1. DIRECTOR'S MESSAGE

Let me welcome back continuing members of the CIDE community and extend a warm welcome to the 50 new Fall 2016 admissions to the Collaborative, International and Development Education program. As the academic year 2016-2017 begins, I am pleased to report another interesting set of ongoing and new CIDEC and CIDE program activities and initiatives. I and the other members of the CIDE/CIDEC administrative team (Dr. Carly Manion, Lecturer, and Joanne Bacon, our program liaison and administrative officer for the Centre) look forward to interacting with you all through courses, the CIDEC seminar series, and the community events organized throughout the year by the CIDE Student Association.

This Fall’s newsletter contains a variety of articles and announcements about different dimensions of life and work in the CIDE community of faculty and students. Momina Afridi shares a field note excerpt from her research on teachers in low income schools in Lahore, Pakistan. Yessica Rostan reflects on her experience in an innovative critical pedagogy course led by professor Reva Joshee at the Institute for Critical Pedagogy in Chihuahua Mexico during the first Summer session.
2016. Kathy Bickmore and Steve Anderson report on new research that they are undertaking in different parts of the world. Anderson also highlights a new five year partnership between CIDEC and the Centro de Liderazgo Educativo in Valparaiso, Chile. Manion shares news about her ongoing work on gender issues with the United Nations Girls in Education Initiative (UNGEI) and recently with UNESCO. We are proud to highlight some keynote speaker activities of several of our core CIDE faculty in international venues.

Please keep tuned to the ever expanding schedule of the CIDEC seminar series as the year progresses.

This year we are pleased to host Steve Bahry and Malini Sivasubramaniam-Davis as Visiting Scholars to CIDEC We look forward to ongoing news about Steve’s work with Midyanta, a local community organization that is doing important work in the Toronto area on the issue of youth radicalization. Malini will be sharing the fruits of her work with Ruth Hayhoe on a book about religion and comparative education at a future seminar.

Our thanks to the CIDE Student Association under the leadership of Norin Taj and its executive for its ongoing efforts to welcome new members into the CIDE community through a variety of community building activities – potlucks, film nights, and more.

The newsletter will give you a glimpse of what is going on in the CIDE program and Centre this year. Glad to be back from my sabbatical and glad to be a part of us! All the best to all of you in the coming academic year.

Your Director,
Steve Anderson
A) An Excerpt from my Field Diary

By: Momina Afridi, PhD candidate, CIDE/AECD, LHAE

January 2016- After travelling for about 45 minutes, we arrive at a rural area in the vicinity of Jallo More, in the outskirts of Lahore, Pakistan. Green fields of crops surround us. Since it’s not the harvest season, we cannot see a lot of people working in the fields. At a distance I can also spot some brick kiln structures, where they manufacture and bake bricks that are used in construction. Passing through these fields we come to a small area with brick houses. The streets are narrow, muddy and are lined with garbage on the sides. There is a stench in the air from both the scattered garbage and cow dung. Some small children stand at the doors of the houses, peering out at our vehicle. I wonder why they aren’t in school as it’s around 10 a.m.

Within minutes we arrive at a small building, more aptly described as a village dwelling. I cannot immediately spot any signs for a school. But on getting off the vehicle I see a small board that says Bunyad School on the small metal gate. On knocking the door, we are ushered in by a student. We are led to a small dark room as we wait for the principal Mr. Nemat. He comes within a minute of us settling in the room that has a desk, an old cupboard, chairs and a worn out sofa. Dressed in jeans and sneakers he welcomes us to the school and asks the reason for my visit. I introduce myself and explain that I am looking at Low Fee Primary Schools (LFPS) in Punjab and interviewing both principals and teachers. He immediately says that he’s happy to be a part of this as he has worked very hard, with the NGO Bunyad’s support to setup this school in this village. He asserts that the government school is at a distance and many parents prefer to send their kids to his school. At present he has 141 students in his school covering grades from playgroup to matric (grade 10).
students are studying for free as they are from Brick kiln communities close by. Including theses non-fee paying students is part of a campaign to end child labour and educate the children who work along with their parents in Brick kilns.

The total number of teachers in the school is 9, out of which 6 are female. The principal argues that he doesn’t prefer to hire females but because male teachers demand more salary it is more feasible for him to hire females. He also asserts that male teachers are more qualified and better at teaching Maths and Science and in controlling students. Men he thinks are also able to better judge the mind and level of the student and are therefore better teachers. Discussing his female teaching staff, the principal stresses that he has to train them. However, in general he finds it very hard to find good teachers for his school. In the village areas, such as this one, people are still not very willing to send their daughters to work. They don’t appreciate their daughters going out to earn and often I have to go to their homes to convince the parents that this is your school and you need to run it, as your daughters studied as well. So he has to motivate the parents and make them agree. But the rise in the number of female teachers in LFPS has not been without problems according to Nemat. He argues, “A high turnover rate of teachers has affected us badly. For a few hundred rupees teachers leave us. We taught and trained her and now that she is better she is going to leave us. We face this problem a lot especially with female teachers, as the salary is low.”

After our chat with the principal, he takes us around the school. I realize that there’s hardly any space for children to play in this dwelling turned school. The building in general is in need of repair. The walls in the verandah no longer have paint on them and show signs of water seeping into them. Almost next to the principal’s office are
three tiny rooms cramped with young children. I am ushered into the first class room that is dark, has no lights or fan. The teacher looks like a grade 10 student herself and stands on the side shyly. I am told that three classes are sitting in this space, play group, grade 1 and 2. The children stand and say good morning to me in English in unison, something they have practiced well. The little ones who are in play group stare at me and some smile as I inquire how they are doing this morning. The children are sitting on metal chairs whose paint is coming off. There are no desks in any of the classes. The children have their books on their laps.

After a few hours, as we leave the school and the village, we pass through the lush fields. I spot three young girls with school bags and in uniforms, crossing the fields and laughing. Its time to go home and they seem to be returning home after a day at school. In the distance I see dark smoke rising from a brick kiln, and wonder if for some children working there a day at work has ended.

* My study is titled: Exploring the work of female teachers in Low Fee Private Schools in Punjab, Pakistan. The fieldwork was carried out in January to March 2016 in Low fee private schools in various urban and rural areas of Punjab, Pakistan.

**B) Reflection Excerpt**

By: Yessica D. Rostan, MA, Social Justice Education (SJE), CIDE

The following is an excerpt from a reflection written after a trip to the Institute of Critical Pedagogy (IPEC) in Chihuahua, Mexico. The class, led by Dr. Reva Joshee, represented OISE during a course abroad on the fundamental concepts of Freire’s critical dialogical pedagogy and Gandhi’s principles of Ahimsa, love and slow peace.

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The teachers I met in Chihuahua are best defined by one word: resilient. When I asked them what barriers and possibilities they saw for social change, many of the answers touched on the “realidad insultante y el terrorismo global del siglo 21,” highlighting the neo-colonial foundations of violence at the heart of so many nations and communities across the globe.

I thought about what happens when violence creeps close to home. A politics of urgency is born. Of futurity. Of new and emerging possibilities that need to begin emerging in the present. We see this politics in Turtle Island, Abya Yala and beyond.

The teachers say there is lack of critical agency and community education. That this makes it challenging to organize ourselves. They say there is lack of consciousness. That we observe reality without question or astonishment. That we do not challenge how we Live day to day. They say we must recognize that youth Live in violence but are capable of resisting. That we have to decolonize and grow reliant on community networks. They say we must build resilience.

Over the past few years I have felt these bursts of resistance in Toronto. Demanding that humxn life be valued and that violent systems be dismantled. Idle No More. No One is Illegal. Black Lives Matter. Everyday acts of resistance...happening on a local and global scale. In Mexico, the search for the 43 missing student-teachers continues...

The list of isolated but interlinked moments in history goes on farther than we can remember.
In Chihuahua these bursts were described by different people in different ways:

- Chispas [3]
- Brotos [4]
- Waves
- Drops in an ocean
- Parts of a whole that have been separated by time and space and imaginary lines
- Seeds that were planted and have still not been harvested
- A philosophy of unity that has yet to be internalized and embodied as a way of life

“Estoy siempre aprendiendo”[5]
We are always learning, at all times.
That is the nature of being Alive – we learn, grow and develop through dialogue and interaction.
From the moment of our conception.
Radical love makes up the womb that nurtures us and gives us the refuge to be brave enough to grow.
Unleashing our full human potential.

I hope we can find the humility to realize this profound interconnectedness
So that our chispas become a roaring fire.
So that our brotos replenish the Earth’s forests.
So that our drops and waves become a force of movement and consciousness.

I experienced the power of loving dialogue to do this in my time in Chihuahua.
We exchanged ideas, experiences, feelings and hopes.
At the end of the final discussion, the group unanimously chose me to represent them on the panel.
How could I do justice to such a responsibility and summarize everyone’s brilliant contributions?
I gathered the energies, ideas and voices of each one and allowed myself to be a conductor.
I shook as their power charged through me and back out into the world as I spoke. My heart contracted and expanded and my breathing quickened as I focused on this work towards unifying objectives, this self-critical and self-conscious effort to avoid harming a single soul in that room with my words and instead contribute to the elevation of the community of learners and teachers that sat before me. This, I thought, is radical love.

This terrifying vulnerability and sharing of risk as we are called upon by our community to explore together, communicate and co-create. Collective love was born from our common objectives, our unified hopeful steps towards an emerging future that had enough space for us all.

[1] from IPEC Director, Dr. Rafael Garcia Sanchez’s speech: “insulting reality and global terrorism of the 21st century”
[3] sparks
[4] buds (as in budding flowers or leaves)

### 3. FACULTY AWARD

The winner of the **2016 CCGSE Mentorship Award** was **Dr. Antoinette Gagné** of Ontario Institute for Studies in Education. It was a very tough competition with 15 nominees. OISE had three doctoral students recognized with CATE dissertation awards this year. Two of them had worked under Dr. Gagné’s supervision ([https://sites.google.com/site/cssecate/awards](https://sites.google.com/site/cssecate/awards)). This again shows how exceptional she is!!
4. STUDY GROUP
Critical Pedagogies for the 21st Century [CP21]

We read and discuss how Critical Pedagogy, Radical pedagogy, Anti-racism, Feminism, Critical Theory and others influence education, research, teachers and student’s sociopolitical development while addressing issues of power relations. We encourage and advocate for and the ideal of reading the world critically where questioning everything is paramount.

Thursdays, 5pm-7pm, Room 10-254

Our Facebook page: https://www.facebook.com/groups/criticalpedagogyoise/

5. KEYNOTE LECTURES

A) Keynote Lecture by Professor Ruth Hayhoe

China in the Centre: What will it mean for Global Education? , The World Congress of Comparative Education at Beijing Normal University, August 24, 2016.

This presentation began by reflecting on the significance of the 16th World Congress of Comparative Education being held at Beijing Normal University. Part One focused on China’s experience in educational development since the late 1970s, and the support provided by organizations such as the World Bank and the Canadian International Development Agency, which facilitated the rapid restoration of universities after the Cultural Revolution and dramatic progress in modernization. Part Two went on to profile China’s rich educational civilization, suggesting that the normal university is uniquely suited to
brining that to a wider world. Part Three overviewed China’s programs of support for educational development in Africa and Southeast Asia, and suggested that these embody forms of dialogue and reciprocity that have the potential to open up refreshingly new approaches to educational thought and practice globally.

B) Keynote Lecture by Professor Kathy Bickmore:
"Education for Peacebuilding Forum, as Colombia Ends their Civil War"

Professor Kathy Bickmore delivered a keynote, and alongside CIDE doctoral candidates Ángela Guerra Sua and Diego Nieto Sachica participated in a major forum, “Building Peace: Educational Challenges” (La Construcción De Paz: Retos De La Educación), in Bogotá, Colombia September 22-24, sponsored by the Education Secretariat of Bogotá, the Centers for Historical Memory, the Organization of Iberoamerican States, the national newspaper El Espectador, UNICEF, Save the Children, and Empresarios por la Educación. Over 500 educators and other stakeholders were expected in participate in this event, to develop tools and guidelines for integrating peace education across subject areas into every school’s curriculum. Participants learned about the recently completed peace negotiations between the Colombian government and the Revolutionary Armed Forces of Colombia (FARC), and considered the role that peace education will play in Colombia’s peacebuilding now that a final accord has been signed. Participants showcased at least 9 classroom peace education initiatives that have been operating in areas closely affected by the armed conflict. Last, the Forum organized working groups to construct guidelines for incorporating peace education into daily curricula, which in turn will generate reports for an eventual book. The capital and largest school district in Colombia, Bogotá’s school population includes demobilized former combatants from various rival organizations, along with people
displaced by the violence from rural areas, living side by side. It is an exciting place and time for education to contribute to building sustainable, just peace.

**C) Keynote Lectures by Professor Steve Anderson**

CIDE Director Steve Anderson had the privilege of delivering two keynote speeches at education events in South America. In April he gave a talk on Taking Educational Innovations to Scale (*Llevando innovaciones en programas educativos a gran escala*) in Lima, Peru, to a gathering of researchers from a network of public policy research centres from seven low income Latin American countries. The conference, supported in part by the Canadian government, was hosted by GRADE, a leading education and social policy research centre in Peru.

In August Professor Anderson was a *keynote speaker* on the topic of the role of local education agencies in school improvement (*Los Servicios locales de educación y el mejoramiento escolar*) at a one day Seminar hosted by the Centro de Liderazgo Para La Mejora Escolar in Valparaiso, Chile. CIDEC is an international partner in the Centro as noted elsewhere in this issue.

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**6. RESEARCH NEWS**

**A) Professor Kathy Bickmore: "Peace-Building Citizenship Learning in Comparative Contexts affected by Violence: School Connections with Life Experience" (SSHRC-funded research project)**

How could peace-building and citizenship education in school connect with the actual life experiences of young people – especially those in marginalized communities? Despite widespread concern about social fractures and democratic disengagement, many diverse young people ARE engaged in trying to address problems in their (local and transnational) communities. However, often they participate in different activities from the formal citizenship typically taught in school. Unfortunately, prevailing attempts to address youth violence often emphasize security over education. The project responds to the need for research on how teaching and learning activities in schools might (but often do not) contribute to
tangible peace-building citizenship consequences in the lives of students and, conversely, how the lived concerns and social participation experiences of young people might be engaged to improve the relevance and democratic power of school-based teaching and learning activities.

The project examines young adolescents’ lived experiences and understandings of social conflict and violence problems, their causes, and the actions possible to mitigate them. The focus is grades 5-9 (age 10-15), an age at which violence is a challenge, yet most students are still in school. It then examines how pedagogical innovation by teachers (based on initial findings) may improve the responsiveness of school-based learning opportunities to young people’s existing experience of social conflict and citizen action. Research sites are purposively chosen public schools (upper elementary and intermediate grades) in contrasting urban communities experiencing violence — in Canada, Mexico, and Bangladesh — in which educators have expressed interest in improving their citizenship and/or peace-building education practices.

The over-all research plan is to work with teacher and student participants to identify, and to reflect on the sources and potential citizen responses to, social conflict and violence situations that concern them. In particular, the research will elicit, then present to teachers, students’ experiential understandings of social conflict and violence and what citizens can do about these, to provoke re-thinking of pedagogical practices to build upon and respond to those concerns. There are three main goals:

(1) Conceptual mapping: In each school community, how do teaching staff and students each understand the social conflict and violence problems of primary concern to them, their causes, and the options available (to people like themselves) for addressing these problems?
(2) Pedagogical needs assessment: How do existing implicit and explicit learning opportunities (in classrooms and school-sponsored activities) address and/or ignore those problems, and the knowledge and skills adolescents need in order to engage in citizen action to address them?
(3) Teacher leadership development and social innovation: How are participating teachers able to transform pedagogy to better equip students for engaged peacebuilding citizenship, based on findings (from above research questions) about students’ concerns and beliefs?

The preparatory stage is to collect baseline information about each community context, and to analyze official curriculum requirements in each jurisdiction. Once schools and participants have been recruited, the first field research stage involves a series of 3 (90-120 minute) focus group discussions with 4-6 teacher participants in each school. First, the teachers will share documents, stories, and textbook excerpts to describe their existing beliefs and pedagogical practices in relation to citizenship,
social conflict, violence, and peace. Second, they will choose and refine images (with captions) describing local and/or larger-scale social conflict and violence problems they consider relevant to diverse students in that particular school community, for the researchers to use as prompts in focus groups with the students. To contextualize results and to create an initial collection of potential image prompts, researchers will continue reviewing media coverage of citizenship, social conflict and violence issues in each community.

The second stage involves a set of (60-90 minute) focus group discussion sessions with intermediate students (in 3-4 self-chosen friendship groups per school of 4-5 students each)—beginning with the visual prompts co-created with their teachers, inviting students to choose from among these and/or suggest other topics they find meaningful. The idea is to animate dialogue around concrete instances of social conflict and/or violence, such that the research team can later summarize and categorize students’ various understandings and concerns—to elicit the social conflict problems of primary concern to these young people, to discern how they understand their causes and the actions citizens like themselves as well as governing authorities may (or do) take to mitigate them, and then to examine how these students view various existing school practices as (ir)relevant to those concerns. The third stage is intensive initial data analysis: the research team will summarize results from stages one and two, in forms that can be shared with participants in each school.

The fourth stage involves teacher leadership development, concurrent with continuing data analysis, followed by creation of an interactive website disseminating policy briefs, teacher toolkits, and academic conference papers. Teacher participants at each school will participate in a series of 2-4 additional focus group discussions, to interpret, discuss, and then brainstorm pedagogical responses to the understandings and concerns identified in the student focus groups. Based on what they have learned, these teaching staff will generate ideas for pedagogy and programming that more adequately build upon their diverse students’ lived experiences, to support learning and practice for democratic convivencia (cooperative coexistence) and just, sustainable peace. Available student participants will re-gather to respond and suggest revisions to teachers’ ideas. In periods between each focus group discussion, teachers will be encouraged to implement some of their new ideas, and to cooperate in informal action research self-assessment on the consequences of their efforts. They will present their experiences and findings to colleagues in their focus groups, and will be invited to present their ideas jointly with the research team at professional gatherings (for instance, to other teachers in their own schools and regions).

The “Peace-Building Citizenship Learning in Comparative Contexts affected by Violence: School Connections with Life Experience” project will inform and facilitate improvement in school-sponsored anti-violence, sustainable peace-building, and democratic citizenship engagement curriculum and programming in Mexico, Bangladesh, and Canada.
B) Dr. Mark Evans (OISE, University of Toronto), Ian Davies (York University), Marta Fulop (Hungarian Academy of Sciences and Eotvus Lorand University), Dina Kiwan (American University of Beirut), Andrew Peterson (University of South Australia), Jasmine B-Y Sim (National Institute of Education, Singapore)

"Youth Activism, Engagement and the Development of New Civic Learning Spaces"

Our research explores the ways young people participate in society and what implications there are for education. As part of an international team funded by the Leverhulme Trust, we are examining how youth civic activism is changing, why and with what implications.

The research involves investigating the meanings of youth activism and engagement to young people, professionals, and policy makers. We will look for patterns of participation across individuals and groups. We will also examine if education may promote forms of civic activism and engagement across a range of contexts. The project will involve comparing perspectives from across the world, and inludes experts from Australia, Canada, Singapore, Hungary, Lebanon and the UK.

A series of public events are being organised during the research project, involving contributors such as politicians, activists, teachers, community-based educators and academics. To find out more visit: york.ac.uk/education/research/cresj

The project team welcome your comments or involvement in the project. Get in touch via: education-youth@york.ac.uk

C) Dr. Carly Manion, Lecturer, LHAE/CIDE

I recently had the pleasure of spending two weeks at UNESCO headquarters in beautiful Paris. My first purpose was to serve the education unit as a volunteer researcher, and in this capacity I’ve been developing a briefing note/thought piece on the role that the right to education can play in the effective implementation of the Education 2030 Incheon Declaration and Framework for Action. In the note, I survey the literature and reflect particularly on the legal obligations and political commitments of states and the opportunities and potential challenges for ensuring accountability.

The second purpose for my UNESCO visit was to interview a variety of staff members in the education unit and learn more about their work, experiences and perceptions, as part of a study I am conducting, entitled, UNESCO and the right to education: An
institutional analysis of a global education governor. In this study I am investigating the right to education research, policy and advocacy work of UNESCO’s Education unit in order to identify and better understand the institutional challenges and opportunities shaping the agency’s performance and effectiveness as a global education governor.

My research at UNESCO is part of an extension of a previous study I did with my colleague (and former CIDE graduate), Dr. Francine Menashy (UMASS Boston), in which we used institutional theory to comparatively and historically analyze the legitimacy and effectiveness of the global education policy-making activities of UNICEF and UNESCO. My current qualitative research is concerned primarily with testing some of the findings that emerged from the preliminary desk-based analysis. In order to better understand the organizational workings and culture of UNESCO, I have engaged in extensive formal and informal observation activities and have interviewed 8 key informants, with 5 more expected to be completed in the coming weeks.

I look forward to returning to UNESCO later this year and continuing my work with this important organization.

D) Professional Learning Networks in Action

Professional Learning Networks in Action. The Aga Khan Foundation Canada (AKFC) and Global Affairs Canada (GAC) sponsor the Strengthening Education Systems in East Africa (SESEA) project, a five-year primary education improvement initiative in East Africa (Kenya, Tanzania, and Uganda). A team of CIDE researchers led by Professor Steve Anderson was funded by the SESEA project to investigate the activities and outcomes of four professional learning networks (PLNs) created and supported by the Aga Khan Academy, Mombasa, Professional Development Centre (AKAM-PDC). The networks are extensions of in-service training programs for head teachers and classroom teachers in Kenya and include English teachers, mathematics teachers, and head teachers in Mombasa and Kwale Counties. The research team includes Steve Anderson (PI), two Research Associates (Carly Manion, Mary Drinkwater), and two Research Assistants (Joelle Rodway, Wesley Galt). Between March and September 2016 we conducted three site visits to Mombasa and a neighboring rural county (Kwale) to observe the PLNs in action, to interview members of all four PLNs, and to observe members of the mathematics and English language PLNs in the classroom. The final report from this study will be produced for end of March 2017.
E) Partnership News

CIDEC is proud to have formalized a Memorandum of Understanding and an annual Service Contract as an International Partner with *El Centro de Liderazgo Para La Mejora Escolar*, one of two national educational leadership centres funded by the Chilean government. The core OISE and CIDEC team involved in this partnership include Professors Steve Anderson, Joseph Flessa, and adjunct Professor Santiago Rincón-Gallardo. The activities of the Centro include professional capacity building programs for school principals and for education leaders at the intermediate level of education governance and services. Dr. Flessa participated as a keynote speaker at the inauguration of the Centro in April 2016, was involved in professional development activities for principals from schools linked to the Centro. Dr. Anderson was a keynote speaker in August at a seminar hosted by the Centro focused on the role of local education services (like school districts) in school improvement. This is a hot topic in Chile because of government proposals to de-municipalize the intermediate level of public school governance and to establish about 70 new “local education services” as part of a series of major education reforms. Drs. Anderson, Flessa and Rincón-Gallardo are also collaborating in the planning of education leadership research with researchers from the *Pontificia Universidad de Valparaiso* and the *Universidad de Chile* who are key partners in the Centro de Liderazgo.

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8. AWARDS & PUBLICATIONS

**Awards**

**Aamir Taiyeb - OGS Award**

[Image of Aamir Taiyeb]

His research focuses on investigating the appropriate *model* of higher education governance in the context of Pakistan, and seeks to answer the following question: to what extent do broader public sector governance and regulatory arrangements have an impact on the outputs (access, quality and equity) of the Pakistani higher education system?

**Everton Ellis - OGS Award.**

[Image of Everton Ellis]

His research focuses on the outcomes of international student recruitment in Ontario’s higher educational institutions. Ellis is a PhD Candidate in the department of Leadership, Higher and Adult Education (and Comparative, International & Development Education Collaborative Program) at Ontario Institute for Studies in Education, University of Toronto (OISE/UT).
Publications


10. Congratulations - June 2016 Graduates

Xintong Li          Xiaoming Zong
Wenqian Fu          Vincentia Nikoi
Si Gao              Rundi Bai
Rakhat Zholdoshalieva Norin Taj
Nicola Horne        Mary Catherine Lennon
Luan Jiang          Leana Mikula
Kevin Collins       Husna Arif
Heat Karia          Fisseha Jacob Belay
Carli Chan          Brittany Cohen
Katarina Gram       April Marie Huber
Qin Liu             Megan McIntosh
Bopha Ong           Hantian Wu
Laura Wyper         Kevin Collins
Maria Carabajal     Michael Campbell-Thompson

11. CIDE SA NEWS

Hello CIDE community and welcome new CIDE students!

We are your CIDE student association core-committee, and we are excited to work together with you this year. We represent the CIDE student body and work to bring
our CIDE community together. Our objective for this year is to create opportunities for CIDE students to connect with each other and to balance academic life and work. We also plan to arrange seminars for the students to share their experiences learned through CIDE practicums with wider community of CIDE. Please be active in the community and visit the CIDEC website to meet our alumni members and update your info as well.

The CIDE students elect the executive committee every March and following the handover and transition process the new committee starts working from September for the next academic year. Please consider joining us at our meetings to make decisions together, as we hope to be supportive and represent all voices and identities of CIDE students.

Feel free to approach any of us at any time to share your ideas for creating social or academic event; we need your continuing input and volunteer support! To get involved or for more information, email us at: sacide.oise@gmail.com.

We look forward to a great year!

CIDE SA 2016/2017 (left to right): Umesh Sharma, Ramesh Pokharel, Yecid Ortega, Professor Steve Anderson (CIDE Director), Diana Barrero, Norin Taj, Teodora Ajanovska, Everton Ellis)
12. VOLUNTEER AND PRACTICUM OPPORTUNITIES

A) Call for Volunteers

Midaynta Community Services, together with partners including OISE/UT, is hosting the Second Annual Conference on Youth Radicalization on November 16-17, 2016 at the Munk School of Global Affairs. This year's conference will explore new and emerging issues, including lessons from international CVE professionals, the role of public, religious, peace and citizenship education, as well as trauma/mental wellbeing, and re/settlement and media. Please note that while participation in this conference is by invitation only, Midaynta Community Services is looking for a few student volunteers to assist in a variety of conference-related activities during the two-day event. For further information and/or to volunteer, please send a message with the subject heading “Conference Volunteering” to events@midaynta.com

B) Practicum Opportunity: TakingITGlobal

We are pleased to announce that TakingITGlobal is interested in hosting CIDE practicum students (i.e., those students enrolling in CIE1002). Michael Furdyk, Co-Founder and Director of Innovation at TakingITGlobal offered an energetic and inspiring CIDEC seminar in early September. TakingITGlobal is one of the world’s leading networks of young people learning about, engaging with, and working towards tackling global challenges.

Vision: Youth around the world actively engaged and connected in shaping a more inclusive, peaceful and sustainable world.

Mission: TakingITGlobal empowers youth to understand and act on the world's greatest challenges.

If you are interested in exploring practicum opportunities with TakingITGlobal, or other organizations, please contact Carly Manion at carly.manion@utoronto.ca

Have we missed something?

Please contact Carly Manion: carly.manion@utoronto.ca