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1. DIRECTOR'S MESSAGE



Looking back at some recent highlights:

It has been wonderful to see so many of you, as the academic year started out with a burst of activity. September 13 included Vandra Masemann's popular CIDE seminar on constructing proposals and presenting at academic conferences and a welcome (back) orientation meal. The CIDE Students Association (CIDESA) core team had a successful meeting

September 20: additional students are welcome to get involved in particular activities and/or the Core Team (contact CIDESA liaisons Tanjin Ashraf and Zohra Lakhani directly or via Joanne at cidec.oise@utoronto.ca). The CIDE Seminar Series includes a remarkable variety of exciting events, including presentations by CIDE-affiliated faculty October 10th (Miglena Todorova), October 25th (Antoinette Gagne and Emmanuelle Le Pichon-Vorstman), and November 7 (Joseph Flessa and his team), and a just-scheduled presentation by CIDE MA alumnus Emily Dunlop (October 30) about her doctoral work on the implications of ethnic inequalities in secondary schools for peace and conflict in Burundi. Please consult the CIDE Seminar Series calendar for further events and information.

Looking forward: The U.S. Comparative and International Education Society (CIES) conference is in San Francisco, April 14-18, 2019, with the theme, "Education for Sustainability" (proposals due October 18 – www.cies2019.org). Note the New Scholars dissertation and publication mentoring workshops. The proposal window is closed for the Comparative International Education Society of Canada (CIESC) conference at University of British Columbia (1-5 June 2019); the 2020 CIESC will be at Western University in London, Ontario. The Canadian

national Metropolis Conference will be Mar.21-23 in Halifax: “Doing Immigration Differently” (include researchers, government & NGO participants in proposals due Nov.12). The International Metropolis Conference, “The Promise of Migration: Inclusion, Economic Growth & Global Cooperation” will be in Ottawa, ON and Gatineau, QE: (proposals due Dec.14). Closer to home, look for the call for proposals to present in CIDE’s own Joseph Farrell Student Research Symposium, a special day here in February 2019.



CIDEC hosts a variety of emergent interest groups on various topics, such as Teachers InCIDE and the Grupo de Estudio Latinoamericano (GELO). Please contact Joanne (cidec.oise@utoronto.ca) or the CIDE Students Association leadership if you are interested in finding or starting an interest group.

CIDEC (the research Centre) is conducting a self-study, for a report to OISE due November 1. As part of that process, associated faculty and students are encouraged to send your commentary. Looking back over recent years, how do you feel CIDEC has been doing (strengths and limitations)? And looking forward, what 1-3 priorities do you recommend for the Centre in the coming few years? Beyond face-to-face meetings, students kindly respond to the 5-minute online survey. CIDE (the graduate specialization program) also will be doing a self-study for its own review, due in early January. Again, your input will be invaluable: stay tuned!

Preview: This newsletter highlights some important achievements and activities of members of our community. An interview with Dr. Miglena Todorova offers an opportunity to learn more about her research interests and community service, with a special focus on women. Student contributions include an activities report by Meng Xiao, a field report by Yecid Ortega, and a poem by Norin Taj. The newsletter also includes information on the faculty and student awards, honours, and publications.

Warm wishes to all and hope to see you at CIDE/CIDEC events soon,

Kathy Bickmore

CIDE Director

2. INTERVIEW WITH PROFESSOR MIGLENA TODOROVA

By: Suhaila El-Batroukh

Miglena Todorova is an international scholar and Assistant Professor in the Department of Social Justice Education at OISE. While Todorova was born and raised in communist Bulgaria in the 70's and 80's, she received her academic training in the United State. She obtained her PhD in American Studies from the University of Minnesota in 2006. She has taught courses on critical social and cultural theories, media, popular culture, and globalization in the United States, Bulgaria and Canada.



What are your research interests?

Dr. Todorova's research interests are quite interdisciplinary which comes from her interests as well as academic training. Her current research focuses on transnational feminism, gender and sexual violence in educational spaces, and social relations in cultural production, and it has local as well as global impact. Her research and writing are informed by feminist and critical paradigms that she applies to study various issues related to women, education, mass culture, and politics. In past year, she offered a course exploring student movements and activism around the world. The course surveyed how students have been mobilizing themselves for various actions in universities in the global North and South and how these forms of activism have historically and globally shaped academia and higher education.

"I am generally interested in questions relating various experiences around the world and what this says about our condition... Everything I do takes on a feminist lens. I usually try to design courses to respond to issues that are current. For example, students on this campus have been mobilizing for a while; Black Lives Matter and other student-led activism originates in our university. Social and political activism has been a very important question in feminist activism and scholarship as well, focusing especially on how political change is produced and enacted locally and globally. So, in my research, I always connect the local to the global and the

international in order to grasp the world... I grew up in one culture, was educated in another, and am now living and producing knowledge in a third culture and society. So, I consider myself a global trotter in many ways. My studies also root in my personal experiences... Knowledge is always personal as well extending the socio-historical locations that shape us. My socio-historical locations cross socialism/communism, neoliberalism, and what it means to be a woman, an educator, and a good human being amid these formations.”

Through your research, is there anything women in Canada can learn from other forms of Feminism?

“Women in Canada have been part of transnational and global feminist movements for over a century, so the rest of the world could learn from them. In a paper I wrote that was published recently, I highlighted how women in so called First, Second and Third worlds and societies have always been connected. This connection offers a very different definition of the global; not as some new and recent phenomena but historical processes of connecting that have been intensified through the revolution of communication technologies from satellites to the internet and social media. Hence, we have always been “global:” slavery, conquest, colonization, the spread of capitalism, patriarchies across cultures... are all part of what we now study as “globalization.” So, globalization is inter-connectedness that is not really new. What is new is its contemporary intensity.

Women have been at the forefront of global networking. Growing up during the Cold War, I witnessed that. Despite the animosity, being at the brink of war, and the division into socialist and capitalist camps in the second part of the twentieth century, some of the greatest international organizing and events took place during these years because of women. The Cold War was not that tall dark curtain separating us. Women from east, west, north and south crossed that curtain and have been crossing these types of barriers for over a century. We have been relating and thinking of other women around the world and how we can come together for various social and political purposes. It is this kind of relating that inspires my scholarship... and frankly, my life. I have been especially interested in the issue of race, racialization and racism under state socialism in Eastern Europe and the Balkans. It is interesting how both socialist and capitalist states positioned different groups of women for various ways of racialization thus determining to a large extent how women connect and relate to each other today both within and across nation-states.”

Advice to students

“I always try to support students to the best of my ability through mentoring and supervision, and as a course instructor. On a personal level, I try to convey to graduate students that being in graduate school is an important moment in their lives and they should not breeze throughout their education as fulfilling some kind of a duty or project, but instead treat it as a time to build new relations and new friendships, because many of them will last a lifetime. Students often exist in lonely conditions, and in isolation. I would encourage students to get active, to socialize, to come to the space and make friends. Their learning experience will be much more enriching helping them to form relations and collaborations that could result in new knowledge changing the world... Sometimes, students come to evening classes, then go to work... and end up in isolation. So very often, students will not finish their degree or thesis writing because of lack of community and isolation. However, everything we do in academia, from research and writing to deliberation, debate, and teaching is actually a collective activity. Having peers in the community with whom to share, we become inspired, and when we are inspired we succeed... unfortunately, many students never form these kinds of relations in their studies and besides courses and services, do little else in the space and with the community...Having a community is key to academic and personal success and well-being.”

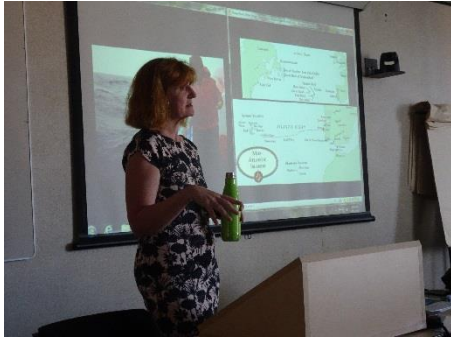
Life outside the academy

“I think humanity is on the verge of major self-inflicted ruptures. The rise of dark forces and discourses politically, the depletion of the natural world, climate change, and how we treat non-human beings, continuous violence and war, and our inability to be with others who are different... leave me breathless and sometimes sleepless ... Hope is in acts of kindness and love that I also see every day; we just need more of it... much more in order to have a future.”

3. LEARNING FROM OUR CIDE ALUMNI

We were delighted to have CIDE alumnus, Dr. Alison Neilson (Centro de Estudo Sociais, CES

Universidade de Coimbra, Portugal) kick off the Fall 2018 CIDE 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". Vandra Masemann



kindly chaired this well-attended seminar.

4. CIDE SA

The CIDE SA is a student-driven organization that provides a platform for a unique and official student voice from CIDEAC. We have a core team of 10 students and hope to engage the rest of the community for our activities. This term, we hosted a film where we watched "City of Joy", a film about the endeavours of brutalized Congolese women, which features recent Nobel Peace Prize winner, Dr. Denis Mukwege. We are going to have a cultural pot luck on November 29th, and will be continuing on our film night series in the Winter semester.



Bottom row: Joanne Lieu, Tanjin Ashraf, Erica Cheng; **Top row:** Prerana Bhatnager, Entisar Yusef, Zohra Lakhani, Alison Thompson, Sarah Morales, Rasheeda Forbes-Riley

4. REPORT FROM THE FIELD

By: Yecid Ortega Place: Bogotá, Colombia

In my first week of arrival to Bogota, friends and other acquaintances' common comments were: *Welcome to hell or what brought you to this corner of hell?* I always wondered why they said

that and after a while I understood that it was normal for students and other community members to call the neighborhood “*a hell to live in*” because of the violence and aggression that people live every day.



I have been here for 5 months in a marginalized high school in the outskirts of the city. I get up at 4 am and take a 2-hour bus to the school and get there to have my early breakfast—*arepas and tinto* (arepas are a typical Colombian corn dough meal and tinto is black coffee)—in the street. English language students from different backgrounds come to school from 6 am to 12 pm. The school provides them with free breakfast and then they have three long periods of content teaching with recess at 10 am. I am working with three English teachers who engage students in social justice and peacebuilding curriculum (SJBPC). During my stay here,

I have become part of the school community; the security guard greets me “*Buenos dias profe*” (Good morning teacher), the teachers welcome me in their cafeteria and teacher’s lounge. Some children tell the teachers that they miss me when I am not there. When I am in classes they see me as a person with authority and knowledge, so they come to ask questions about English. I feel good to know that they have welcomed me and told me their personal stories.

This past week there was the English week at school and I was invited to do workshops on culture in Canada. So, I did a mix of talking about the difference between North American culture and Colombia. Lots of questions emerge as to the importance of English to move socially, especially since lots of children have told me “*teacher ...no tenemos future. Estamos destinados a vender en las calles o volvernos miembros de las pandillas*” (we don’t have a future, we are destined to sell in the streets or, become gang members). All of them asked me how to emigrate to Canada or elsewhere and I keep telling them that “where there is a will, there is a way”, they can do anything they want.

So, given this context, teachers’ pedagogies look at giving hope and encouraging students to dream of a better future while learning English and developing the necessary skills to help them become social agents of change to support their communities in times of change in “post-

conflict Colombia”. I am also trying to do research from alternative angles as students are involved in the process of interviewing and data collection. I have also done a focus group with the teachers in which we have discussed their work around dinner. So far, early findings based on my observations, field notes, my own reflections and conversations with students/teachers are looking at humanity at the core of pedagogy. This is in line with concepts of *sentipensante* (*sentir* to sense or feel, and *pensar*, which means to think. A person who combines love, body, heart to reveal truth - Fals Borda, 2008; Galeano, 2008) and *el buen vivir* (how to live well with each other - Acosta, 2013; Asociación de cabildos Nasa çxhâçxha, 1996; Cortez, 2011; Gudynas, 2011; I. León, 2010), key terms in the Global south epistemologies. I will finish data collection at the beginning of December with gathering with the students and another dinner get-together with the teachers. I will get back to Toronto early January to work on data analysis and write up. Although, I will be out of Colombia, I will not abandon the community that I have built here but creating connections to continue the SJPBC work in Colombia and elsewhere.

5. ACTIVITIES REPORT

By: Meng Xiao

My name is Meng Xiao and I am currently a second-year Ed.D. student in Social Justice Education with a collaborative specialization in Comparative, International and Development



Education at University of Toronto. As an OISE student ambassador, I have been supporting OISE student engagement on academic development, orientations, and conferences. As SJE international outreach coordinator, I have assisted the international outreach between OISE and Chinese universities on social media and pamphlets and effectively developing and implementing marketing strategies and initiatives to assist OISE to achieve recruitment objectives focusing on international students. My ability to speak

three languages (Mandarin, English, and Cantonese) enabled me to work with teams effectively and learn ways in which culture, communication, and education are deeply implicated. As a doctoral student as well as a graduate assistant for Canada-China Partnership Grant Project, my diverse coursework along with the preliminary research for my study has provided me with a substantial level of interdisciplinary familiarity with the cross-cultural understanding of Chinese and Canadian education, which I hope to expand with my Ed.D. project. This project

aims to support Chinese international students' engagement in and out of the classroom in Canadian graduated study.

6. POETRY

By: Norin Taj



To My friend, mi amigo,

My friend, mi amigo,
your stories reached to me
far before I visited your land.
Your sacred land-
-or not so sacred-
to the storytellers,
who, forgot to tell me that
under the scorching sun
the spiny cacti
(indolent and rough, as they said and I quote)
were healers
and far more generous
than the little plant
on my window sill
(that adds color to my collection and)
which came from your sacred land
centuries ago.

They forgot to tell me that
in loose garments, selling exotic foods,
the man in his wide hat
(or sombrero as they said and I quote)

 had only covered his head
and not his mind!
his thinking mind!

They told me that
he was brown-or may be red
And 'funny' and 'lazy' or 'lost'
(Just as they tell me
If...

I am naïve or perhaps oppressed!)
But my eyes didn't witness
All what they had said.

(And does his look
make him a lesser being?
Lesser friendly... or lesser giving?
Lesser tender... or lesser caring?
Or even lesser a human being?)

But this is what the storytellers do...
And your wisdom, mi amigo, my friend
doesn't demand to be a part of the twisted tales,
as you mi amigo, my friend,
don't require fancy words to be
A better being!

(but late in my room, I am tossing and turning,
my questions awake, my concerns discerning.
Do we need storytellers of a new breed?
or learn the art of 'learning the truth'?

When would we stop selling
our stories of biases?
our narrow lines of cultures,
and limited colors of people,
that oversimplify
the images of the world?
The world that is rich...colorful and kind
The world that is as much yours as it is mine.)

(Reflections: I wrote this poem during my CIES Conference, 2018, Mexico. It was an amazing visit that made me question my assumptions, my views and the stories that I was taught and made to believe through children cartoons and mainstream media. Norin Taj)

7. AWARDS

Congratulations to Michael Connelly (Professor Emeritus, OISE/UT) for his appointment as Honorary Professor, Northeast Normal University, Changchun, PRC. As well, Professor Connelly has been appointed International Advisory Board member for the International Graduate School of Education, Beijing Foreign Studies University, Beijing, PRC.

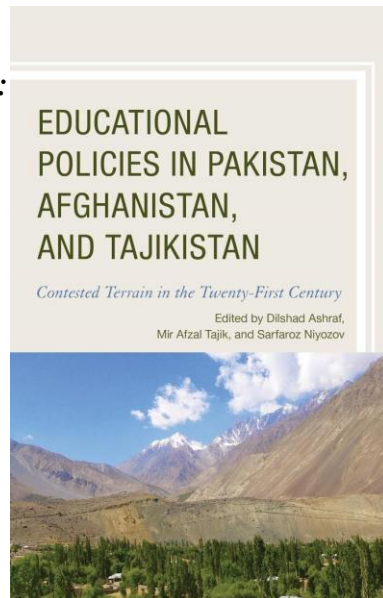
8. CIDEC FACULTY & STUDENT PUBLICATIONS

Books:

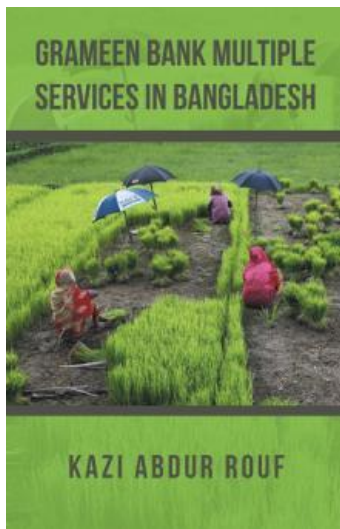


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Book Chapters

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researching education in central Asia (pp. 00-00). Lexington: IPA publishing.

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Niyozov, S., & Lalani, M. (2018, forthcoming). Peace education in Pakistan; Challenges and opportunities. In. M. Drinkwater, F. Rizvi & K. Edge (Eds.) *Transnational perspectives on education, democracy and human rights* (pp. 00-00). New York, NY: Sense Publishers.

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Tamtik, M., & Sabzalieva, E. (2018). Emerging global players? Building international legitimacy in universities in Estonia and Kazakhstan. In M. Chankseliani & I. Silova (Eds.), *Post-socialist transformations: Purposes, policies, and practices in education* (pp. 00-00). Oxford: Symposium Books.

Journal Article

Sá, C. & Sabzalieva, E. (2018). The politics of the great brain race: Public policy and international student recruitment in Australia, Canada, England and the USA. *Higher Education* 75(2), 231-253.

Did we miss something? Please be sure to send newsletter items to Carly Manion: carly.manion@utoronto.ca

Have a great fall term!

