



CIDE

COMPARATIVE, INTERNATIONAL
& DEVELOPMENT EDUCATION CENTRE

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1. DIRECTOR'S MESSAGE



I hope that all of you and your loved ones are faring well—staying as safe, healthy and happy as possible—especially in the face of the globalized COVID19 pandemic. *Congratulations* to CIDE's **34** graduates since last Fall (details inside this newsletter)—reflecting M.Ed., M.A., Ed.D., and Ph.D. degrees in our six collaborating programs: Social Justice Education (in SJE), Higher Education (in LHAE), Educational Leadership and Policy (in LHAE), Adult Education and Community Development (in LHAE), Language and Literacies Education (in CTL), and Curriculum and Pedagogy (in CTL).

Although it is ending awkwardly because of the COVID19 situation, it has been another good year in the CIDE collaborative graduate specialization and the CIDE Centre. Thanks to the CIDE Student Association (CIDESA) core team for their wonderful work, ably convened by doctoral candidate Norin Taj. Please contact the CIDESA (oisecidesa@gmail.com) to get involved in CIDESA activities this summer or fall, and/or to initiate a special interest meeting (details inside). Thanks also to CIDE faculty member Dr. Carly Manion and this past year's CIDE GA Tatiana Feitosa de Britto for organizing CIDE's Joseph P. Farrell Student Research Symposium, held February 21 in solidarity with striking teachers and activists for public education funding across Ontario (details inside).

Welcome to two faculty newly affiliated with CIDE: Dr. Vannina Sztainbok in the Social Justice Education department and Dr. Fikile Nxumalo in the Curriculum and Pedagogy program of the CTL department! An interview with a new CIDE faculty member who joined OISE last year, Dr. Claudia Diaz Rios, is included in this newsletter. Congratulations also to CIDE faculty member Dr. Ruth Hayhoe (Higher Education, LHAE department) for the recent David Wilson Lifetime Achievement Award of the Comparative and International Education Society of Canada. Congratulations also to the recipients of other awards of recognition: Geran Collymore, Glen Jones and Carly Manion.

CIDE has admitted a strong group of new students for September. While many details await confirmation until the COVID19 pandemic physical distancing requirements are lifted, U of T and CIDE will hold classes (moving online where necessary) in September.

Looking forward: Please save the probable dates for Fall 2020 orientations in your home graduate programs, and for a CIDE orientation and welcome gathering (continuing as well as new students welcome), on Wednesday and/or Thursday early evenings, September 9th and 10th. Confirmation and details to follow. Meanwhile, please find your assigned academic advisor's name on your admission letter and email them to make an appointment to talk about planning your studies. Be sure you are on the CIDE email listserve, to stay informed and involved. Contact Sazna in the CIDE-CIDE office, cidec.oise@utoronto.ca, with further questions.

To kick off the 2020-21 Seminar Series, CIDE is happy to welcome back our former Program Coordinator, friend, and esteemed comparative international education scholar Dr. Vandra Masemann, presenting her popular

workshop on, “All you need to know about applying for and attending conferences,” in particular the Comparative International Education Society (USA) and the Comparative and International Education Society of Canada. This session will take place in late September/early October.

Congratulations to Editor Dr. Carly Manion and Co-Editor Tatiana Feitosa de Britto for this latest CIDE/CIDEC Newsletter. Among important news below, including faculty and student research and publications, are items about journals and resources in comparative, international and development education, an article by a CIDE practicum student sharing their experiences, and one about a new CIDE course, and more. At the end, we are pleased to feature a timely, “artistic commentary” by Norin Taj, “The Perils of the Educated”.

I hope that all of you will be actively engaged in CIDE and CIDEC in the coming year.

Peace!

Kathy Bickmore (CIDE-CIDEC Director and Curriculum & Pedagogy program, CTL)

2. OISE Virtual Coffee

CIDE Student, Emma Sabzalieva, has kindly organized a weekly, "OISE Virtual Coffee" chat, which will run every Friday from 11.00am-11.40am. The invitation is open to anyone with a connection to OISE, so please share this with others. The idea is to keep this very informal - drop in/out as you can, bring your kids/pets/parents, etc - you get the idea!

The link for each week is: <https://us04web.zoom.us/j/480249072>

If you are using the mobile app, the Meeting ID is: 480-249-072. There is no password.

3. END-OF-TERM POTLUCK SOCIAL

In keeping with tradition, CIDEC and CIDE-SA hosted a potluck and social event last December 4 at the Peace Lounge (7th floor). Filled with music, games, a book swap table and great food and chatting, the event was an opportunity for CIDEC students and faculty to mingle together and celebrate the term's academic achievements.



Unfortunately, due to the current COVID-19 situation, the end-of-year celebration planned for April 2020 had to be cancelled. As we practice social distancing, the CIDEC community is staying connected at a distance, through emails and social media. Hopefully we will be able to be together in person again in the beginning of the Fall 2020 term!



4. J.P. FARRELL STUDENT RESEARCH SYMPOSIUM 2020

The JPFSRS 2020 took place on February 21st, featuring the work of 11 CIDE students:

- Prerana Bhatnagar, MEd Student, CTL/C&P
- Rim Fathallah, PhD Student, CTL/C&P
- Danielle Freitas, PhD Candidate, CTL/LLE
- Shukri Hilowle, PhD Candidate, SJE
- Payal Khazanchi, MEd, LHAE/AECD
- Hayfa Jafar, PhD Candidate, LHAE/HE
- Leping Mou, PhD Candidate, LHAE/HE
- Yecid Ortega, PhD Candidate, CTL/LLE
- Elena Toukan, PhD Candidate, CTL/C&P
- Anett Trifonov, MEd Student, LHAE/HE
- Meng Xiao, EdD Candidate, SJE

Presentations showed a broad range of research topics pursued by our students. The symposium was structured by four consecutive sessions: 1) Power, learning and justice; 2) Student engagement, community ownership and inclusive education; 3) Higher education and internationalization; and, 4) International students and teacher development.

The audience included students, current and emeriti CIDE faculty, as well as CIDE alumni, who contributed with comments and questions to the presenters. Participants also remembered fondly the late Professor Joseph P.

Farrell, whose holistic approach to comparative, international and development education continues to serve as an inspiration to all who have met him in person or through his writings. A big thanks to all presenters, session chairs (Kathy Bickmore, Tatiana Feitosa de Britto (CIDE GA), Carly Manion and Vandra Masemann), Sazna Aliyar (CIDE Administrator); and CIDE-SA volunteers (Neelofar Ahmed; Prerana Bhatnagar; Nooreen Rahemtullah).

5. NEW COURSE

"CTL5041: Education Research and Knowledge Production in Comparative, International, and Development Contexts"

This graduate-level course, with Dr. Sarfarozi Niyozov is designed to examine conceptual, epistemological, political, cultural, methodological and ethical insights, opportunities and challenges faced and addressed by OISE's prospective students and graduates during their learning about and carrying out of both qualitative and quantitative research as well as knowledge production work in non-western, developing countries' contexts.

OISE students, graduates, and faculty are increasingly engaged in and exposed to what one might call international, comparative, and developmental (CID) work abroad and at home. During and after their graduation, many of them work outside Canada as citizens, teachers, teacher educators/faculty, researchers, development specialists, consultants, and leaders of educational, development institutions. Working in comparative, international and development fields is full of challenges and opportunities; however, addressing and seizing these challenges and opportunities do not happen automatically. What do these various roles mean in developing countries' contexts that are both similar and different in political, epistemological, cultural, health, and resource terms? How do we, as educators, navigate the various roles, identities, situations, forces, and interests to ensure the success of our research, programmatic and leadership undertakings? What challenges do we face and how we address them? What models, theories and approaches exist that provide conceptual and methodological frameworks for successful engagement in the above-mentioned roles/situations?

And if a better solution to education and overall empowerment of students in the comparative, international contexts include development of culturally sensitive pedagogy, relevant curricula, and policy making what do these mean and how are these produced? How do we negotiate power and privilege, intellectual and research priorities and interests between the context of global north and south? How do we address safety, security, health, intellectual freedom, ethics and other challenges in the contexts where we are both privileged, but also vulnerable? How do we know that what we do is impactful, sustainable, and promotive of justice and equity and truly reaching out to those who are in genuine needs? How do we ward off cultural insularity and intellectual arrogance, and become learners in the new contexts? How can our research, development, consultancy work in the global south become educative experiences for further growth for us for those with whom we work? What do the learning, thinking and production of solutions and insights outside western epistemological frames imply? Lastly, how can one create equitable approach to production of new knowledge based on a critical-constructive synthesis of local and global, western and non-western epistemologies, methodologies and modalities of research?

Notably, the recent issue of the journal *Comparative Education Review* (May 2017, 61 (1)) has also emphasized that the field of comparative, international and development education needs to reflexively engage its Eurocentric foundations and biases and move towards pluralist position where non-Eurocentric alternative knowledge production approaches are given space. This course, through its critical, post-colonial, southern, and holistic approaches will try to fill this niche.

6. CIDE-STUDENT ASSOCIATION (CIDESA): CALLING FOR PARTICIPATION IN THE CORE TEAM!



The CIDE Student Association (CIDE-SA) is a student-driven body which aims to provide a platform to CIDE students to get involved and voice their opinions in planning, organizing and engaging with the CIDE community's research and social activities. Participating in CIDE-SA's core team is a wonderful experience and opportunity to get to know fellow CIDE students and networks, and to share ideas with friends from different OISE departments. The group regularly communicates through WhatsApp and meets on a monthly basis.

It would be great to have more students participating in the group! If you are interested in joining, please contact Norin Taj (norin.taj@mail.utoronto.ca).

[Left-Right: Prerana Bhatnagar, Vania Soepriatna, Neelofar Ahmed, Norin Taj, Tatiana Feitosa de Britto]

7. INTERVIEW WITH CLAUDIA DIAZ RIOS

By: Tatiana Feitosa de Britto (PhD Student, LHAE/ELP)



First of all, thank you so much for sharing your experience and ideas with us. I would like to begin by asking about how you started and developed your academic career in education.

I started working in the field of education during my undergrad in Colombia. I studied sociology in a public university, and the national and subnational governments relied a lot on public universities to conduct research to inform policy. That is how I started working in sociology of education, in a very applied way, looking into policy problems with my professors, working with secondary education projects and issues faced by young people transitioning between school and higher education or the job market. I got really engaged with education at that time, more for opportunity than for choice, but I really loved it. Afterwards, I did a Masters in Education at FLACSO/Buenos Aires. It was mind-blowing! It gave me a broader, regional vision on education, which allowed me to start noticing differences among countries, despite many common problems across Latin America. For instance, in Argentina, the importance of public education is undisputable. To me, coming from a country where the state has always been very small and where public education was regarded as a place for poor people, that was very surprising. To some extent, I thought that was the general rule in Latin America, but in Argentina the middle-class would still send their kids to public school and there was a huge commitment to public education. And if you looked at Chile, the story was completely different. I went back to my country with those differences in the back of my mind and resumed work in my university, chairing research projects with national and subnational partners in education. After a while, I felt I needed more studies. Sociology is a great tool to understand educational problems, but I needed something else to better understand how policy is designed and implemented. We did a lot of research that yielded recommendations but, as they reached decision-makers, things happened very differently. That is how I got interested in a PhD related with policy formulation and implementation. I joined a program at McMaster University, which was not focused on education in particular, but on comparative public policy. I really loved it! It was a hardcore political science program, where I learned a lot of new things and increased my theoretical and methodological tools to understand reality. As I got exposed to historical and institutional approaches, I saw an opportunity to explore the differences I had noticed in my Masters. I ended up doing a comparative research on education in Argentina, Colombia and Chile, covering a historical period from the postwar to the 2010s. At that time there was a strong discourse in Latin America around international organizations deciding what we did in our countries – and I was skeptical of that perspective. I was not really sure the World Bank, the International Monetary Fund, the usual suspects were as responsible as they were typically blamed for the political choices in education in our countries. So I tried to see what their real influence was, and what was the role of domestic players throughout that period.

Three countries, 60 years of history! Wow!

And three policy areas... I focused on provision models, curriculum standardization and student evaluation. I did field work for about a month in each country. After that, I got a post-doctoral fellowship at OISE, where I focused on a comparison of privatization policies across Colombia and Argentina. The fellowship was interrupted when I was hired as a professor, so I could only complete the part on Colombia's contracted schools, whose results are about to be published.

Could you tell us of other research topics you have engaged with?

I am trying to change my focus towards research on migration and education, inspired by many things, such as the recent crisis in Venezuela, with massive amounts of immigrants fleeing to neighboring countries, like Colombia, which was used to sending immigrants rather than receiving them. How are we responding to this migration patterns, which include a lot of school-aged children? Most studies focus on South-North migration, not so much on South-South migration. What happens when people move between neighboring countries in the South? There are different challenges that have to be acknowledged. Particular political struggles may emerge related to the creation of programs for immigrants when there are whole groups and communities that also have their educational needs unmet, such as Indigenous populations, black minorities, population in poverty. Most Global South countries have committed to guarantee the right to education for all children regardless of their nationality, and these countries need to respond to migration without creating political conflicts among the poorest and without fueling xenophobia and populism. We need more research in this area if we really want to promote a positive inclusion of migrant children.

Could you tell us about your PhD experience? What kinds of challenges did you face? What advice would you give to students starting their journey at OISE?

As an international student, non-native English speaker, language was an important challenge. Writing a paper, supporting an argument is a completely different thing than holding an everyday conversation. I remember the first days in my PhD... I was trying to understand what everybody was saying and contribute to the discussion,

but by the time I was able to organize my ideas, the conversation had shifted to another topic. It took me a while to develop the language skills to participate more comfortably in class. That makes you feel less prepared. But students need to be aware that language skills are different from thinking skills. Language skills come with time and effort. We cannot let this difficulty make us feel less smart than fellow students. Actually, having another language should be seen as an advantage! Another thing that can be really challenging, especially for first and second-year students, but even for established faculty, is impostor syndrome. I don't know if it is a thing of North American PhDs or if it happens everywhere, but we always have this feeling that we have to show we are contributing in ways that are groundbreaking and innovative. That can be overwhelming and can take a great toll on mental health and well-being. One thing that helps a lot is to support each other as students. OISE is a good environment for that. It is not a competitive place in a negative sense, it has a nicer culture of collaboration in that regard. Also, there are many points in which, as students, we wonder: "What we are doing here? Why did we choose to do a PhD?" Not only because the experience is tough, but because there is a lot of uncertainty about the future. It can be really stressful and frightening. You are putting a lot of effort into something, but there is a lack of jobs, people telling you there is nothing for you when you get out of this. My program was very academically oriented and PhD students were seen as future university professors. I think that is a mistake, not everybody will have this sort of job. And it is not because some are more capable or smarter than others. Sometimes it is a matter of luck, if you are working in a field that is getting a lot of funding and attention, you are more likely to get a job in academia. It is also a matter of flexibility. If you are willing to go wherever for a job, you also increase your chances. But in general, I believe universities have a huge responsibility to prepare students to look for jobs outside academia. But students also should have an open mind in this respect. That includes taking advantage of opportunities to build skills that appeal to organizations outside academia, learn to prepare a CV transferring your skills to non-academic areas, do networking, apply for internships and fellowships in the federal or provincial government, for instance.

Would you recommend specific resources or strategies for CIDE students?

Attending conferences is a great idea. More than attending, presenting at conferences, and even more than presenting, networking in these conferences. It can be challenging, especially for women. It might feel awkward writing to people we don't know personally and asking them for some minutes to go for a coffee and chat. But researchers are used to that. It is ok to write and say "I'd really love to talk about your research, I am doing something related such as this and that... Could you spare some minutes with me to talk about my specific questions?" Researchers are used to this sort of request and they are most likely open to do that, as much as their agenda allows them to. Look at key names that come out in your literature review and send an email if you see they will be in a conference you are going to. They reply! They are generally approachable and open to helping students. That's the best way to take advantage from conferences. One thing that I see is that students tend to go to a conference and hang out together most of the time. It is nice to have company in this sort in big conferences, but at the same time it restricts your networking because you are talking with the same people you see every day. You might hang out with your friends at night, but you need to go to other people's presentations, to approach researchers and tell that you'd like to have further conversations about something. I know at the beginning it is hard, as you are in the process of developing your proposal, getting familiar with your cases, etc., and then you might feel a lot of insecurities to put your ideas in a conversation. But I would say most professors know that this is part of the process. Your expertise is going to grow with time and that shouldn't be an obstacle for you to go and seek people that might be potential allies for the future or give you insights for what you are doing right now. Even if nothing comes out of that, at least you get to interact and know about the experience of someone else that might be of help later. You have nothing to lose!

Great advice! Other specific suggestions?

One thing that probably not all students are interested in, but I think it is advisable for everyone is to take at least one statistical course that enables you to at least read an article and understand it. If you want to go for more stats, the better. Even if we are huge fans of qualitative research, it is like learning languages: it is always an advantage to have another one. For students doing theses in a general sense, I have other practical advice: get a citation management application, do backups of your job, try to get things to facilitate your life. For instance, if you are doing qualitative research, use software that helps you analyze your data, get into workshops that teach you how to use those apps. The same applies if you are doing quantitative data, get workshops on SPSS, Stata, whatever you are using. The last thing I would say is take care of yourself during the PhD process. First year is hard because of the coursework. You are under a lot of stress trying to cope with all the work. Second year tends to be easier, if you don't have courses. But, at the same time, it might be tricky because you relax and, before you can think, the year is gone. The challenge there is to be as organized and disciplined as possible to stay on track, work on your comps, proposals, etc. A good idea for this moment is to apply for conferences or venues that allow you to present the progress of your work. It gives you deadlines and opportunities to get feedback. Then the third year, if you're doing fieldwork, is the best year ever! You might find some challenges, but in general it is really enjoyable. Getting in contact with real people in the area you are interested in is a really enriching experience. After that, analyzing data and writing a thesis can be a miserable time. You are alone. Even if you have a wonderful supervisor, still it is your job, no one else can do it for you. And it is not that easy to come up with an outline, to connect the theory you have in mind with the data you have in front of you. All the insecurities emerge again, and you may think you are not able to do it. And that is a normal process. So, you need to find ways to connect with people during that time. For students in that phase, my advice is "get together!". Join a writing

group, participate in writing camps or retreats, find a writing buddy that reads your stuff. Also find your way to write, find your pace, have a writing routine.

One last question: how do you balance academic life and life?

I am trying... I didn't do it during my PhD, to be honest. The balance was not that good. It is easier to say than to do it, but it is important to put some boundaries on our work. This is not everything we are, it is just one of our dimensions, and for that reason it needs to be constrained to a part of our lives. You need to be able to hang out with friends, take care of your kids, go to the movies. I did my PhD with young kids, and it was hard. Try not to work on weekends – that is something I promised myself after writing my dissertation. I work a lot during the week, more than I should, but I do my best to not work on weekends and holidays. Yet during the writing process of my dissertation, I was writing all the time, from early morning to late night, even in weekends. It was not a good example, not advisable to anyone. Now I am in the process of setting time aside for myself: I make puzzles, I do a lot of stuff with my hands, like puppets, crafts, I love to do that. I watch Netflix series and I try to work out, not as a hobby, but for health reasons. And I do belly dance! I go once a week with my daughter, and we bond together through this. I try not to worry so much and do it as well as I can. I just enjoy it!

8. RESEARCH ON THE COMPOSITION OF LIFELONG LEARNING: A CRITICAL DISCOURSE ANALYSIS OF THE OECD & UNESCO

By: Melissa Caines (MEd, LHAE/AECD)

I have always considered myself to be a lifelong learner, I never even questioned what it actually meant to be a lifelong learner. Furthermore, I particularly remember writing about myself as being a “global citizen” within a “21st century knowledge economy” in my statement of intent to pursue my master’s degree at OISE, I’m sure I’m not alone! Where did this discourse come from? How did these terms and phrases become such a mainstay within in my lexicon? These are questions I wanted to explore within my research, so I set out to do a critical discourse analysis of international organizations that rely heavily on these terms when it comes to policy reforms and strategies in education.

A key takeaway for me has been just how broad and complex it is to use lifelong learning as an educational reform strategy as it has come to mean almost anything. One of the worries about the, let’s say, over usage of the term, is that the broader it gets the more diluted the term becomes as it keeps growing into wide-ranging policy discourse. This is evident in the current United Nations Global 2030 Agenda for Sustainable Development. The Sustainable Development Goals themselves are more broad and aspirational in comparison to the more narrow frameworks of the previous Millennium Development Goals, as the concept of lifelong learning is not only applied to Goal 4, which is related to education, but also Goal 3 (health and well-being), Goal 5 (reduce gender inequality), Goal 12 (supporting responsible production and consumption) and Goal 13 (promoting climate change mitigation).

While we are witnessing lifelong learning being conceptualized over a very broad range of targets and indicators that are intended to be implemented and assessed by a wide range of international organizations, for purposes of this study of the OECD and UNESCO, it appears as though the contemporary overarching educational policy discourse is directed towards two key areas:

1. Lifelong learning is seen to be the only means necessary to address what is referred to as a global learning crisis; and,
2. Learners must now have the ability to adapt to a changing socio-economic environment and are expected to create new and flexible skills to be successful within the current knowledge-based economy.

What is interesting to note is that lifelong learning, as a concept, can attach itself to varying values and attitudes. In this instance it is framed by the OECD, which is rooted in a utilitarian, economic framework, to enhance an individual’s skills and competencies necessary to compete and participate within a knowledge-based society. While for UNESCO, being grounded in a democratic, humanitarian framework, lifelong learning is viewed more holistically, as the key to sustainable development and peace by ensuring every individual’s right to learn with equitable opportunities are receptive to one’s individual needs. UNESCO appears to be not as heavily focused on labour market needs which is predominant in the OECD’s approach.

Discourse is important here as what previous research has demonstrated, and this study expands on, is that there have been important discursive shifts since lifelong learning’s inception many decades ago. The individual learner is now the epicenter of the rhetoric, even if you have conflicting value systems like the OECD and UNESCO, it is the individual that is heralded. We are seeing reduced focus on structures and institutions and overall educational provision by the state, to now a more individualized pursuit of learning where the onus is on the learner to take responsibility of their own learning trajectories. Furthermore, as lifelong learning was once a way to enhance learning outside of traditional formal schooling, it is much more now finding itself attached to managing slow economic growth and rapid technological change. This realignment with economic rationales and the indorsement of individualism has sparked much criticism as reproducing the status quo and ultimately

highlighting specific tendencies of a larger neoliberal world order.

This is all just the tip of a very large iceberg. There are so many aspects to the notion of lifelong learning that are to be explored and I think now is a time more than any to really pursue more research into lifelong learning. UNESCO's international commission just launched its Futures of Education statement with a phrase "learning to become". This is building upon the 1972 Faure report "learning to be" and the 1996 Delors report "learning throughout life", both enriched with lifelong learning as a guiding principle. Please follow the [link](https://youtu.be/YvPW6tpNDBY) to find out more about my research along with some of my key findings and issues within the study: <https://youtu.be/YvPW6tpNDBY>

9. PRACTICUM NEWS

By: Geran Collymore (MEd, LHAE/ELP)

In Fall 2019, I participated in a CIDE practicum with Midaynta Community Services to support the Mending a Crack in the Sky (MCIS) group with their mobilization as a social justice movement. The MCIS initiative addresses the crisis of gun and gang violence that most acutely affects Toronto's Somali-Canadian community. MCIS is a three-phase community healing initiative led by mothers, many of whom have lost loved ones to gun and gang violence. The group is focused on transformative change, education, and advocacy given their recognition that the gun violence crisis is a symptom of the marginalization and racism their community faces. 'Mending a Crack in the Sky' is a Somali proverb which means that if people come together, they can even mend a crack in the sky- a sentiment of collaboration that underpins the group's community led action plan.

The primary objectives of my practicum included working with the mothers to produce proposals and presentations of their work to government representatives, and to propose tools for advocacy and collaborative policy approaches that ensured the group was treated as an equal partner in negotiations. In addition to their crisis peer-support and system navigation work, MCIS recently signed a memorandum of understanding with the Toronto Police Services Board to implement concrete channels for accountability in policing, and to support much needed anti-racism work in how the Somali-Canadian community is policed. During my practicum with the women of MCIS, I was struck by their unwavering strength and dedication in their work despite their personal and often deeply traumatic experiences with gun and gang violence. One of my key goals, therefore, was ensuring that their personal experiences and perspectives were always leveraged as unique assets with a recognition that their participation is at great personal cost.

While working with MCIS, there were recurring questions about risk management, measurement of impact, and evaluative procedures that would be imperative for increasing the group's efficacy and agency. I also identified a need for capacity building within the organization for research and knowledge translation, especially as MCIS moves towards collaborating on policy development with government agencies. Midaynta and MCIS are aware of these needs but their resources are limited. In this regard, it is important that the University of Toronto and the Ontario Institute for Studies in Education continue to support Midaynta and similar organizations through practicum agreements, and other resource sharing approaches.

My CIDE Practicum with Mending a Crack in the Sky was an extraordinary experience, and I feel privileged to have worked with and learned so much from the dynamic and tenacious women of MCIS. I continue to work with MCIS in any capacity that I can be of use. I encourage other students to seek out and create similar opportunities. There is so much to be done, and so many ways that we can each do our part.

10. CIDE GRADUATES

Congratulations to recent CIDE graduates!

Fall 2019

- Amad Al-Azzawi
- Tanjin Ashraff
- Everton Ellis
- Maheeb Habib-Nagani
- Irfan Khan
- Ceara Khoramshahi
- Miki Kode
- Indira Quintosi Orosco
- Shakina Rajendram
- Adriana Rodriguez
- Amir Taiyeb
- Alexandra Williams

Spring 2020

- Sobi Ali
 - Aditi Bamal
 - Prerena Bhatnagar
 - Melissa Caines
 - Geran S. Collymore
 - Nicole Dalana
 - Danielle Denichaud
 - Suhaila El-Batroukh
 - Rasheeda Foorbes Riley
 - Peter J. Groot
 - Lisha Guo
 - Razavi Hooman
 - Payal Khazanchi
 - Emily Mancusso
 - Nathalie Mejia
 - Munira Muzaffer Tayabali
 - Tao Nie
 - Ramadhani Ponda
 - Emma Sabzalieva
 - Muna Ubdi Ali
 - Jamila Ummejuthi
 - Xie He
 - Meng Xiao
-

11. CIDE FACULTY ACTIVITIES

A) Professor Kathy Bickmore

Kathy Bickmore will be the William Lyon Mackenzie King Visiting Professor of Canadian Studies at the Harvard Graduate School of Education and the Weatherhead Center for International Affairs Canada Program of Harvard University for the academic year 2022-2023.

B) Professor Ruth Hayhoe

In addition to the new publications listed elsewhere in this newsletter, Professor Hayhoe has written a keynote paper, entitled, “The Arts and Music in Chinese Learning Traditions: Towards Greater Reciprocity through Cultural Understanding”. This keynote paper will be delivered for a symposium in Lucerne, Switzerland, entitled, Comparative Views on Musical Talent and its Promotion in Chinese and Western Worlds, organized by the Ecole Haute Musique in Geneva and the Music School of the Lucerne University of Applied Sciences and Arts, scheduled for December 6-9, 2020.

C) Professor Sarfaro Niyozov

Sarfaro Niyozov (CTL) was invited by IDRC Canada to review a number of proposals on large-scale education reform in the Southern contexts. As a member of a team of international experts, he reviewed a number of innovative grant proposals on large-scale global education projects.

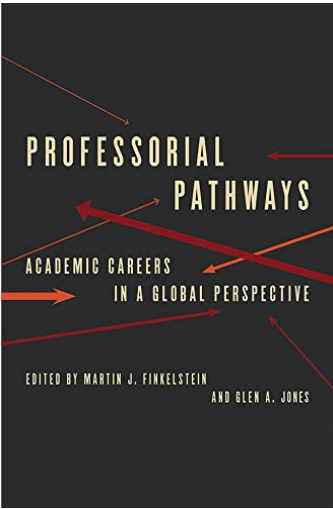
Since May 2019, Professor Niyozov has been invited by the European Union’s project, Human Dynamics, to provide a consultancy on Education Research, Knowledge Production and Policy Making in Tajikistan. A major element of this project is the analysis and development of local educators’ and policy makers’ capacities in conducting research and using evidence in decision making from classroom to the ministry’s levels. As part of this element, Sarfaro has been involved in (1) exploring and researching the existing local research capacity; (2) offering interactive workshops to policy makers on international practices on the use of evidence in policy making; and (3) offering a graduate-level education research course to the educational and social science researchers in Tajikistan higher education. The first round of the course was in June 2019 (6 days, 4 hour each day) and in December of 2019 (5 days, 6 hours each day). For Sarfaro, the project has been most exhilarating in the sense of its relevance to the participants (between 25-35 participants in each round), as well as comparative analysis of the local (Tajik and Soviet, and Russian) and western research models and frameworks. He has made two presentations on this topic (one at Indiana University’s conference on Muslim Philanthropy and Education and the second at the virtual CIES 2020). Sarfaro suggests that the project has provided some challenges to the decolonization discourses such as epistemic disobedience, decoupling, colonization of mind, academic/overall dependency, indigenization and so on. All these concepts were engaged during his presentations and will be part of a critical analysis of upcoming papers/chapters.

As of July 1, 2019, Professor Niyozov has assumed the position of Co-Chair of the Program of Curriculum and Pedagogy in the Department of Curriculum, Teaching and Learning (CTL) at OISE. This co-chair ship represents an innovative leadership approach to address the complex needs of the graduate students and faculty of one of

the largest graduate programs at OISE. The program has 7 internal emphases and collaborates with 5 collaborative specializations across OISE, including with CIDE. Sarfaroz shares the role with Professor Stephanie Springgay.

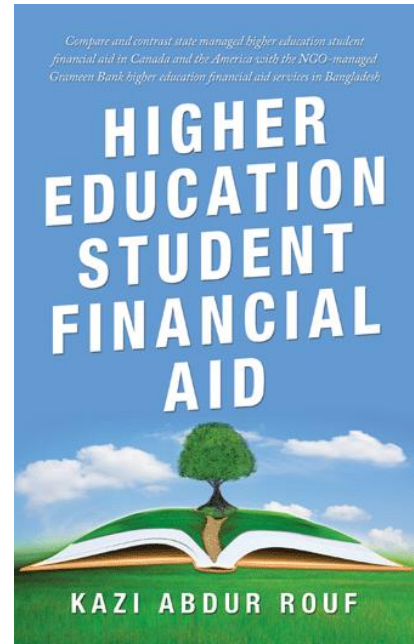
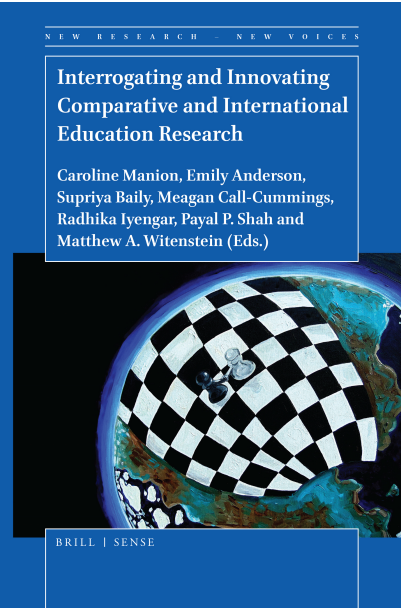
12. PUBLICATIONS

a) Books



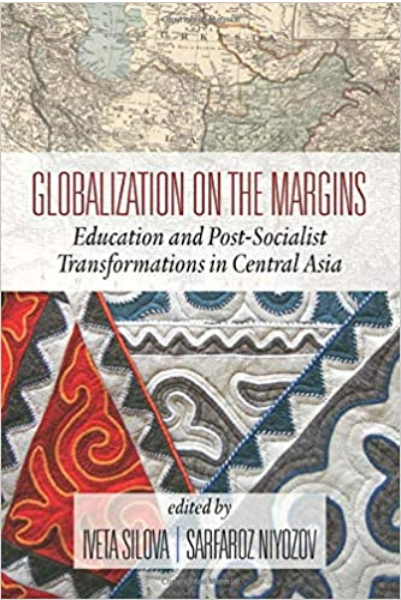
Finkelstein, M. J. & Jones, G. A. (Eds.). (2019). *Professorial Pathways: Academic Careers in a Global Perspective*. Baltimore: John Hopkins University Press.

Manion, C., Anderson, E., Baily, S., Call-Cummings, M., Iyengar, R., Shah, P., and Witenstein, M. (Eds.) (2019). *Interrogating and innovating comparative and international education research*. Leiden, Netherlands: Brill Publishers.



Rouf, K. (2020). *Higher Education Student Financial Aid*. Bloomington, IN: iUniverse.

Silova, I., and Niyozov, S. (2020). (Eds.), *Globalization on the Margins: Education and PostSocialist Transformations in Central Asia*. Charlotte, NC: IAP Publishing.



b) Book Chapters

Bickmore, K. and *Ahmed Salehin Kaderi (Forthcoming 2020). Teachers’ Citizenship Curricula in México, Bangladesh and Canada: Comprehensive vs. Narrow Values Education for Peace. In Carter, C. (Ed.) *Teaching and Learning for Comprehensive Citizenship: Global Perspectives on Peace Education*.

Bickmore, K. (2019). Education for Democratic Peacebuilding amid Gendered Violence: Youth Experience and Schooling in Mexico, Bangladesh and Canada. Chapter 13 in Drinkwater, M., Rizvi, F., & Edge, K. (Eds.), *Transnational perspectives on Democracy, Citizenship, Human Rights and Peace Education*. Bloomsbury, UK.

Call-Cummings, M., Manion, C., and P. Shah. (2019). Interrogating and innovating comparative and international education: Setting the stage. In Manion et al. (Eds). *Interrogating and innovating comparative and international education research*. Leiden, Netherlands: Brill Publishers.

Hayhoe, R. (forthcoming, 2020). Comparative education and the dialogue of civilizations. In Beverly Lindsay (Ed.), *Voices and Perspectives of Comparative and International Education: The Elders Speak*. London, UK: Palgrave Macmillan (*note that the book will have 13 chapters, all by Honorary Fellows of CIES).

Janigan, K. (2020). Gender and Education in Tajikistan in the Pre-Soviet, Soviet, and Post-Soviet Eras. In D. Egea (Ed.), *Education in Central Asia: A kaleidoscope of challenges and opportunities*. New York: Springer.

Janigan, K. (2020). Efforts to Overcome Barriers to Girls’ Secondary Schooling in Rural Tajikistan: The importance of experiential activities. In I. Silova and S. Niyozov (Eds.), *Globalization on the Margins: Education and postsocialist transformations in Central Asia* (Second Edition) (pp. 229-248). Charlotte, NC: Information Age Publishing Inc.

Manion, C. (2019). Exploring the intersections and implications of gender, race and class in educational consulting. In V. Demos, M. Texler Segal and K. Kelly (Eds.). *Gender and Practice: Knowledge, Policy, Organizations* (pp. 21-43). Bingley, UK: Emerald Publishing Ltd.

Manion, C. (2019). Onto-epistemological frontiers in comparative and international education research: Exploring the problematic. In Manion et al., (Eds). *Interrogating and Innovating Comparative and International Education Research* (pp. 17-28). Leiden, Netherlands: Brill Publishers.

c) Special Issues

i) Moving Beyond “North” and “South”: New Global Perspectives on International Research Collaborations

This special issue of the Journal of Studies in International Education is edited by Creso Sá, Emma Sabzalieva and Magdalena Martinez. Published in February 2020 at <https://journals.sagepub.com/toc/jsia/current>, this bumper edition of 8 thoughtful and innovative pieces questions and reexamines the use of the categories “North” and “South” in academic research and policy thinking on international research collaborations. The articles are truly global in scope, covering Norway's “South–South–North” model, the semantics of international research funders, the career trajectories & publication patterns of highly cited researchers in Brazil, collaboration between Latin American researchers & German associations, research groups’ practices in MERCOSUR, academic freedom in Tajikistan, the need to unsettle Eurocentrism in Eurasia, and internationalization in South Africa. Taken together, the articles demonstrate in multiple ways the need to go beyond simplistic/reductionist constructs that only cloud our understanding of international research collaboration.

ii) Decolonizing Gender and Education Research: Unsettling and Recasting Feminist Knowledges, Power, and Research Practices.

This special issue of the journal Gender and Education is edited by Caroline (Carly) Manion and Payal Shah (University of South Carolina). Published in May 2019 at <https://www.tandfonline.com/toc/cgee20/31/4?nav=tocList> (Volume 31, Issue Number 4, ISSN 0954-0253), this special issue explores the intersection and overlap between feminist and decolonizing research. It brings together intellectually provocative papers that theoretically and empirically interrogate why research at the nexus of gender and education needs to be ‘decolonized’, and which illuminate what this means and what it looks like.

c) Journal Articles

Hayhoe, R. (2019). Encountering Chinese culture over changing times. *Educational Research* (journal of the Chinese University of Hong Kong), 47(2), 1-22. Available for free at http://hkier.fed.cuhk.edu.hk/journal/?page_id=8893

Manion, C. and Shah, P. (2019). Guest Editorial: Decolonizing gender and education research: Unsettling and recasting feminist knowledges, power and research practice. *Gender and Education*, 31(4), 445-451.

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

Qiang Zha, Hantian Wu and Ruth Hayhoe (2019). Why Chinese universities embrace internationalization: An exploration with two case studies. *Higher Education: The International Journal of Higher Education Research*, 78(3), 669-686.

d) Guest lectures

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

13. AWARDS



Neelofar Ahmed, currently serving as President DSA (LHAE), is a second-year doctoral student in ELP with a specialization in the CIDE. Neelofar is a recipient of the University of Toronto (GCDF) 2020 recognition award for her commitment and contributions to enhance graduate student's experience. Neelofar is an active member of the CIDE Student Association. She is also the founding member of the "South Asia Interest Group," which was initiated under CIDE and serves as a strong community of students, faculty, and visiting faculty who have an interest in South Asian education and research. Within a short span, the South Asia Interest Group now has more than forty members from different parts across the globe. The group members have collaboratively presented at various international conferences, including the Comparative International Education Society (CIES).

Geran Collymore (MEd, LHAE/ELP) received an award for her commitment to women's excellence, specifically for her work in supporting the women of Mending a Crack in the Sky (MCIS) in their efforts to end violence and bring about positive change in their communities. In the photo, left to right: Shamso Elmi (MCIS), Geran Collymore, Shamsa Mohamoud. **Carly Manion** was also honoured with an award from MCIS for her support. Unfortunately, Carly was unable to attend the ceremony, but is humbled and honoured by the recognition.



Professor **Ruth Hayhoe** will be honored this Spring by the conferral of the David Wilson Award for Distinguished Service, by the Comparative International Education Society of Canada.

Martin J. Finkelstein and **Glen A. Jones** received the 2019 Significant Research on Higher Education Award from the Council on International Higher Education (Association for the Study of Higher Education) for their edited book, *Professorial Pathways: Academic Careers in a Global Perspective*.

14. PLACES TO READ AND PUBLISH

We are hoping to establish a regular item in our CIDE newsletters where we share information on international academic journals relevant to the CIDE community. If you have suggestions, please contact Carly Manion (carly.manion@utoronto.ca).

If looking for journals to publish any of your work from and about Latin America, you might be interested in [Revista Latinoamericana de Estudios Educativos](#). It is among the top-3 education academic journals in Mexico, and among the top 10 in Latin America. They accept and publish articles in Spanish, Portuguese and English."

Another good Latin America-oriented journal is the *Revista Interamericana de Educación para la Democracia - Inter-American Journal of Education for Democracy* (RIED-IJED) – a refereed academic publication that aims to foster intellectual discussion and exchange about efforts to promote education for democratic citizenship across the Americas. The IJED is a plural forum (in Spanish and English) that diffuses knowledge on a wide array of topics, disciplines, theoretical perspectives, and methodologies in the field of citizenship education for democracy. <https://scholarworks.iu.edu/journals/index.php/ried>

Comparative and International Education (formerly known as *Canadian and International Education*), the official journal of the [Comparative and International Education Society of Canada](#) (CIESC), is published twice a year and is devoted to publishing articles (in French and English) dealing with education in a comparative and international perspective. *Éducation comparée et internationale* (anciennement connu sous le nom *Éducation canadienne et internationale*), la revue officielle de la [Société canadienne d'éducation comparée et internationale](#) (SCECI), est publiée deux fois par an et est consacrée à la publication d'articles en rapport à des questions éducatives, à partir d'une perspective comparée et internationale. <https://ir.lib.uwo.ca/cie-eci/>

15. COMMUNITY-DRIVEN COVID-19 RESPONSE IN KARACHI, PAKISTAN

By: Zohaib Karim Noorani (MEd, CTL)

After the enforcement of lockdown in late March in Karachi, Pakistan, the impact of COVID-19 has unfolded in many different shapes and forms. Many families in my community face extreme hardships; most of them are either migrant workers or daily-wage laborers who have lost their income. Survival has become so difficult for some that they don't know if they are going to get their next meal. It is incredibly difficult to see how this health crisis has become a hunger crisis, where there is a risk that people may die from hunger before they contact COVID-19.

In these bleak moments filled with despair, there are signs of hope and resilience. Many youth-driven grass-roots initiatives have sprung out of this crisis. Our volunteer-driven non-profit organization, MentHub, supports four

such initiatives to raise funding and to collaborate with community stakeholders on the ground to help them in resource mobilization. In 2015, I co-founded MentHub, an education technology startup that provided an online platform for teacher training in community-based schools in marginalized localities in Karachi. Our work then expanded to provide students in those schools with essential life skills training. Last year, we had to pause our operations; however, COVID-19 has presented these communities with unprecedented circumstances. Given the understanding and trust that we had built in the last five years, we are currently supporting the communities by crowdsourcing resources that they need to sustain and survive during this pandemic.

At the moment, putting food on the table and providing shelter to the families that need it are our top priorities. Within these communities, we are supporting migrant workers, daily-wage laborers, gender, and religious minority groups who have so far received no support from the government. We have been successful in helping more than 600 families - these are close to 3,000 human lives. Though this number is too small compared to the people still suffering, every life matter and all these small efforts together can create a massive wave of support.

We also recognize that this current support is only the first step towards providing relief in this long marathon of COVID-19 suffering. Food is not the only human need; many families, now, don't have financial resources to access essential medications, which could be life-threatening in itself. Most of the families are concerned about their rents and bills, and they fear eviction in the face of this crisis. The frontline workers in these communities don't have the required personal protective equipment, and these workers are risking their lives in the line of duty. The need out there is mammoth, and we are trying to mobilize as fast as we can in the current situation, which is only going to get worse as we hit the peak of the curve in mid-May in Pakistan.

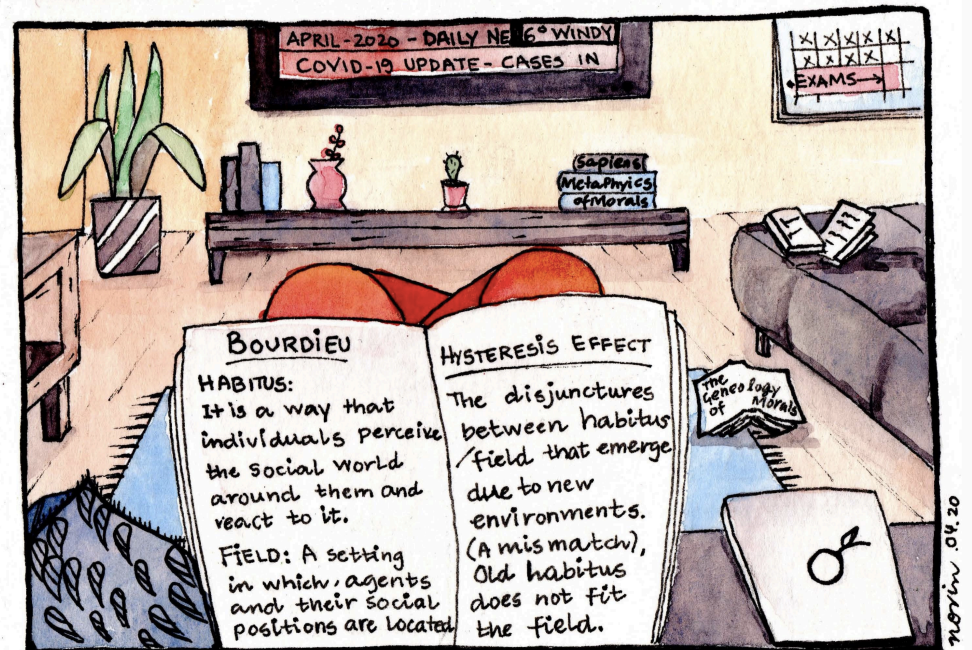
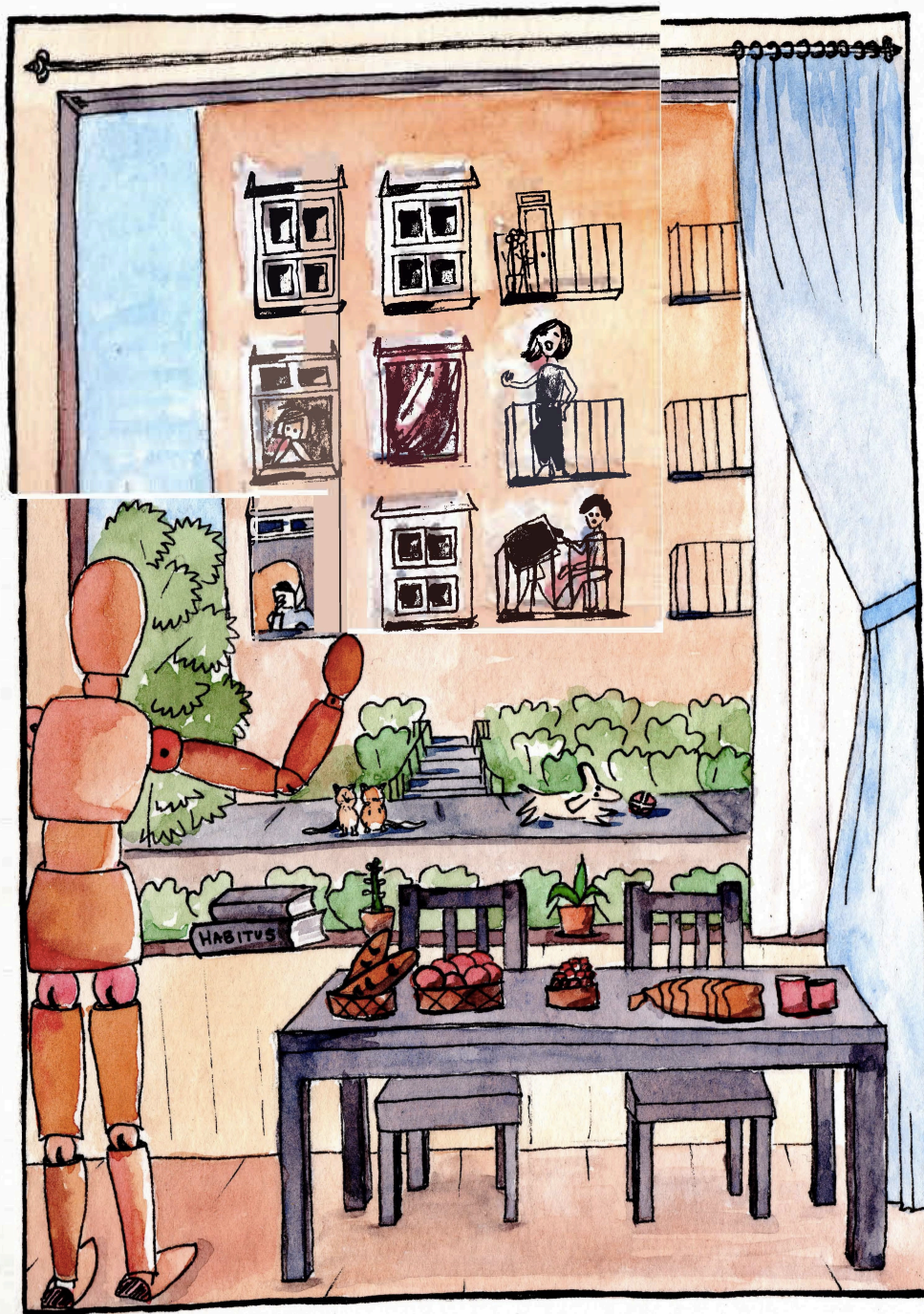
COVID-19 has brought to the surface the systemic inequalities, which disadvantages the most vulnerable in unimaginable ways. Though this pandemic is a global phenomenon, the burden of most suffering has to be born by the populations who are least equipped to respond. However, in the last one month, while raising funds, I have experienced unconditional generosity and kindness from people all across the globe, which has made me believe that together we will get through this crisis.

Lastly, in a course that I recently took at the University of Toronto on "Democratic Citizenship Education," my professor shared a quote that has stuck with me ever since: "To be hopeful in bad times is not foolishly romantic. It is based on the fact that human history is a history not only of cruelty, but also of compassion, sacrifice, courage, kindness." (Howard Zinn)

If you would like to know more about our work and the grass-root initiatives that we are supporting, please feel free to reach out to me at zohaib.noorani@mail.utoronto.ca

16. ARTISTIC COMMENTARY: "The Perils of the Educated"

By: Norin Taj (PhD Candidate, LHAE/ELP)



Did we miss something? Please be sure to send newsletter items to Carly Manion:
 Manion:
 carly.manion@utoronto.ca
 Stay safe and have a great summer!

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