



Director's Message

As we wrap up the Fall 2025 term, I want to extend a warm hello to both new and returning members of the CIDE/C community. This year we welcomed 54 new students into the CIDE Collaborative Specialization, and I've been struck this term by the depth of engagement and critical insight you brought to CIE1001, to CIDEDEC seminars, and to our broader community conversations. A friendly reminder that full-time CIDE students are expected to take CIE1001 in their first year (and part-time students within their first two years). For those planning ahead, the course will also run this Winter with Dr. Mary Drinkwater.



Dr. Carly Manion

This newsletter highlights so much of what makes CIDE/C a vibrant intellectual home. We celebrate major honours and awards, including the international recognition of Dr. Ruth Hayhoe, as well as student achievements such as Yara Abdelaziz's SSHRC-funded research. These accomplishments remind us of the strength, reach, and impact of our community.

Our Faculty Research Projects demonstrate the depth of CIDE/C scholarship, from supporting newcomer learners through multilingual digital math tools to examining bilingual policy implementation in Senegal. These projects exemplify research that engages meaningfully with important educational challenges.

The Student Spotlights and Community Highlights offer a window into the creativity and commitment our students bring to their work: participating in global institutes, conducting peace education research, building youth-led initiatives in Ghana, and publishing new theoretical and pedagogical contributions. These are just a few illustrations of the rich work happening across CIDE/C, and they reflect the commitments, ethics, and imagination that I see in this community every day.

I'm also delighted by the continued vibrancy of our CIDEDEC Interest Groups and the CIDE Student Association (CIDESA), both of which help create the sense of connection, belonging, and shared purpose that sustains our community. Thanks to all IG chairs/co-chairs and to CIDESA co-chairs, Nancy Hsiung and Manita Swati!

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To our Fall 2025 graduates: congratulations on your outstanding accomplishments. Your work spans an impressive range of contexts, methods, and questions, and we are proud of the thoughtful contributions you are making to the field.

Looking ahead, I'm pleased to share that CIDEDEC will host our first international symposium, April 23-24, 2026, with the [draft] theme, "CIDE at a Crossroads: Education in an Age of Crisis and Complexity". This is an exciting new initiative that will bring together educators, education leaders, students, and scholars from across Canada and around the world. More details will be shared in the new year, and I hope many of you will take part.

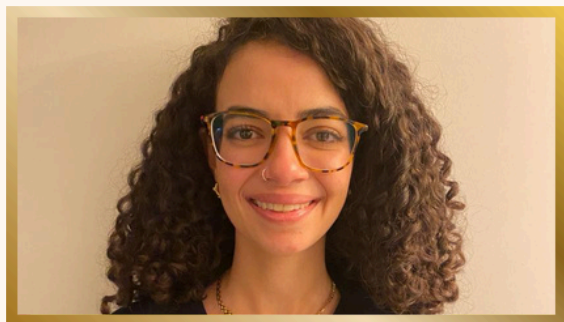
Finally, my sincere thanks to CIDEDEC GA Tavila Haque, whose careful work and creativity made this newsletter possible.

As we close out the term, I wish each of you a restorative and satisfying winter break. Thank you for all you've contributed over these past months. I look forward to seeing you at the CIDESA Book Swap & Social on December 9, and to reconnecting in the new year with all the learning, creativity, and collaboration we have ahead.

Warmly,

Carly Manion (she/her)
CIDE/C Director

Honours and Awards



Yara Abdelaziz
PhD Candidate (ELP & CIDE)

Congratulations to Yara on being the recipient of **SSHRC Doctoral Fellowship** for her study titled, *“A Comparative Case Study on the Education 2.0 National Reform and Teachers’ Work in Egypt”*. She is also the recipient of this year’s **LHAE Awards: Diversity and Feminism in Research Graduate Award** and the **Roxana Ng Memorial Scholarship in Equity**.

Faculty

Dr. Ruth Hayhoe

Congratulations to Dr. Hayhoe as on July 7th, she was conferred an Honorary Doctorate by the University of St. Joseph in Macao SAR, China. This had a special meaning for her as this university carries forward the legacy of Matteo Ricci, the Italian Jesuit who travelled to China in 1582, learned the language so well that he translated Confucian classical texts into Latin for Europe, wrote a bestseller entitled *On Friendship* in Chinese, and translated parts of the Christian Bible into Chinese. He stayed in China until his death in 1610, and his grave has been a place of pilgrimage ever since. Ruth had been inspired by his story since her early years as a teacher in Hong Kong of the 1960s.



On November 9, Dr. Ruth Hayhoe is to be conferred the Global Award for Innovation in Education Research Methods by the East China Normal University in Shanghai (<https://ed.ecnu.edu.cn/qjyyjffcxj/list.htm>) with the following citation: In recognition of her transcending the limitations of Western-centric comparative research, developing and practicing a narrative research paradigm characterized by “dialogue among civilizations,” providing the global education community with a more equal and generative comparative research approach, and promoting cross-cultural understanding and educational exchange on a global scale.



Faculty Research Projects



Dr. Sheena Bell, ELP & CIDE

“Senegal’s Education Middle Tier: Support to Early Grade Learning, Data Use, and Implementation of Bilingual Instruction”

The mixed methods research study “Senegal’s Education Middle Tier: Support to Early Grade Learning, Data Use, and Implementation of Bilingual Instruction” was completed in August 2025. Senegal is one of the latest West African countries to fully and systematically adopt national language instruction in the early grades as a pathway to full multilingualism, with the transition to French as the main medium of instruction in upper primary. Implementation of the new MOHEBS (Modèle Harmonisé de l’Enseignement Bilingue du Sénégal) policy encompasses six national languages and has been implemented in stages across regions, shaped by differences in timelines and partner support.

To inform national-level efforts by the Ministry of National Education and partners, this study focuses on the priorities, activities, and experiences of Senegal’s middle tier: the regional and district-level actors responsible for policy implementation and school support. The study was conducted by Dr. Sheena Bell with RTI-International’s Science of Teaching program, funded by the Gates Foundation. Findings were disseminated via engagement events to inform ongoing MOHEBS policy implementation, with national ministry stakeholders, and with sub-national study participants in August 2025, and at the UKFIET Conference in Oxford in September 2025. The study is part of a broader series of research on the middle tier: a literature review on middle tier and social network analysis and bureaucratic norms, as well as a study of high-performing districts in Rwanda. See here for more details: <https://scienceofteaching.site/middle-tier-leadership/>.

Dr. Emmanuelle Le Pichon, Dr. Jim Cummins, Ye Jia (PhD Candidate), Rosalia Cha (Phd Candidate)

“Supporting Newcomer Students in Math Education through Multilingual Digital Tools”

We are thrilled to announce the launch of a two-year research collaboration between Binogi and our OISE team, Emmanuelle Le Pichon, Jim Cummins, and PhD candidates Ye Jia and Rosalia Cha, funded by MITACS. This initiative addresses the persistent challenges refugee and newcomer students in general face in Canadian math classrooms, particularly those related to language barriers, cultural dissonance, and increasingly digital standardized assessments.

Building on Binogi’s potential to engage newcomer learners, we will co-design linguistically and culturally responsive online math modules aligned with the Ontario curriculum, featuring a game-based component. These modules will allow students to choose their working language, integrate academic scaffolds, and develop the digital skills needed to navigate assessment formats.

In the first year, we will pilot the modules in two classrooms, Grade 6 and Grade 9, focusing on fostering metacognitive awareness and strategic learning to build confidence and strengthen academic outcomes. In the second year, we will scale up the implementation and evaluate broader impact.



Student Spotlight

From Toronto To Beijing: My Journey to the 2025 INEI Summer School Aliya Mustafina, PhD Candidate (ELP)



This summer, I had the incredible opportunity to represent OISE and the University of Toronto at the 2025 International Network of Educational Institutes (INEI) Summer School, hosted by Beijing Normal University in China.

I first learned about this opportunity through a CIDECE email and decided to apply—with the kind support of Professor Carly Manion, Director of CIDECE, who generously provided a letter of support. As a PhD candidate researching assessment, I was especially drawn to this program because China consistently ranks among the top performers in global assessments. I wanted to see firsthand what makes their approach to teaching and learning so effective.

The experience was truly unforgettable. The program covered all expenses, including flights, accommodation, and meals, and offered a full week of inspiring lectures from world-renowned scholars from Beijing Normal University (China), University of Wisconsin–Madison (USA), Hiroshima University (Japan), and many others.

Our cohort included master and doctoral students from some of the world's leading institutions—such as the University of Melbourne (Australia), University of São Paulo (Brazil), Aarhus University (Denmark), Nanyang Technological University (Singapore), Seoul National University (South Korea), University College London (UK), University of Cape Town (South Africa), and University of Wisconsin–Madison (USA)—making the academic and cultural exchange truly global.

Beyond the classroom, we visited local junior and middle schools, where we observed lessons, spoke with teachers and administrators, and gained valuable insights into China's educational practices. We also explored historical landmarks such as the Imperial College, the Temple of Confucius, and the Temple of Heaven, tracing the rich evolution of China's education and examination systems.

I returned to Canada deeply inspired and full of ideas for my own research on assessment. To my fellow CIDECE and OISE students—apply for opportunities like this, even if you doubt your chances. I didn't believe I could be selected, yet it turned out to be one of the most transformative experiences of my academic journey.





Samra Sheikh, EdD Candidate (IELP)
Co-Founder and President of PeaceForward



My name is Samra Sheikh, and I'm a fourth-year Doctor of Education (EdD) candidate in the International Educational Leadership and Policy (IELP) program at OISE. My research explores how educators in Rwanda implement peace education and how women have shaped this work in the years following the Genocide against the Tutsi. Guided by the philosophy of Ubuntu, Critical pedagogy and Afro-feminist perspectives, my study centers on educators' voices, those who teach, nurture, and rebuild communities through dialogue and care.

I spent a few weeks in Rwanda conducting interviews and a focus group with teachers trained by both international and local NGOs. Listening to their stories was transformative; it reminded me that peace education is not just about curriculum taught in classrooms, but how learning itself has the potential to heal and unite communities.

As Co-Founder and President of PeaceForward, an NGO working in conflict and post-conflict regions, I'm excited to bring these lessons into practice. Our next project, rebuilding eight primary schools in the DRC and training teachers on peace education, is rooted in the very principles of reflection, care, and inclusion that my research celebrates. After completing my dissertation, I look forward to continuing this work where research meets real-world impact.



Community Highlights



New article in Teaching in Higher Education

"A pedagogical letter on time: my wandering with Paulo Freire's praxis in higher education"

By: Dr. Maira Tavares Mendes

In this article I discuss a previously unpublished correspondence between Paulo Freire and a doctoral student (the "pedagogical letters") through the lens of timescapes (the "landscapes of time", or how we experience time in higher education teaching). My main point is that there is no easy balance between theory and practice (praxis) in teaching, not even for Freire, let alone for novice teachers. I argue for the value of acknowledging uncertainty and unfinishedness through self- and letter writing.

Abstract

This paper explores pedagogical and epistemological implications of time in higher education through the lens of Paulo Freire's praxis. Drawing from autobiographical narrative and archival research, the author reflects on her transition from community-based popular education to the university setting, interrogating how Freire's dialogical approach can challenge neoliberal and managerialist conceptions of curricular time. Central to the analysis is a previously unpublished exchange of letters between Freire and Jeannette Sabto, a doctoral student. This correspondence, framed by the author as 'pedagogical letters' reveals Freire's openness to uncertainty, risk, and relational time in teaching, offering a counterpoint to rigid academic structures. The concept of timescapes is employed to theorize alternative temporalities in education that honor experience, dialogue, and collective meaning-making. By revisiting Freire's lesser-known academic practices during his exile, the paper advocates for a more humane and transformative approach to time in higher education.



Jennifer Chinenye Emelfie, PhD Candidate (C&P)

Jennifer is the recipient of the **International Literacy Association (ILA) Constance McCullough International Research Grant**. Additionally, her literacy initiative ***Amidst Violent Conflict***, which she founded and led in north-central Nigeria, is a **2025 Library of Congress Award** recipient under the Emerging Strategies Honoree category.

CIDEC Member Takes Strides in Making Impact in His Home Country: Introducing the Youth Alliance for Research and Rural Development

By: Ernest Akrofi Obeng, PhD Candidate (SJE)

The Youth Alliance for Research and Rural Development (YARRD) was formed to unite young researchers, practitioners, and community leaders around evidence-driven solutions that improve livelihoods in rural communities. Established by a coalition of youth activists and development practitioners, YARRD channels grassroots energy into programs that combine research, innovation, and community action to strengthen rural resilience and opportunity.

As a youth-led organization established to strengthen livelihoods and resilience in rural Ghana through participatory research, community-driven programming, and cross-sectoral partnerships, YARRD integrates evidence generation with practical interventions across key thematic areas. These include education and skills development, agricultural innovation and food security, health, youth entrepreneurship and livelihoods, and research and policy advocacy. By centering youth leadership and indigenous knowledge, the alliance co-designs and implements literacy and vocational training, sustainable agribusiness initiatives, community health and sanitation campaigns, microenterprise support, and participatory policy research. Strategic academic and institutional linkages enable rigorous evaluation, student placements, practitioner exchanges, and the translation of findings into policy recommendations and scalable practice.

YARRD's approach emphasizes capacity building, social justice, and inclusive governance to enhance employability, health outcomes, and local leadership while creating pathways for international exposure and technical mentorship. Ernest Akrofi Obeng, a Ph.D. candidate in the Department of Social Justice with collaborative specialization in Comparative International and Development Education and a member of CIDEC, contributes to YARRD's research and partnership development, linking scholarly inquiry with community-led action. The alliance invites collaboration with universities, funders, policymakers, and grassroots organizations to expand evidence-based, youth-centered interventions that advance equitable and sustainable rural development.

Website: <https://yarrrd.org/>

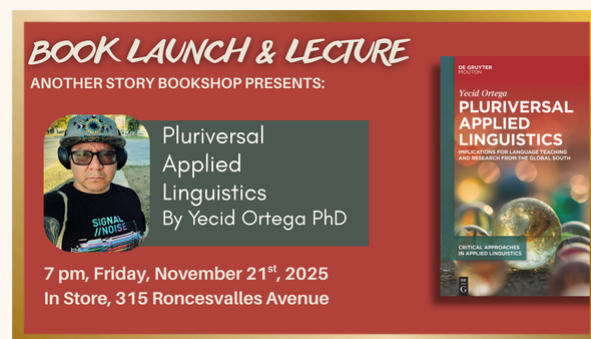
Email: execdirector@yarrrd.org

New Book: Pluriversal Applied Linguistics

By: Dr. Yecid Ortega

About this book:

Drawing on extensive research in a marginalized community in Bogotá, Colombia, and informed by engagements with diverse communities from diverse contexts, this book offers a groundbreaking perspective on pluriversal applied linguistics for language teaching and research. Through critical ethnography and decolonial praxis, it challenges binary views of language, advocating for a more inclusive and relational approach to linguistic education. By embracing epistemologies from the Global South, this book unlocks new possibilities for language learning, teaching, and research, fostering a more equitable and socially just future in education.



CIDEC Interest Groups (IGs)

CIDEC East Asia Special Interest Group (EASIG)

About: CIDEC East Asia Special Interest Group (EASIG) is organized by graduate students, focusing on promoting knowledge sharing and knowledge production in Asian studies related to education and supporting the academic and professional development of the Asian communities in North America. Please email us at oiseeastasiaig@gmail.com if you are interested in joining our executive team or would like to be included in our email list.

The OISE CIDEC East Asia and Southeast Asia Special Interest Group (EASIG) kicked off the 2025-2026 school year with our first event: “2025 Mid-Autumn Welcome Celebration: Welcome You All to the Moon and Back”

We came together to celebrate the Mid-Autumn Festival and warmly welcome the new semester. It was a wonderful opportunity to meet the CIDEC EASIG Executive Team and connect with fellow students and colleagues who share a passion for knowledge exchange related to East and Southeast Asia.

Attendees enjoyed a variety of festive treats—including mooncakes—and took part of fun cultural games and hands-on activities such as lantern origami, yutnori, gonggi, lantern riddles, and touhu. Two winners, who completed all stations the quickest, were awarded with mugs in recognition of their engagement and enthusiasm!

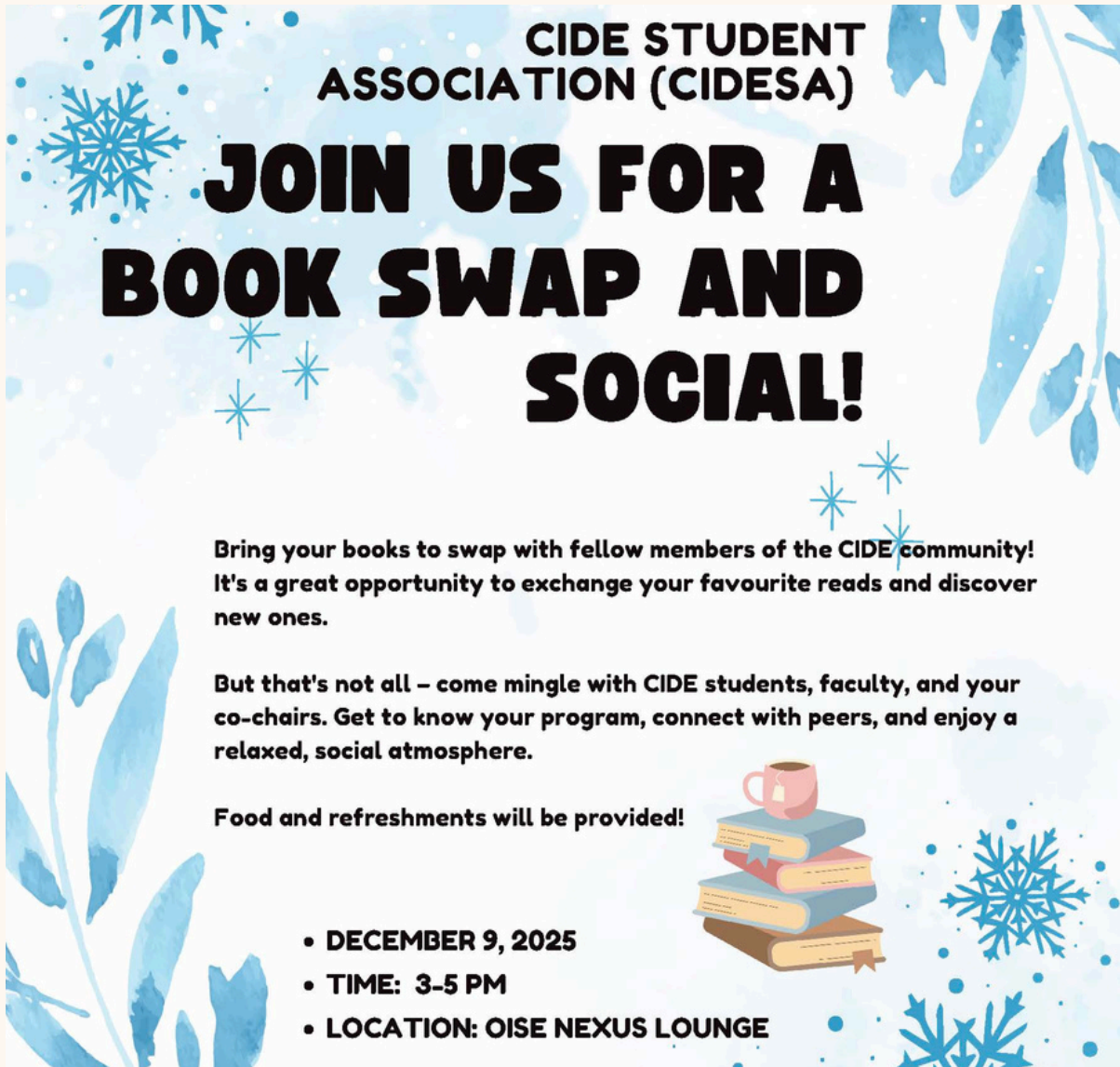
A big thank you to all 90 attendees who dropped by and made the event so special!

Looking forward to future events!

If you have any questions, please reach us at oiseeastasiaig@gmail.com. To stay connected and hear about future events, follow us on Instagram: <https://www.instagram.com/oisecidec.easig/>



CIDE Student Association



**CIDE STUDENT
ASSOCIATION (CIDESA)**

JOIN US FOR A BOOK SWAP AND SOCIAL!

Bring your books to swap with fellow members of the CIDE community!
It's a great opportunity to exchange your favourite reads and discover new ones.

But that's not all – come mingle with CIDE students, faculty, and your co-chairs. Get to know your program, connect with peers, and enjoy a relaxed, social atmosphere.

Food and refreshments will be provided!

- **DECEMBER 9, 2025**
- **TIME: 3-5 PM**
- **LOCATION: OISE NEXUS LOUNGE**



Nancy Hsuing
CIDESA Co-Chair



Manita Swati
CIDESA Co-Chair

Please see the CIDE/C website for more information on the CIDESA and different Interest Groups and how to join them: <https://www.oise.utoronto.ca/cidec/cidec-interest-groups/>



FALL 2025 CIDE GRADUATES

Vongaishe Changmaire (EdD, SJE)

“Unpacking Patriarchy in Education Policymaking in Zimbabwe: Examining Women’s Participation”

Tanya Guyatt (MEd, CTL/C&P)

Zainab Javaid (MEd, CTL/C&P)

Rachael Kalaba (PhD, LHAE/AECD)

“Unveiling African Women’s Leadership: An Afro-Feminist and Ubuntu Perspective in Zambia”

Marianthi Kontelli (PhD, LHAE/AECD)

“Meaningfulness in International Learning Experiences (ILEs): An Exploratory Study with Learners with Diverse ILEs”

Yin Lu (MEd, LHAE/ELP)

Rozalina Omar (PhD, LHAE/AECD)

“Bridging the Gap: Exploring the Experiences of South Asian Women Immigrant Teachers in Toronto”





CIDEC Faculty, Alumni and Students' Presentations & Publications

- Abdelaziz, Yara, & Buckner, Elizabeth (2025). Explaining Wealth-Based Disparities in Higher Education Attendance: The Role of Societal Factors. *Social Sciences*, 14(10), 591. <https://doi.org/10.3390/socsci14100591>
- Abdelaziz, Yara, & Menashy, Francine (2025). Worthy and unworthy lives in education in emergencies: A comparative analysis of UN discourse on Ukraine and Venezuela. *Globalisation, Societies and Education*, 1–18. <https://doi.org/10.1080/14767724.2025.2529940>
- Bickmore, Kathy (2025). Building Durable Peace Means Teaching, Not Controlling [in Spanish, English, and Portuguese]. In López, Verónica (Ed.) *Diálogos Educativos: Perspectivas Globales para Enfrentar la Violencia y Fortalecer el Clima y la Convivencia Escolar*. Valparaíso, Chile: Ediciones PUCV pp.63-70, 137-143, 211-217. ISBN: 978-956-17-XXXX-X. Published keynote presented at Congreso X del Observatorio Internacional para el Clima y la Prevención de la Violencia Escolar, Valparaíso, Chile, October 30.
- Bickmore, Kathy (Ed. 2025) *Constructive Conflict Pedagogies for Building Democratic Peace: Teaching Strategies from around the World*. Bloomsbury Academic (Peace & Human Rights Education Series), 3-22. ISBN ebook 978-1-3505-1973-2, hb 978-1-3505-1971-8. Open access link <https://www.bloomsburycollections.com/monograph?docid=b-9781350519749>
- Lepong Mou and R. Hayhoe, "Liberal Arts Education in Chinese Societies: Historical Development, Cultural Integration, and Future Possibilities" in J. Eom, K. Kester and W.O. Lee, (eds.) *A Modern Guide to Education in East Asia: Globalization and Local Intersections*, Edward Elgar, forthcoming in 2026.
- Post, David & Bickmore, Kathy (forthcoming 2025). Using the Past to Reconsider the Future: Perspectives from North America in Comparative and International Education. In N'Dri T. Assié-Lumumba, Eve Coxon, Ruth Hayhoe and Crain Soudien (Editors), *World Congress of Comparative Education Societies: WCCES and the Development of Comparative Education*. Brill–Sense.
- R. Hayhoe (2025), "Comparative Education and the Bridge of Faith," in A. Wiseman, E. Anderson, L. Damaschke-Deitrick, E. Gallagher and N. Dzotsenidze (eds.) *Handbook on Comparative Education*, Edward Elgar, pp. 486-496.
- R. Hayhoe (2025), "The Arts and Music in Chinese Learning Traditions: Towards Greater Reciprocity through Cultural Understanding" in Regula Steiner and Xavier Bouvier (eds.) *Comparative Views on Musical Talent and its Promotion in the Chinese and Western Worlds* (Lucerne, Switzerland: Hochschule Lucerne, 2025, pp. 19-30).
- R. Hayhoe, Hantian Wu and Jian Liu (2025) "Dialogue Among Civilizations: Review and Prospects for the Internationalization of Higher Education," in the *Journal of Higher Education Management*, Vol. 19, No. 3, pp. 18-21. (in Chinese)
- R. Hayhoe and Jin Guo (2025), "China and Canada's Shared Education Story: The Role of Universities and Future Expectations – An Interview with Ruth Hayhoe," in *Suchow University Journal*, No. 1, pp. 83-91. (in Chinese)

Anna Konar, MEd Candidate

Poster Presentation at The Sixth Symposium of the Southern Ontario Universities

The Centre for Research in Education at Niagara College and the Center for Educational Research in Languages and Literacies (CERLL)

October 2025

Title: "From Isolation to Integration: Enhancing Francophone Postsecondary Access in Hamilton through Policy, Technology, and Inclusion".



Call for Proposals: J.P Farrell CIDE Student Research Symposium

Friday, February 20, 2026, 9:15 am – 4:30 pm
Hybrid, Room 7-105 and Online Via Zoom

We invite CIDE students to submit proposals for CIDE's annual Joseph P. Farrell CIDE Student Research Symposium (JPFSRS). The JPFSRS takes place in honour of the memory of our co-founder Joe Farrell and provides an opportunity for CIDE students to present their thesis research, a partial requirement of the CIDE specialization for thesis-stream students (EdD, PhD, MA, and MEd students completing an MRP). Whether you are at the preliminary/conceptual stage of your research program, or at the more advanced write-up stage, we welcome your participation.

Please note that this call is for CIDE thesis (EdD, PhD, MA) or MRP students who have not previously presented at the annual JPFSRS. MEd students in CIDE are also most welcome to submit proposals for consideration.

Proposals should include the following information:

- Title of paper
- Short (300-400 words) abstract indicating the topic, purpose, questions/hypotheses, theory, methods, and main arguments/findings (these can be preliminary, depending on where in the research process you are).
- Your name, degree and department (and for doctoral students, please indicate if you have achieved candidacy)

Deadline for proposals: Monday, December 8, 2025.

Please submit proposals to: cidec.oise@utoronto.ca, and include "Farrell Symposium" in the subject heading. All identifying information will be removed from proposals before undergoing blind peer review by the CIDE GA (Tavila Haque) and the CIDE/C Director (Carly Manion).

Students whose proposals are accepted will present for 20 minutes (max), with an additional 7-10 minutes allocated for questions and discussion.

**** This is an opportunity for students who attend the FULL DAY event to receive 3 CIDE seminar credits toward the CIDE specialization non-course requirements ****

Students will be notified of the results by the end of December. The final JPFSRS program will be shared in early January 2025.

Warmly,
Carly Manion, PhD (she/her)
Director, CIDE/C



Interested in Reviewing a Book for CIE?

Is there a good book from our field that you could review for a journal publication? **Comparative and International Education (CIE)** invites students, faculty, and other members of the CIDEDEC community to submit a review of a compelling publication from our field. For example, you may consider reviewing a recent course text, a publication by a colleague or professor, or a book that you have used for your research. We are particularly interested in books that focus on research published by members of the **Comparative and International Education Society of Canada**, research conducted by Canadian authors, and/or comparative research that addresses Canadian educational contexts. Reviews should be 500-1,000 words in length, including publication details. Submissions will be peer-reviewed and will be supported by the book review editor. If you are interested in reviewing a contemporary book from our field, please contact Gary Pluim, the CIE book review editor, at gpluim@lakeheadu.ca