiple keynote addresses at regional seminars and collaboration in leadership development activities. Professors Bascia and Bickmore traveled to Chile in separate trips in 2019 for several partnership networking meetings, leadership trainings, and keynote addresses.

c) CIDEC collaboration with Midaynta Community Services

Since 2014, several CIDEC directors (Sarfaroz Niyozov, Stephen Anderson, Carly Manion, and Kathy Bickmore), faculty and students have been collaborating with Midaynta Community Services, particularly through Midaynta’s Executive Director, Mahad Yusuf. Midaynta’s work and the collaborative activities between the organization and CIDEC have focused on inquiry, dialogue, and tangible response to the many challenges facing marginalized immigrant communities, in particular those who arrived in Canada fleeing violent conflict.

The CIDEC-Midaynta collaboration has achieved a number of important accomplishments. A series of two-day conferences were held in 2015 at OISE, beginning with Youth “Radicalization” Policy and Education, designed to bring together multiple stakeholders from the community, community organisations, education, security, government and academic researchers and others. Dr. Stephen Bahry (former coordinator of the CIDEC-Midaynta collaboration), Mahad Yusuf and Midaynta staff had productive discussions with several CIDEC/OISE faculty concerning applications of their research to Midaynta’s activities, which include in settlement services, youth outreach work, and implementation of two projects in northwest Toronto funded by Ministry of Children and Youth Services: Rites of Passage Youth Mentorship Program, aimed at supporting the positive development and success of African Canadian youth ages 12-16, who face multiple barriers to success; and, Project Turn Around, a holistic community-based gang prevention and intervention program serving youth ages 12-20 and their families. More recently, Midaynta with the support of CIDEC/OISE, has held follow up “Youth Radicalization” conferences in 2016, 2018, and 2019. CIDEC faculty and students have participated in each of these conferences, as presenters (e.g., Drs. Bickmore and Manion), discussants (e.g., Dr. Manion), interns, and audience members. Seven CIDEC graduate students have completed a CIDE practicum at Midaynta (all with Dr. Manion as faculty supervisor for each), where they were responsible for transcribing, analyzing and summarizing the proceedings from each conference and producing a report. The students have been speakers at the formal launches of these conference reports, at OISE.
CIDEC alumnus, Dr. Alison Neilson (Centro de Estudo Sociais, CES Universidade de Coimbra, Portugal) kicked off the 2018-19 CIDEC seminar series with her talk entitled, "Working Across Cultures and Language for Environmental Justice and Informal Education Related to Small Scale Fisheries Within Global Policy Contexts".

<table>
<thead>
<tr>
<th>Date</th>
<th>Presenter</th>
<th>Presentation Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday May 3rd 2018</td>
<td>Marie Agnes Detourbe, MCF d'anglais Laboratoire Culture Education Sociétés, Toulouse</td>
<td>Inclusion through Access to Higher Education: Exploring the dynamics between access to higher education, immigration and languages</td>
</tr>
<tr>
<td>Monday April 15th 2019</td>
<td>Professor Uwe Schulze, Goethe University Frankfurt</td>
<td>Spatial Citizenship, Service Learning, and Geography Teacher Education</td>
</tr>
<tr>
<td>Wednesday April 24th 2019</td>
<td>Sarfaroz Niyozov, CTL, CIDE, OISE</td>
<td>Leading a Private International Education Institution in a Global South Context (the Case of AKU -IED): Living CID Possibilities and Impossibilities</td>
</tr>
<tr>
<td>Wednesday May 1st 2019</td>
<td>Dolores Dickson, Executive Director, CAMFED Canada and Global Programs</td>
<td>CAMFED Learner Guides: Alumnae Transforming Young People’s Prospects</td>
</tr>
<tr>
<td>Wednesday September 18th 2019</td>
<td>Joseph Wong</td>
<td>Reaching The Hard To Reach: A Global Learning Experience With Purpose</td>
</tr>
<tr>
<td>Monday September 23rd 2019</td>
<td>Vandra Masemann- Subbed by Carly Manion</td>
<td>All you need to know about applying for and attending conferences – CIES and CIESC in particular</td>
</tr>
<tr>
<td>Monday September 23rd 2019</td>
<td>Vandra Masemann- Subbed by Carly Manion</td>
<td>All you need to know about applying for and attending conferences – CIES and CIESC in particular</td>
</tr>
<tr>
<td>Monday October 7th 2019</td>
<td>Prachi Srivastava, Karen Mundy, Sarah French</td>
<td>Abidjan Principles: The Right to Education</td>
</tr>
<tr>
<td>Thursday October 10th 2019</td>
<td>Carol Benson</td>
<td>The power of L1-based multilingual education in Cambodia and Senegal: Lessons to share</td>
</tr>
<tr>
<td>Friday October 18th 2019</td>
<td>Najeeb Shafiq</td>
<td>Are There Long-Term Benefits from Early Childhood Education in Low- and Middle-Income Countries?</td>
</tr>
<tr>
<td>Date</td>
<td>Speakers</td>
<td>Title</td>
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<tr>
<td>Friday October 25th 2019</td>
<td>Mary Drinkwater, Kathy Bickmore, Reva Joshee, Sarfaroz Niyozov &amp; other chapter authors</td>
<td>Transnational Perspectives on Democracy, Citizenship, Human Rights and Peace Education</td>
</tr>
<tr>
<td>Tuesday November 12th 2019</td>
<td>Elizabeth Buckner</td>
<td>Reconsidering Higher Education Reform in the Arab World</td>
</tr>
<tr>
<td>Wednesday November 20th 2019</td>
<td>Stephen Bahry</td>
<td>Plurilingualism and Education in Eurasia: Teacher Preparation for Kazakhstan's Trilingual Education Program</td>
</tr>
<tr>
<td>Thursday November 28th 2019</td>
<td>Nevin Shalabi</td>
<td>The Effects of the 2011 Egyptian Revolution on Community Engagement among University Students: Implications for Comparative and International Education</td>
</tr>
<tr>
<td>Thursday January 16th 2020</td>
<td>Kara Janigan, Spogami Akseer, Carly Manion</td>
<td>Consulting within the field of Comparative, International and Development Education</td>
</tr>
<tr>
<td>Monday February 24th 2020</td>
<td>Claudia Diaz Rios, Sana Abuleil, Gisele Cuglievan Mindreau</td>
<td>South-South Migration and Education: What Do We Know About It?</td>
</tr>
<tr>
<td>Friday February 21st 2020</td>
<td>CIDEAC</td>
<td>The Joseph P. Farrell Student Research Symposium (JPFSRS)</td>
</tr>
<tr>
<td>Thursday March 5th 2020</td>
<td>Dr. Gabrielle Oliveira</td>
<td>Transnational Care Constellations: (Im)Migrant Children, Belonging and the Nation-State in U.S. Schools</td>
</tr>
<tr>
<td>Tuesday June 9th 2020</td>
<td>Editors: Caroline (Carly) Manion, Emily Anderson, Supriya Baily, Meagan Call-Cummings, Radhika Iyengar, Payal P. Shah, and Matthew A. Witenstein</td>
<td>Interrogating and Innovating Comparative and International Education Research (Fall, 2019, Brill)</td>
</tr>
<tr>
<td>Thursday July 2nd 2020</td>
<td>Christian Noumi, Pamela Khaled</td>
<td>Comparing the Role of National Actors in Higher Education Policymaking in Senegal and Ghana - Christian Noumi, Peace And Conflict Resolution Through Science Pedagogy In Bangladesh: Religious And Secular Students’ Perspectives - Pamela Khaled</td>
</tr>
</tbody>
</table>

These and other archived seminars are available at this link: [CIDE Seminars](#)
Teachers InCIDE

Teachers InCIDE is a group of graduate students and professors from different departments at OISE who share an interest in teacher education, teacher development/learning, and comparative, international and development education. We meet twice a month at OISE. During our meetings, we share updates about our research, lives, thesis works/progress; discuss common issues of interest; exchange resources; and learn from each other.

Antoinette Gagne is the Faculty sponsor of the Teacher InCIDE Special Interest Group.

CIDE Interest Group: South Asian Interest Group

Website address: www.southasiainterestgroup.org

It was the 2018 annual social event of CIDE when the Director Dr, Kathy Bickmore encouraged Neelofar Ahmed to develop an interest group under CIDE. The South Asia Interest Group was initiated by Neelofar Ahmed at the Joseph P. Farrell Student Research Symposium in 2019 with the ambition to develop collaboration between researchers, scholars, faculty, and students whose research scholarship focuses on education and educational context in South Asian countries. The membership of the group is free and open to everyone. Currently, SAIG has more than thirty members from OISE, UofT as well as from different parts of the world. In a short span, SAIG has become an active platform of academic engagement and has paired scholars of likewise interests for collaborative work. The group members have made panel presentations at national and international conferences such as Congress (the Federation for the Humanities and Social Sciences), CIES (Comparative and International Education Society), and CASID (The Canadian Association for the Study of International Development). SAIG has also organized a mini conference within the 10th International Labour and Employment Relations Association, Regional Congress for the Americas (ILERA).

Throughout the year, SAIG organized numerous meetings and writing sessions for its members to prepare collaborative conference proposals.

Latin America Study Group (GELO-Grupo de Estudio Latinoamericano de OISE)

This is a group of faculty and students who have both scholarly and practical experience and interest in education in the Latin American context. The group meets periodically during the regular academic year every three weeks to read and discuss articles (journal articles, technical reports, media reports, etc.) in Spanish that are concerned with
education issues, policies and practices across Latin America and within specific countries. In past years, the group has included masters and doctoral students from Chile, Peru, Colombia, Ecuador, Brazil and Mexico, and faculty who have done research and consulting work in Chile, Mexico, Ecuador and Colombia.
CIDEC PRESENTS: THE JOSEPH P. FARRELL
STUDENT RESEARCH SYMPOSIUM

CIDEC presents:
The Joseph P. Farrell Student Research Symposium February 22, 2019
The Joseph P. Farrell Student Research Symposium February 21, 2020

In 2013, the CIDEC Student Research Symposium was re-named in honour of
CIDEC Co-Founder Joe Farrell, who passed away suddenly in December 2012.

The Joseph P. Farrell Student Research Symposium February 22, 2019

9:00am-10:45 am: Session 1: Exploring Student Mobility, Engagement and Labour Market
Integration In Canada [Chair: Carly Manion]
Exploring Outbound Student Mobility as a Public Policy Issue in Ontario [Diane Barbaric, PhD
Candidate, LHAE]
I Don’t Look and Sound Like the Regular ‘Canadian’: The Labour Market Integration of Student
Migrants in Canada [Everton G. Ellis, PhD Candidate, LHAE]
Student Engagement: Chinese International Student Experience in Canadian Graduate Study
[Meng Xiao, EDD Candidate, SJE]
Examining the Academic Experiences of Korean Immigrant Students at Universities in Toronto
[Eun Gi (Cathy) Kim, MA Student, LHAE]

10:45am-12:15pm: Session 2: Change and Continuity In Higher Education: Experiences In
Central And Eastern Europe, Soviet Union, And Chile [Chair: Vandra Masemann]
Universities in Central and Eastern Europe: Organizational Responses to Global Norms of
Research Excellence: Research Design and Preliminary Findings [Nadiia Kachynska, PhD
Candidate, LHAE]
We have Kept our Traditions: Durability in Former Soviet Higher Education Systems [Emma
Sabzalieva, PhD Candidate, LHAE]
South-South Development Cooperation in Higher Education: A Case Study of the Chilean Agency
of International Cooperation for Development (AGCID) and its Impact on the Internationalization
of Higher Education Institutions [Scott Clerk, PhD Student, LHAE]

1:15pm-2:45pm: Session 3: Education and Power: Institutional Responses To Changing
Contexts And Needs [Chair: Kathy Bickmore]
Critical Media Literacy: How Baltic Nations Confront the Challenge of Truth Decay [Kate (Jackson) Reyes, PhD Student, CTL]
What is the Impact of the American Liberal Arts University in Post-Conflict Society? [Hayfa Jafar, PhD Candidate, LHAE]
The Impact of Global University Rankings on Institutional Strategies, Decision-Making, and Policy Choice through the experiences of Four Canadian Research Universities [Edmund Adam, PhD Student, LHAE]

3:00pm-4:30pm: Session 4 – Exploring Issues in Health & Physical Education, Academic Decision-Making & Translanguaging: Experiences In Canada & Malaysia [Chair: Ramesh Pokharel]
Philosophizing the Future of Health and Physical Education in Canada: A Comparative Critical Analysis of Alternative and Conventional Approaches to Health Construction in the Classroom [Danielle Denichaud, MA Student, SJE]
High School Course Selection: A Missing Piece in Access and Transition to Higher Education [Ceara Khoramshahi, MA Student, LHAE]
“Our Country has Gained Independence, but we haven’t”: The Affordances of Translanguaging in an English-only Context [Shakina Rajendram, PhD Candidate, CTL]

The Joseph P. Farrell Student Research Symposium February 21, 2020

9:00am-10:30am: Session 1: Power, Learning and Justice [Chair: Carly Manion]
Death Triumvirātus: Neocoloniality of power in English language teaching [Yecid Ortega, PhD Candidate, CTL, Language and Literacies]
Learning to become an English language teacher: what does it really mean? [Danielle Freitas, PhD Candidate, CTL, Language and Literacies]
Under Surveillance: A Study of the Securitization of Somali Men in Canada [Shukri Hilowle, PhD Candidate, SJE, Social Justice Education]

10:40am-12:10pm: Session 2: Student Engagement, Community Ownership and Inclusive Education [Chair: Vandra Masemann]
Building Community Ownership for Education in the Central African Republic [Elena Toukan, PhD Candidate, CTL, Curriculum and Pedagogy]
Policy Options for Enhancing Learning Outcomes for Children with Specific Learning Disabilities in India [Payal Khazanchi, MEd, LHAE, Adult Education & Community Development]
Deconstructing and Reconstructing: Chinese International Student Engagement in Canadian Graduate Schools [Meng Xiao, EdD. Candidate, SJE, Social Justice Education]
1:10pm-2:40pm: Session 3 – Higher Education and Internationalization [Chair: Tatiana Feitosa de Britto]

*Cultivating Whole Persons with Liberal Arts Education: Case Study of Three Universities in Mainland China, Hong Kong, and Taiwan* [Leping Mou, PhD Candidate, LHAE, Higher Education]
*Would the internationalization of higher education put Iraq back on the map?* [Hayfa Jafar, PhD Candidate, LHAE, Higher Education]
*Intercultural Online Co-Creation for Peacebuilding - A Higher Education Pedagogy* [Rim Fathallah, PhD Student, CTL, Curriculum & Pedagogy]

2:50pm-3:50pm: Session 4 – International Students and Teacher Development [Chair: Kathy Bickmore]

*A Critical Evaluation of the Traditional Domestic/International Student Division and its Relevance in Higher Education Today* [Anett Trifonov, MEd Student, LHAE, Higher Education]
*Social Constructivism in India: A Pre-service Teacher Development Framework* [Prerana Bhatnagar, MEd Student, CTL, Curriculum & Pedagogy]

Special thanks to Dr. Caroline (Carly) Manion for organizational support; CIDESA for co-sponsoring this event and to the Panel Chairs.
Select Faculty, Post-Doctoral Fellow, and Visiting Scholar Publications

This list is selective of scholarly publications submitted by CIDEC faculty and students that relate most directly to comparative, international and development education. The list includes items published or in press. It does not include those in progress and/or still under review.

Publications


Bale, J. (2018). Competing values in language education research. In P. Smeyers & M.Depaepe (Eds.) Educational research: Ethics, social justice, and funding dynamics (pp. 91–107). Dordrecht: Springer


Díaz Ríos, C. (forthcoming). Global testing culture and policy legacies: Convergence towards test-based accountability? Accepted for publication in Comparative Education Review.

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Gitari, W., Foster, D., & Mashhadi, B. N. (Accepted, April 2020). A commentary on Kenya’s response to the global STEM movement from social justice perspectives: Would school-community innovation centres/Makerspaces address gaps in the proposed curriculum? *Comparative and International Education*. 

**CIDEC ANNUAL REPORT 2018 - 2020**


Niyozov, S. (2020, in the final stage). Muslim Education in Canada: Challenges and Opportunities. The pre-final draft is ready, and I will be looking for Publishers to print the book in 2021.


Parker, Christina & Kathy Bickmore (Forthcoming 2020). Classroom peace circles: Teachers’ professional learning and implementation of restorative dialogue. Teaching and Teacher Education.


**Faculty, Post-Doctoral Fellow, and Visiting Scholar Presentations & Other**

(Conference Proceedings, Peer-reviewed Academic Presentations, Book Reviews, Reports, Professional Activities, etc.)


Arnold, C., Wilson, M., Bridge, J., and M.C. Lennon (April 17, 2018) *Learning outcomes for Transfer publication project: Lessons learned*. Presented to the ONCAT Annual Student Pathways in Higher Education Conference, Toronto, Ontario


Bickmore, K. 2019 (x2) “Democracia y Paz Duradera en los Centros Escolares.” Guest lectures at Universidad Diego Portales (August 12) and Pontificia Universidad Catolica de Valparaíso (August 19), Chile.


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Gérin-Lajoie, D. 2019. Identity and belonging in English minority language schools in Québec, QUESCREN’s Researcher Workshop on Education and English-speaking Quebec, Concordia University, Montréal, December 5.

Gérin-Lajoie, D. 2019. L'état des relations entre francophones et anglophones du Canada, Officiellement 50 ans ! - Une conférence marquant cinquante ans de dualité linguistique et d'éducation au Canada, conference organized by the Office of the Commissioner of Official Languages, the Association for Canadian Studies and Canadian Parents for French, Gatineau, November 23.


Gitari, W. (January 2020). Concept note accepted for Working-Group participation at the University of Toronto’s Sustainable Goals event organized by Research & Innovation, and Strategic Initiatives.


Hayhoe, Ruth. (2019). May 14 – Lunchtime seminar at Fudan University’s Higher Education Research Institute with Professor Lin Rongri, colleagues and graduate students.

Hayhoe, Ruth. (2019). May 15 – Lunch-time seminar with Professor Ding Gang at East China Normal University, followed by a lecture for ECNU’s Higher Education Research Institute on “The Gift of Indian Higher Learning Traditions to the Global Research University.”


Hayhoe, Ruth. (2019). May 8, Master class with Doctoral students from the University of Sydney and MacQuarie University.


Hayhoe, Ruth. (2019). May 9, Huddle – with faculty members from several universities in Sydney on the topic of “Nationalism and Education.”


Hayhoe, Ruth. (2019). November 22, 2-4 PM Guest Lecture on Comparative and International Higher Education for 1803, Recurring Issues in Postsecondary Education for the Leadership Cohort, taught by Katharine Janzen

Hayhoe, Ruth. (2019). October 23, 5-8 PM Guest Lecture on Comparative and International Higher Education for 1803, Recurring Issues in Postsecondary Education, taught by Gavin Moodie

Hayhoe, Ruth. (2019). May 7, “Invited Presentation” at a well-attended Public Forum entitled “Sydney Ideas” at the University of Sydney. It commemorated the 100th Anniversary of China’s May 4 Movement and the Role of Student Activism in Democratic Development. This was open to the public with about 1000 in a large auditorium.


Kerekes, Julie, Jun, Justine*, and Zhang, Yiran* (2020). *An action research approach to academic English for international graduate students*. Paper to have been presented at the 9th International Conference on Second Language Pedagogies (SLPC9), Concordia University, Canada, May 8-9. Canceled due to COVID-19 pandemic.


Knight, J. January 2018. San Juan, Puerto Rico. *Magisterial Lecture at the Inter-American University, Puerto Rico.*


Knight, J. March 2018, Tokyo, Japan *International Program and Provider Mobility: A Classification Framework*. Seminar at University of Tokyo.


Knight, J. November 2019, Johannesburg, South Africa. The Role of International Higher Education in International Relations: Knowledge Diplomacy vs Soft Power. Eric Molobi Memorial Lecture, University of Johannesburg


Morgan, C. “‘Let us look at the bright side always’: Mother and Son Correspondence Across Borders in the 1850s: William Jarvis Hamilton and Hannah Jarvis Hamilton,” Canadian Historical Association, University of British Columbia, 4 June 2019.


Morgan, C. Interview given to the BBC-TV Series, *Hidden Histories of the British Empire*, 18 Oct. 2019, host Michael Portillo. The topic of the interview was Canada’s relationship to the British Empire, 1770s-1900s.

Morgan, C. Interview given to the *National Post*, 15 May 2018. The topic of the interview was Laura Secord and national symbols in Canada.


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Government to Local Public Education Services (LPES): Executive Summary. Universidad de Chile Instituto de Estudios Avanzados en Educación, (Santiago) con Líderes Educativos: Centro de Liderazgo para la Mejora Escolar, Universidad Pontificia Católica de Valparaíso.


Note: This list is based on submissions received from CIDE faculty/post-doctoral fellow/visiting scholars by June 30th 2020 for this report and does not represent the full extent of CIDE faculty/post-doctoral fellow/visiting scholars publications/presentations.
Select Student and Recent Alumni Publications and Presentations


Publications:


Adam, E. (2020). ‘Governments base performance-based funding on global rankings indicators’: A global trend in higher education finance or a global rankings literature fiction? A comparative analysis of four performance-based funding programs. *International Journal of Educational Development* 76. ISSN 0738-0593, [https://doi.org/10.1016/j.ijedudev.2020.102197](https://doi.org/10.1016/j.ijedudev.2020.102197). Performance-Based funding; Higher education; Rankings; Austria; Denmark; Finland; Sweden


Sabzalieva, Emma, *Shaping the idea of the world-class university from outside the global “core”. Europe of Knowledge*, February 2018. 9417/2017/2280


Toomey, Nisha. Humanitarians of Tinder: Constructing Whiteness and Consuming the Other, *Critical Ethnic Studies Journal*

Toomey, Nisha. Photography research and refusal: A participatory action research project with migrant youth in the Mid-Hudson Valley, *Critical Questions in Education Journal*, co-author with Del Vecchio, D. & Tuck, E.


Students and Recent Alumni Presentations & Other (Conference, Peer-reviewed Academic Presentations, Reports, Newsletters etc.)


Ahmed, N., (June 17, 2020). *The need to Prioritize the Quality and Access to Education for the Indigenous, Marginalized, and Refugee in South Asia: A Case Study of Pakistan.* Panel Presentation at the Canadian Association for the Study of International Development (CASID) Student Research Symposium Program


Bhatnagar, P. (June 17, 2020). Social Development Through Dance Education in India. Paper presentation at the *Canadian Association for the Study of International Development (CASID) Student Research Symposium Program, Western University*


Bhatnagar, P., Muff, V., Trinidad, L. (November 23, 2018). Dance Integration Strategies for the Generalist Teacher in the Ontario Curriculum. Workshop presentation at the *Arts for Education Conference, Ontario Institute for Studies in Education, University of Toronto*

Duong, K., Mou, L., Nguyen, I., & Uthayakumaran, N. (2020). The Understanding of Intercultural Competence: A Case Study at the University of Toronto. AERA 2020 Annual Meeting. San Francisco, USA. (online form_iPresentation) (equal co-authorship)

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Khazanchi, P. (2020). Panel Session: Challenging Dominant Narratives on Education in South Asia: Imagining Collective Futures. (Virtual Presentation) 64th Annual Conference of the Comparative and International Education Society, CIES 2020, Miami, USA

Khazanchi, P. (2020). Panel Session: Education for Social Change and Development in South and Central Asia: Overcoming the Inequalities. (Accepted, but not presented) The Canadian Association for the Study of International Development Conference, CASID 2020, Western University, Canada

Khazanchi, P. (2020). Policy options for students with Learning Disabilities in India. Joseph P. Farrell Student Research Symposium, OISE, University of Toronto, Canada

Lumb, P. (2019, June) Religious Literacy & Intercultural Communication [Workshop session]. Shaping Sustainable Futures for Internationalization in Higher Education, OISE, University of Toronto


Mou, L. (2019). Exploring Whole Person Education in East Asian Context: Case Studies of Universities in Greater China (Taiwan, Hong Kong, and Mainland China). Hong Kong Baptist University, Hong Kong, China.


Nieto, D. Casa de la Memoria de Tumaco y el Pacífico Nariñense (forthcoming) “From the Roots. Ethnoeducational and Gender Approaches Toolbox for Peacemakers”. Colombia: AECID, Alianza por la solidaridad, Convenio Emprendamos paz.


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Note: This list is based on submissions received from CIDE students/alumni June 30th, 2020 for this report and does not represent the full extent of CIDE students/alumni publications/presentations.

Dr. Elizabeth Buckner and then-student (now PhD) Elena Toukan presenting at CIDE-cosponsored Education, Youth and Peacebuilding conference in Waterloo ON

CIDE doctoral students Rim Fathallah, Yomna Awad (now PhD), Angela Guerra-Sua, and Neil Orlowsky (now EdD) presenting at CIDE-cosponsored Education, Youth and Peacebuilding conference in Waterloo ON

Then-students (now PhDs) Yomna Awad and Patricia Carbajal at CIES conference in Mexico City
CIDEC FACULTY AND STUDENT AWARDS 2018-2020

Faculty Awards, Grants, Distinctions, Appointments

Anna (Katyn) Chmielewski. 2017-2019. National Academy of Education/Spencer Postdoctoral Fellowship (US$70,000)


Bickmore, Kathy. 2019. New (Co-Investigator with PI Christina Parker, University of Waterloo), “Constructive Classroom Dialogue and Peacemaking Circles in Diverse Classrooms.” SSHRC SIG, CAD $10,000


Chmielewski, Anna K 2018-2020. SSHRC Insight Development Grant


Gitari, Wanja. “Enacting endogenous science for capacity building through a community innovation project (VIP) in Kenya”. SSHRC Institutional Grant. ( $2250).

Hayhoe, Ruth. June 2019. David Wilson Award for Distinguished Service, was to be conferred by the Comparative International Education Society of Canada.

Hayhoe, Ruth. September 13, 2019. Honorary Doctorate in Humane Letters, Victoria University

Hayhoe, Ruth. 2013-2020. Reciprocal Learning in teacher education between Canada and China, SSHRCC Partnership Grant, (3 million dollars.), co-directed by Shijing Xu, University of Windsor and Michael Connelly, OISE. I am a co-applicant in the project and participated in the project’s annual conference at University of Windsor in October of 2019. In addition, I have provided supervision to two of the Graduate assistants at OISE working on the project.

Jones, Glen 2018. Doctor of Letters (honoris causa), University of Manitoba

Jones, Glen. 2019. CIHE Award for Significant Research in International Higher Education (for Professorial Pathways: Academic Careers in a Global Perspective), Council of International Higher Education, Association for the Study of Higher Education (United States)

Kerekes, Julie. 2020-2023. iSSD@OISE: A Tool for Strengthening the Global Competencies of the OISE International and Domestic Graduate Student Community, Impact Grant, $300,00.00
Kerekes, Julie. 2017-2020. More than just good teaching: Mainstream teacher education for supporting English language learners and teacher education policy in Ontario, SSHRC Insight Grant, $154,973.00

Knight, Jane .2019. Visiting Researcher at Humboldt University and Free University Berlin April /May 2019

Knight, Jane. 2017, 2018, 2019. Distinguished Visiting Professor at the Ali Mazrui Centre for Higher Education Studies, University of Johannesburg, South Africa (3 months per year)

Knight, Jane. 2018. Visiting Scholar at Symbiosis International University, Pune, India Dec, Jan 2018/19


Morgan, Cecilia. 2018. Travellers Through Empire: Indigenous Voyages From Early Canada, long listed for the L. R. Wilson Institute Prize, McMaster University, in Canadian history.


Morgan, Cecilia. 2019. Small-Scale Research Grant, Dept of CTL OISE/UT, $1,000.00.

Mundy, Karen. 2019 December- 2022 March. Department for International Development (DFID) and the Education Commission, DeliverEd: Improving Education Service Delivery, $452,007.07

Mundy, Karen. Member: UNESCO International Commission on the Futures of Education.


Pacini-Ketchabaw, V. 2017-2020. (applicant), Nxumalo, F. (co-applicant). Climate Action Network: Exploring Climate Change Pedagogies with Children. SSHRC Partnership Development Grant. I am one of 11 co-applicants on this research partnership development grant. Other co-applicants are located at academic institutions in Canada, Ecuador, the United Kingdom, and Australia. [Can. $200,000].
Student/Alumni Awards/Fellowships/Funded Projects

Sean Smyth is a CIDE Alum who completed his MEd in Leadership & Policy in 2018. In 2019, Smyth landed a fellowship at National Geographic where he secured the role as a National Geographic & Lindblad Expeditions 2019 Grosvenor Teacher Fellow. In his own words, he states the following: “The fellowship is meant to offer a life-changing, field-based experience for K-12 educators. I went on an expedition to the Galapagos in October of 2019 and now am involved with a few leadership initiatives with National Geographic.” - Sean Smyth, 2020. (Sean Smyth’s Press Release)

Countinho, Allan. Ontario Graduate Scholarship.
Countinho, Allan. Young Scholar Awards 2020 - the Social Science Education Consortium Inc.
Edmund, Adam. 2018: Ontario Graduate Scholarship
Edmund, Adam. 2019-2021: SSHRC Doctoral Fellowship
Edmund, Adam. Scholarship, Science Diplomacy and Innovation Diplomacy, Innovation and Science Diplomacy School, University of Sào Paulo
Payal, Khazanchi. Honoured with 6 Spotlight recognition awards in Holland Bloorview Kids Rehabilitation Hospital
Payal, Khazanchi. Margaret B. Hambly Scholarship, OISE, University of Toronto
Toukan, Elena. 2018-2019. Ontario Graduate Scholarship (OGS): $15,000 (recipient declined in order to accept SSHRC)
Toukan, Elena. 2018–2020. Social Sciences and Humanities Research Council (SSHRC): Doctoral Award $40,000
Toukan, Elena. 2019. Merit Grant: Comparative & International Education Society (CIES), New Scholars: US$400
Zhu, Qiongli. 2018-2019. Hainan University Online Course Construction Project Award, “A Brief Introduction to Chinese Culture” (as the principal researcher), RMB 100,000, Haikou, China.

Note: This list is based on submissions received from CIDE Faculty/students/alumni by June 30th, 2020 for this report and does not represent the full extent of CIDE Faculty/alumni/student awards/fellowships/funded projects.
## CIDE Students 2018-2020

### 2019-2020 CIDE Students

**Current year, as of June 30th, 2020:**

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<thead>
<tr>
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### Total New Students by Department & Program

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Previous year, 2018-2019 CIDE Students

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## CIDE 2018-2020 MA AND PHD/EDD GRADUATES’ THESIS TITLES

### 2018 MA and PHD/EDD Graduates’ Thesis Titles

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<td>Arraiz Matute, Alexandra</td>
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<td>Carino in the Borderlands: Pedagogical Relationships in a culturally and linguistically specific academic support program</td>
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<td>Mou, Leping</td>
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<td>The Liberal Arts Curriculum in China’s Universities and It’s Relevance to China’s Universities Today</td>
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<td>Barrero, Diana M,</td>
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### 2019 MA and PHD/EDD Graduates’ Thesis Titles

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### 2020 MA and PHD/EDD Graduates’ Thesis Titles

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<td>&quot;Welfare-For-Weapons&quot;: Race, Criminality, and Somali Arrival in Neoliberal Times</td>
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Note: This list is based on submissions received from thesis students by June 30th, 2020 for this report and does not represent the full extent of CIDE thesis students.
Courses offered 2018-2019

† **Special Topics Courses**: Special topics course codes are recurrent. Only the course titles listed below can be counted toward the CIDEC requirements in this academic year.

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<th>Course Instructor</th>
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<td>CTL3015HF</td>
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Courses offered 2019-2020

† Special Topics Courses: Special topics course codes are recurrent. Only the course titles listed below can be counted toward the CIDEC requirements in this academic year.

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<td>Systems of Higher Education</td>
<td>Buckner</td>
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<tr>
<td>LHA3180HS</td>
<td>Global Governance and Educational Change (pre-requisite is CIE1001)</td>
<td>Mundy</td>
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<tr>
<td>LHA3810HF</td>
<td>International Academic Relations</td>
<td>Hayhoe</td>
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<tr>
<td>LHA5005HF†</td>
<td>Comparative and International Education: Issues for Teachers</td>
<td>Manion</td>
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<td>LHA5006HS</td>
<td>Comparative Politics of Educational Policy</td>
<td>Diaz Rios</td>
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</table>

**ELECTIVE COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Instructor</th>
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<tbody>
<tr>
<td>LHA1020H</td>
<td>Teachers and Educational Change</td>
<td>Bascia</td>
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<tr>
<td>LHA1047HF</td>
<td>Managing Changes in Classroom Practice</td>
<td>Patten</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>LHA1102HF</td>
<td>Community Development: Innovation Models</td>
<td>Ryan</td>
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<td>LHA1115HS</td>
<td>Learning for the Global Economy</td>
<td>Mirchandani</td>
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<tr>
<td>LHA1142HF</td>
<td>Young Adulthood in Crisis: Learning, Transitions and Activism</td>
<td>McCready</td>
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<tr>
<td>LHA1147HF</td>
<td>Women, Migration and Work</td>
<td>Mojab</td>
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<tr>
<td>LHA1180HS</td>
<td>Indigenous World Views: Implications for Learning</td>
<td>Wemigwans</td>
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<td>LHA1184HF</td>
<td>Indigenous Knowledge: Implications for Education</td>
<td>Wemigwans</td>
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<tr>
<td>LHA1803HF</td>
<td>Recurring Issues in Postsecondary Education (Masters Level)</td>
<td>TBA</td>
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<tr>
<td>LHA3803HF</td>
<td>Recurring Issues in Postsecondary Education (Doctoral Level)</td>
<td>Wheelahan</td>
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<tr>
<td>LHA3041HS</td>
<td>Administrative Theory and Educational Problems II: Doctoral Seminar on Policy issues in Education</td>
<td>Joshee</td>
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<tr>
<td>LHA3055H</td>
<td>Democratic Values, Student Engagement and Democratic Leadership</td>
<td>Portelli</td>
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<td>Course Title</td>
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<tr>
<td>LHA5801H</td>
<td>Critical Policy Perspectives; The International Dimension of Higher Education</td>
<td>Knight</td>
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<tr>
<td>LHA5807HF</td>
<td>SpTop: Globalization, Lifelong Learning, Professional and Vocational Education</td>
<td>Buckner</td>
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<tr>
<td>LHA6002HF</td>
<td>SpTop in ELP: A History of Education Change (Doctoral Level)</td>
<td>Anderson</td>
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<tr>
<td>EDP3045HF</td>
<td>Educational Policy and Program Evaluation</td>
<td>Bascia</td>
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<tr>
<td>JOI3048HS</td>
<td>Intermediate Statistics in Educational Research: Multiple Regression Analysis (RM)</td>
<td>Chmielewski</td>
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<tr>
<td>CTL1031HS</td>
<td>Language, Culture and Identity</td>
<td>Finnessy</td>
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<tr>
<td>CTL1063H</td>
<td>Pedagogies of Solidarity</td>
<td>Gaztambide-Fernandez</td>
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<tr>
<td>CTL1221HS</td>
<td>Education for Human Goals Local and Global: How is Science Education Helping?</td>
<td>Gitari</td>
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<tr>
<td>CTL1318HF</td>
<td>Teaching Conflict and Conflict Resolution</td>
<td>Bickmore</td>
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<tr>
<td>CTL1320HF</td>
<td>Introduction to Aboriginal Land-Centred Education: Historical and Contemporary Perspectives</td>
<td>Styres</td>
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<tr>
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<td>Instructor</td>
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<tr>
<td>CTL1321HS</td>
<td>Aboriginal Civilization: Language, Culture and Identity N</td>
<td>Styres</td>
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<td>CTL1406HF</td>
<td>The Origins of Modern Schooling: Issues in the Development of the North American Education System</td>
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<td>CTL1430HF</td>
<td>Gendered Colonialisms, Imperialisms, and Nationalisms in History</td>
<td>Morgan</td>
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<tr>
<td>CTL3000HF</td>
<td>Foundations of Bilingual and Multicultural Education</td>
<td>Le Pichon-Vorstman</td>
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<tr>
<td>CTL3007HF</td>
<td>Analyse de discours</td>
<td>Rehner</td>
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<tr>
<td>CTL3008HS</td>
<td>Critical Pedagogy, Language and Cultural Diversity</td>
<td>Gagné</td>
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<tr>
<td>CTL3015HS</td>
<td>Language and Literacies Education in Multilingual Contexts (Seminar in Second Language Literacy Education)</td>
<td>Le Pichon-Vorstman</td>
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<td>CTL3018HF</td>
<td>Language, Planning and Policy</td>
<td>Bale</td>
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<td>CTL3025HS</td>
<td>Educational Sociolinguistics</td>
<td>Kerekes</td>
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<td>CTL3026HF</td>
<td>Pragmatics in Language Education</td>
<td>Kerekes</td>
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<tr>
<td>Course Code</td>
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<td>CTL3805HF</td>
<td>Multilingualism and Plurilingualism</td>
<td>Piccardo</td>
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<tr>
<td>CTL5310HS</td>
<td>The Education of Students of Refugee Background in Canada and Beyond</td>
<td>Emmanuel</td>
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<tr>
<td>SJE1926HS</td>
<td>Race, Space and Citizenship: Issues for Educators</td>
<td>Sztainbok</td>
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<tr>
<td>SJE3933HS</td>
<td>Globalization and Transnationality: Feminist Perspectives</td>
<td>Todorova</td>
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<tr>
<td>SJE5019H</td>
<td>Narratives of Exile and Migration: Implications for Education</td>
<td>If taught by CIDE Faculty</td>
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<tr>
<td>SJE5010H</td>
<td>Colonality, Race, and Heteropatriarchy: Perspectives from Latin American Contexts</td>
<td>If taught by CIDE Faculty</td>
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</table>
## CIDE Student Association (CIDESA) Key Events 2018-2019

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>CIDE Potluck</td>
<td>September 13, 2018 4-5pm</td>
<td>A traditional welcome back potluck, introducing CIDEC staff and core members of the Student Association.</td>
</tr>
<tr>
<td>Film Night 1: City of Joy</td>
<td>Thursday, October 11th, 2018</td>
<td>Film: City of Joy (Documentary)</td>
</tr>
<tr>
<td>Cultural Potluck</td>
<td>Wednesday, December 5, 2018</td>
<td>This event was an opportunity for the community to come together and share through artifacts from their culture.</td>
</tr>
<tr>
<td>CIDE SA film night 2: Period. End of Sentence.</td>
<td>Thursday, March 28, 2019</td>
<td>Film: Academy Award winning short documentary called &quot;Period. End of Sentence&quot;</td>
</tr>
<tr>
<td>Multilingual Arts Night</td>
<td>Thursday, April 25th, 2019</td>
<td>We hosted an evening of live performances, including poetry and short story recitals, and singing and dancing performances.</td>
</tr>
</tbody>
</table>

![CIDESA Team 2018-2019](image)
The CIDE Student Association (CIDESA) is a student-driven body which aims to provide a space for students to get involved and voice their opinions in planning, organizing and engaging with the CIDE/C community's research and social activities. The association is open to all CIDE students and it is led by a core team of student volunteers.

Besides being present in the Fall Meet & Greet event, CIDESA organized a Documentary and Pizza night in October, when students watched and discussed the movie *Knock Down the House*.

In December, the association co-hosted the traditional end of year CIDEC potluck, organizing cultural activities, such as a world culture *Name the Tune* game and a book swap.

In February 2020, the core team of CIDESA supported the Joseph P. Farrell Student Research Symposium.

Plans for a final co-hosted event in April had to be dropped due to the university closure following the Covid-19 pandemic.
CIDE Student Association (CIDESA) 2019-2020 Core Team

In 2019-2020, the core team included Neelofar Ahmed (EdD student, ELP), Aditi Bamal (MEd student, ELP), Prerana Bhatnagar (MEd student, CTL), Tatiana Feitosa de Britto (PhD student, ELP), Nooreen Rahemtullah (MEd student, ELP) and Vania Soepriatna (PhD student, SJE). The team was led by Norin Taj (PhD candidate, ELP) and met regularly in person and online, staying connected through email, Zoom and an active WhatsApp group.

Norin Taj is a doctoral candidate in Educational Leadership and Policy (ELP) at OISE. She received her master’s degree in ELP with a specialization in Comparative, International and Development Education. Her research interests are in the global policy discourses on girls’ education and its understanding in the South Asian context, particularly in Pakistan. She is currently serving on the Board of Comparative International Education Society (CIES), as a student representative. She is also co-chairing Graduate Student Research Conference 2020 (GSRC-OISE) for this year. When not working, she enjoys painting and writing poetry.

Prerana Bhatnagar is an educator, a lawyer, and an international development practitioner who has recently graduated with a Master of Education (M.Ed.) degree in Curriculum and Pedagogy from OISE, University of Toronto. Alongside, she also pursued a collaborative specialization in Comparative, International, and Development Education (CIDE). Her prior academic qualifications include Bachelors degrees in Commerce (B.Com.) and Law (LLB) from University of Mumbai, India. Her work as an educator and education researcher focuses on the use of equity-centred principles, experiential learning, peace-building education strategies, and arts-based pedagogies within low income public schools that cater to marginalized children and youth in the multicultural contexts of India and Canada. She has contributed to several student and research engagement initiatives by being an active member of the CIDE Student Association and the South Asian Interest Group at OISE. Formerly, a Teach for India Fellow and a Teaching Artist with Artists Striving To End Poverty, Prerana is currently working as a Consultant Instructional Designer and Program Facilitator with an India-based arts and literature start-up called Joy of Anubhava.

Neelofar Ahmed is a full-time doctoral student in LHAE specializing in CIDE. She is a recipient of merit-based UofT (GCDF) 2020 recognition award which was awarded in recognition of her contribution towards enhancing the graduate student’s experience. She has served as the VP-Communication, and currently leading the LHAE student association. She is an active CIDE student association member and has been involved in all the events organized between 2018-2020. She is also the founding member of the “South Asia Interest Group,” which serves as a strong community of students, faculty, and visiting faculty with a research focus in
South Asian education and research. Her academic contributions include book chapters, journal articles, research reports, policy brief, blog writing and international conference presentations. She has also co-led to organize cross-cultural collaborative panels, symposium and a mini-conference with in referred international conferences. She serves as a reviewer to several reputed academic journals and conferences including AERA, Congress, etc. She is also a committee member to an international organization which provide education, language, and career support to students in the conflict zones.

**Tatiana Feitosa de Britto** served as CIDEC GA from September 2019 to April 2020. Also, she was an active member of the CIDESA from 2019-2020. She was an integral member to CIDESA through her contributions with planning, organizing, catering, and hosting many CIDESA events through the academic year.


Note: This list is based on submissions received from CIDESA Members by June 30th, 2020 for this report and does not represent the full extent of CIDESA bios and past teams.