



# CIDEC

COMPARATIVE, INTERNATIONAL  
& DEVELOPMENT EDUCATION CENTRE

## NEWSLETTER | FALL 2020

### Editorial Team

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### Inside this Issue

Meet CIDEC Administrator  
Sazna Aliyar

OISE Virtual Coffee

J. Farrell Student Symposium

New International EdD

Cohort (LHAE)

Dr. Reva Joshee Interview

Community News –

CIDE Student Association

CIDEC Interest Groups

CIDE Fall 2020 Graduates

Places to Read and Publish

CIDE Faculty, Alumni, and

Students' Research Reports,

Initiatives, Awards,

Publications

CIDEC History Tidbits

### A message from CIDEC Director



### Dr. Kathy Bickmore

Amidst the rather dramatic contemporary turning of the world, the Comparative International and Development Education Centre and Collaborative Specialization community at OISE is responding and thriving, thanks to all of you. *Congratulations* and fond farewell to CIDE's 8 graduates since last April (details inside this newsletter). *Welcome* to CIDE's strong incoming class of 66 new students, and about 200 returning students—M.Ed., M.A., Ed.D., and Ph.D. candidates in all six collaborating programs: Social Justice Education (SJE), Higher Education (in LHAE), Educational Leadership and Policy (LHAE), Adult Education and Community Development (LHAE), Language and Literacies Education (in CTL), and Curriculum and Pedagogy (CTL). Particular welcome to a *new specialization* affiliated with CIDEC: the International Educational Leadership and Policy Ed.D cohort (see inside for details).

*Welcome* to faculty members newly affiliated with CIDE since last spring: Dr. Diane Farmer of SJE and Dr. Jeff Bale of LLE (CTL), alongside sessional faculty currently teaching CIDE core courses—Drs. Mona Ghali, Grace Karram Stephenson, and Elena Toukan. *Welcome*, also, to CIDEC's returning visiting scholars Drs. Stephen Bahry and Kara Janigan, and new international visiting doctoral student Lily Cheng from East China Normal University, 2020-21.

# Director's Message, Continued

CIDE-CIDEC has a new website! Same url: <https://www.oise.utoronto.ca/cidec/>. Many thanks to CIDEC's brilliant administrator, Sazna Aliyar, who did the major work to put this together. New content is still being added; updates and suggestions are welcome. For the most up-to-date announcements, please join the CIDE listserve, by sending your preferred email (and any subsequent change requests) to Sazna: [cidec.oise@utoronto.ca](mailto:cidec.oise@utoronto.ca).

Inside, please find news of CIDEC community members—publications, awards, projects, and work updates from current students, alumni, visiting scholars, and faculty—including an interview with retiring faculty member Dr. Reva Joshee. Also see news of current CIDEC activities—including our CIDESA (Students Association), ably coordinated this year by Tatiana Feitosa de Britto and Nooreen Rahemtullah. A new newsletter feature involves stories from CIDEC's history, beginning here with Dr. Ruth Hayhoe's remembrance of CIDE co-founder Dr. Joe Farrell. For the future, please send your news to [cidenewsletter@gmail.com](mailto:cidenewsletter@gmail.com).

Upcoming CIDEC seminars and events <https://www.oise.utoronto.ca/cidec/cidec-news-events/cidec-seminars-and-events/> include an extraordinary, diverse set of sessions in November, December, and into the winter. Notice, also, the valuable archive of previous session recordings. In addition to theory and research presentations, there are professional development workshops such as one organized by Dr. Kara Janigan, January 12, about finding and excelling in CIE practitioner field work consultancies — yes, even in the context of COVID-19. A silver lining of the pandemic-era life (via videoconference) is that CIDEC's online seminar sessions have been attended by people from all over the world. Please join as many as you can! CIDE students in all programs, as well as emerging and senior scholars and transnational development practitioners, are welcome to join with others to present a CIDEC seminar. The *premier* opportunity for student presentations is CIDEC's annual **Joseph P. Farrell Student Research Symposium** – this year, Friday February 19. Please plan to spend the whole day in this important community gathering. The submission deadline for proposals is December 2: all will receive peer review feedback. See inside for details.

A renewed area of current CIDEC activity has been the (re-)emergence of Interest Groups, which are primarily student led, and initiated in communication with the core leadership team of the CIDE Students Association. Some bring people together around a geographic area, such as South Asia, East Asia, Latin America, and Afghanistan-Central Eurasia. Others bring people together around a theme, such as Teachers InCIDE, campaigning against Islamophobia and Xenophobia, and Education in Conflict and Peacebuilding. See inside for details.

Another way to connect with the community is to attend the OISE 'virtual coffee' sessions every Friday morning 11:00-11:40, initiated during the pandemic lockdown by now-graduated CIDE PhD Emma Sabszalieva. These congenial, thoughtful, and often professionally useful informal sharing sessions are open to all people associated with OISE, attended especially by CIDEC folks. The weekly Zoom link is inside this newsletter. Stop in any time.

Particular thanks to CIDEC Newsletter Co-Editor (and GA) Neelofar Ahmed, for wonderful work in assembling and refining the content as well as the new format of this newsletter.

I hope to see you all in CIDE and CIDEC activities and events in the near future.

Peace!



Kathy Bickmore (CIDE-CIDEC Director and Curriculum & Pedagogy program, CTL)  
November 10, 2020





# CIDEC

COMPARATIVE, INTERNATIONAL  
& DEVELOPMENT EDUCATION CENTRE

## Meet CIDEC Administrator Sazna Aliyar

Sazna is the Collaborative Specialization Program Administrator for Comparative International Development Education Centre, Workplace Learning & Social Change, and Education Policy. She has been with OISE for a little more than a year now, and can be reached via email at [cidec.oise@utoronto.ca](mailto:cidec.oise@utoronto.ca) and is happy to answer your question and concerns.

Sazna is 100% a cat person, and has three cats that she absolutely loves to pieces. The oldest one is Cheeto who could care less about hugs and cuddles. The other is a fluffy Siberian kitten who purrs like a motorboat and goes by the name Tuna or Toon Toon. The last addition is a Persian cat who meows constantly to be picked up. Her favorite season is Fall and would pick dreary cold days over sunny ones. She enjoys long hikes, cooking, and learning new things.

## CIDEC Joseph P. Farrell Student Research Symposium

The CIDEC team is pleased to invite all to participate in the annual **CIDEC Joseph P. Farrell Student Research Symposium**, to be held on Friday, February 19, 2020, online via Zoom. The Symposium will include four moderated panels of student presenters, approximately 8:45 AM to 4:00 PM.

**Current CIDE students: please send in a proposal to present your research!** All thesis and non-thesis students are welcome: please avail yourself of this opportunity to receive feedback on your proposals, and to showcase and invite discussion of your work.

The **deadline** to submit short proposals is December 2, 2020. You will be notified of results by the first week of January. **Proposal guidelines:** (1) Include at the top your name; your degree, program, and department; and your email address (this information will be separated from the proposals themselves, for anonymous peer review). (2) Proposals should include a title and a brief abstract of about 250 words. (3) Please write 'Farrell Symposium' in the subject line, and email your proposal to [cidec.oise@utoronto.ca](mailto:cidec.oise@utoronto.ca) by December 2.

## OISE Virtual Coffee

The OISE Virtual Coffee is every Friday between 11.00-11.40am. Open to anyone with a connection to OISE (most participants have been part of CIDEC), this is an informal way to say hi to colleagues and catch up with some friendly faces.

The link for every week is <https://us04web.zoom.us/j/480249072>; meeting ID 480-249-072. There is no password. Please ensure you use your real name when you log in to Zoom (not e.g. 'iPhone') to help us keep this as a safe space. Some people have asked what happens during these sessions. The best way to find out is to drop by and see for yourself! We have around 10-15 people each week, mainly connected to the CIDE Centre although the invite is open well beyond the 7th floor! We don't have any agenda but just chat about what's on our minds, ask questions if we have them, etc.

# New EdD Cohort:

## International Educational Leadership and Policy (LHAE)

By: Carly Manion



The CIDE collaborative specialization is pleased to announce that we are accepting students from a new cohort program in LHAE: the Doctor of Education (EdD) in International Educational Leadership and Policy (IELP). The program began in September and focuses on training cohorts of professionals to conduct research that impacts real-world problems. Particularly, the primarily online doctorate is designed for mid-career professionals who work for international organizations, governments, foundations and nongovernmental agencies and are looking to enrich their education and improve their practice. Of the 21 students admitted to the new EdD in IELP cohort, close to half have applied for admission to CIDE. These new CIDE students all bring a wealth of international experience in education, leadership and policy, thus helping continue the tradition of the CIDE community being one of the richest resources for continued learning and professional development.

The program is the brainchild of Professor Karen Mundy, who spent four years as the Chief Technical Officer at the Global Partnership for Education, a global fund that supports educational development in more than 67 developing countries: “I’ve worked with many mid-career international education policy professionals eager to advance their careers through an advanced degree. It’s been exciting to design a program that can work for these talented new leaders while they work in full-time international roles,” said Mundy. Working with CIDE-affiliated faculty in the Educational Leadership and Policy (ELP) program (e.g., Drs. Nina Bascia, Katyn Chmielewski, Claudia Díaz Ríos, Joe Flessa, Carly Manion), as well as other faculty, Professor Mundy has realized her vision for a new specialized EdD cohort in IELP that has several key features, which combine online and classroom hours with practical experience:

**Cohort model:** Students enter the program as part of a cohort, which provides a more structured academic experience, sense of community, enhanced networking opportunities and access to student support. **Blended delivery mode:** With the majority of courses offered online and an annual, on-campus doctoral research institute, the blended delivery mode allows working professionals to study and work simultaneously as well as balance their professional and academic pursuits. **Doctoral research institute:** Each year, students will meet for a two-week intensive program on UT campus (St. George). These institutes will combine instructional modules with orientation, planning, leadership and cohort-building activities. **Dissertation-in-practice:** The dissertation-in-practice is the culminating component of the EdD. Students are required to identify and investigate a problem in practice, apply theory, research and policy analysis to the problem of practice, and to propose an original plan for action. The dissertation in practice will have a meaningful generative impact on education practice and policy, and represents an opportunity for students to contribute to the field.

Speaking about the new cohort EdD program in IELP, Dean Glen Jones stated, “We are extremely proud of this highly innovative program. Participants will learn as part of a global network of outstanding professionals, engage in a rigorous program strategically designed to address the needs of international education leaders and policy practitioners, and be supported by our world-class faculty”.



## CIDE Student Association

The CIDE Student Association is an open and friendly space to voice students' concerns, network, socialize, share ideas, and build community within the CIDE collaborative specialization. All CIDE students, in every stage of their degree, are invited to participate and to propose activities for the association with the purpose of creating a cultural and contextual exchange of education-related matters. During the Fall 2020 semester, CIDESA is restructuring its functioning, which used to be mostly face-to-face, so as to develop an agenda of regular online meetings organized around students' interests, talents, and research areas. These events will take place every third week of the month, starting on Oct. 21, and will be publicized in the CIDE website calendar and through CIDE's email list-serve. Ideas about topics, formats and flow of our online events are more than welcome!



## CIDE Student Association first social!

CIDE students gathered over Zoom for the first social of the Students' Association! We got to know each other better with games, learned more about what it's like to be a CIDE student, asked and got answers to questions about the program, and got to voice our opinions about the CIDE community. Two of our attendees also won a \$30 gift certificate to the UofT Bookstore! CIDESA will be having monthly socials as a way to build community amongst its students and to develop our student voice within the program. If you would like to join us for future events, volunteer, or have ideas you would like to share, please email us at [cidesa.oise.uot@gmail.com](mailto:cidesa.oise.uot@gmail.com).

# CIDEC

## Interest Group News



Under the care of the CIDE Students Association, CIDEC is home to a dynamic, fluctuating set of special interest groups, comprised of diverse students and some faculty. Some, such as those profiled below, emphasize a particular world region. Other Interest Groups have gathered around interest in Central Asia (including post-Soviet regions and Afghanistan), and thematic interests such as Teachers InCIDE and Resisting Islamophobia/Xenophobia. Recently, a CIDE member has initiated the possible formation of a new interest group around education in emergency and/or armed conflict settings. If you would like initiate a gathering around an interest area that might become an on-going Interest Group, please contact the CIDESA ([cidesa.oise.utoronto@gmail.com](mailto:cidesa.oise.utoronto@gmail.com)), cc to the Director c/o the CIDE office: [cidec.oise@utoronto.ca](mailto:cidec.oise@utoronto.ca), to let us know of your interest. Next, communicate with some interested people, then circulate a notice through the CIDEC listserve (handled by administrator Sazna - [cidec.oise@utoronto.ca](mailto:cidec.oise@utoronto.ca)) with a short paragraph explaining your proposed Interest Group focus and inviting interested participants (students, faculty, alumni) to reach out to you. If possible, announce your first gathering - or, include a doodle poll of people's date/time preferences. Create and include a gmail account for the group, so that your private email does not need to be circulated (for safety reasons). Later, your group may wish to add an event to the CIDE calendar, in consultation with those named just above, and to write a paragraph for the CIDEC website.

## Afghanistan/Central Eurasia Education Research Group

Several CIDE affiliated faculty, visiting scholars and students are active in work in the above region, Prof. Sarfarozi Niyozov, Drs. Stephen Bahry, Kara Janigan, Emma Sabzalieva, and Zahra Jaffarova. A highlight for the group was seminar/book launch May 6 2020 *Globalization on the Margins: Education and Post-socialist Transformations in Central Asia* with presentations by co-editor Sarfarozi Niyozov, Kara Janigan, Stephen Bahry and several other contributors.

## East Asia Interest Group

The East Asia Interest Group has been very active since the launch at the CIDE orientation in early September this year. We met on September 17th. At our first meeting, we discussed what kinds of activities we want to engage in on a go forward basis and the group decided to have academic and social activities through the year. As our first social event, we gathered for a Mid-Autumn Day social on October 1st which is a major holiday that the majority of East Asian countries celebrate. (See the picture below). As one of the main activities of the year, we are planning to organize a conference during the Asian Heritage Month (May) in 2021 focusing on academic, praxis discourses around East Asian and Asian Canadian topics. East Asian IG is planning to meet monthly and have a featured country to share knowledge, culture and history accompanied with rich personal experiences from the participants. We welcome any new members to join our group and please stay-tuned as we will have more news to come!

Contact for more information and ideas - Phoebe Kang ([e.kang@mail.utoronto.ca](mailto:e.kang@mail.utoronto.ca)) or You (Yoyo) Zhang ([youzhang.zhang@mail.utoronto.ca](mailto:youzhang.zhang@mail.utoronto.ca)) or [oiseeastasiaIG@gmail.com](mailto:oiseeastasiaIG@gmail.com)



## Education, Conflict, and Peacebuilding Interest Group

You are invited! There is interest in forming a new CIDEC Interest Group around the theme of Education, Conflict and Peacebuilding. This group would welcome students, faculty, practitioners, researchers, and alumni to connect on shared interests within this area. Participants will give input on what this could look like, but some suggestions would be: exchanging research and discussing emerging topics in the field, sharing innovations in the field, collaborating on submissions, and hosting INEE meet-ups <https://inee.org/events/inee-global-meet-ups>. If interested in joining an initial meeting on November 09, 2020 at 2:00 p.m. to discuss this potential interest group, please email Myuri at [ecp.oise@gmail.com](mailto:ecp.oise@gmail.com).



## South Asia Interest Group

Neelofar Ahmed, Sarah Alam, Prerana Bhatnagar and Mohammad Shahidul Islam, from the South Asia Interest Group, reflect on the educational responses to the Covid-19 pandemic from three South Asian countries: Bangladesh, India and Pakistan, and relate these responses to their past lived experiences in the Global South. Relying on secondary sources of information, the authors provide a critical and comparative analysis of the impact of remote [learning](#) government initiatives on the socio-economically disadvantaged sectors of the region. They argue that these initiatives are creating a digital divide within and across states that is likely to push marginalized populations further to the margins. They highlight that despite the commitment of nation-states to provide free and quality education for all, there has been a delay in policy responses to the educational and learning crises which has resulted in exacerbating existing structural inequities and a failure to produce results comparable to pre-pandemic learning. As social distancing and access to technology are privileges that many of the people within the region of South Asia do not have, the authors provide policy recommendations to bridge the gaps between rural public schools and their urban private counterparts. In addition to ongoing efforts, to make education accessible, equitable and focused in the direction of improving learning outcomes, the authors encourage governments to: 1). provide reciprocal teaching and learning modules that accompany radio and television initiatives, 2). undertake capacity building and knowledge mobilization activities for school leaders, and 3). strengthen technological infrastructure and resources at the local, national, and regional levels.

## Grupo de Estudios Latinoamericano-OISE (GELO) – Latin American Study Group

This is a group of faculty and students who have scholarly and practical experience and interest in education in the Latin American context. The Latin American Study Group (GELO) seeks to promote a place of encounters for students, teachers, researchers and other stakeholders to explore, discuss and socialize experiences, research and education proposals related to Latin American countries, as well as Latin American diasporic communities living around the globe. Our intention is to share the variety of themes, visions, issues and approaches about education emerging from Latin American countries (Abya Yala) that OISE and Toronto have to offer. We hope to enrich each other's work and to create collaborative networks between our learning communities. The group meets during the regular academic year to read and discuss articles (journal articles, technical reports, media reports, etc.) in Spanish / Portuguese (English). We invite those who are from Latin America (Abya Yala) or are doing research / interested in this context to join us. Facebook:

<https://www.facebook.com/groups/399443716912419>

Email: [oisegelo@gmail.com](mailto:oisegelo@gmail.com)

# Meet CIDE Faculty

## Dr. Reva Joshee

*Interviewed by*

*Mirela Mahmutaj Llupo*



**How did you develop an interest in democratic approaches to policy and education?**

I had been working for the Department of the Secretary of State, which had as its mandate to promote a sense of belonging to Canada. When I first started working for that department, our job had been defined as social development officers. We were supposed to be involved in the community and community organizations... Later, those jobs were redefined, and the focus was shifted to us implementing a program for the government. It made me stop and think about how policy happened, particularly in the fields that I was most interested in, which were multiculturalism and gender equity..... A friend and I had been asked to be part of a panel at the Canadian Society for Studies in Education, ... to share something on multicultural policy. I spent a little while digging into the history of the policy, and I realized the history as I had known it wasn't true. That sparked my interest.... One thing that was fascinating about that study was the degree to which the foundations—of not just the multiculturalism policy but also human rights policy and gender equity policy—were established on the basis of a groundswell from the community. I got very interested in the notion of democratic policy because it wasn't something we were seeing as much at the time when I was doing my doctorate, which was the 1990s.

**Can you talk a little bit about the principles you use when working in areas of policy on peace and diversity?**

For my dissertation ... my focus was very much on the history of multicultural education policy at the federal level. ... When I started to work, ... I was already interested in a range of diversity issues and so I brought that into my teaching. But the peace work, I didn't bring in until much later, when I got to OISE. I had been working with the Gandhi Foundation in Edmonton, I had made some visits to India and connected with various people, but I hadn't thought to bring that work into my academic life until my second or third year at OISE. We had a student in the philosophy program, Karen Sihra, who was interested in studying Gandhian philosophy in relation to education and I ended up co-supervising her Master's and supervising her doctorate. It was as a result of

working with Karen that I began to think about incorporating these ideas into not just my research but also my practice at the university.

**You've taught for 25 years now: what has been your philosophy and what motivates you to continue with academic research?**

I think it's always evolving, but right from the start my approach to teaching comes very much from my family. I'm a fourth generation educator and one of the lessons I learned from my parents is that when you are a teacher you not only influence the student but their whole network. That's a great deal of responsibility, so you need to carry yourself in a way that you are promoting something that you would be proud to see somebody else take on and move forward. As I say, it's an evolving thing, I never have said that I know how to do this, I'm still in the process of developing myself. I feel that the research itself is a form of activism, it's a form of contributing to an ongoing conversation around education for peace in particular, and that's really where most of my focus has been in the last while. Another part of it is to find ways to communicate that research outside of the traditional academic communities. That's been a strong motivator for me; the last few things I've written have been with teachers that I'm working with. They are not people who typically write for academic journals or publications. I want them involved, I want their voices to be heard, I want it to be seen as their contribution, and then they take that knowledge back into their own classrooms. A strong motivator for me that it's actually being put into practice, as opposed to simply writing for the sake of having another publication on my CV.

**In Alberta you initiated what you called “slow peace in education: can you explain that initiative and how it may relate to the Teacher Education Program at OISE?**

I've [been meeting with] a group of teachers ... who are all graduates of the Mahatma Gandhi Summer Institute for Building Peaceful Communities, and interested in turning [ideas we had discussed there] into something in their own practice. ... About three or four years into this process, I had just started reading some of Rob Nixon's work about slow violence, and when the teachers asked



me to theorize what we were doing, I coined the term slow peace. Now, whether or not it should be part of the teacher Education program at OISE? I wish that we were teaching *all* teachers about education for peace.

**You were the adviser of Jai Jagat, the campaign which had a march from New Delhi to Switzerland planned. Can you tell us about that?**

What happened is that the march did start on October 2, 2019 in Delhi. Then, in the middle of the month of March, it had to be halted in Armenia because of the pandemic. There are some plans to continue the march next year from where they were, but what's been interesting is that it sort of turned from a march into a movement. The two leaders of the march, Rajagopal and Jill Carr-Harris, were sort of forced to stay in Armenia when everybody else went home, and part of that was because Jill is a Canadian citizen and Rajagopal, her husband, is an Indian citizen. Because of the Indian government's lockdown rules, Jill wasn't able to go back to India. So ... one of the things that they did was start a webinar series. The live attendance at the webinars was around 100 people and then the recordings were viewed by up to 3500 to 4000 people. The second series, we had anywhere from 200 to 400 people watching live in any one session. And again, the numbers have just continued to increase in terms of the people who are watching the recordings. So, quite frankly, I would say this is hugely successful. The march will continue, and even if it doesn't, part of the plan is to go ahead with the meetings that were to be held in Geneva, because there were several people from the UN very interested in being involved in those meetings ...

**Have you received support from OISE in your initiatives involving peace, diversity, and inclusivity? Have you encountered obstacles?**

OISE is the only place I know where it's still possible for faculty members to get research assistants for free every year, and that's a huge support, because that means even if you don't have a grant for your research you can still have some support from the institution.....

In terms of obstacles or barriers ... At the University of Toronto, we have something called creative professional achievement: it's a way of thinking about scholarship outside of the traditional bounds of scholarship in an academic career ... but the work that I have done over the years has not been seen as that. I made a decision some years back that, rather than spending a lot of time looking for grants or

writing articles about work that I had done, I was going to be engaged with the people that I've been working with. That was not seen as scholarship, and so that was not going to be useful towards a promotion for me. I will retire next year and I will retire as an associate professor, I don't think it's a big deal for me.

**What is your opinion on the role of CIDE research in the era of COVID-19?**

I think it's all the more important. One of the things that we have seen in these two series of webinars is how amazing it is to have people from around the world involved in conversation together. ...It's the immediacy of hearing all these issues, and knowing that in real time we were all in these places. And I think that happened because of COVID, because we were forced to do this. It's something that we need to be thinking about more as we go forward. That notion of being situated where we are, and then being able to connect to the world and think locally and globally about peace.

**Do you have any words of wisdom to share with the new generation of students, researchers and educators?**

The advice that I would give now is something that my father said to me when I was going off to do my doctorate. He said that it's always easy to look ahead and to see all the people who are in front of you in the line. He said, "You are going into a position where you have a lot of privilege now, even more than you have had. Don't forget to turn around to see who's behind you and extend your hand." That's my advice, always turn around, extend your hand to anyone who's behind you trying to come along.

I think that what I like to say, though, is that there are new challenges that I didn't face in my career. ... Currently, I have 13 active doctoral students that I'm supervising, and a good friend of mine who retired about 10 years ago only supervised 15 doctoral students across their career. They were able to have a much closer relationship with each of their students than I have been able to have with all of my students. And that's a real sadness for me.... That's something that the next generation of academics really needs to think about....

When I started at OISE, the advice that people gave me was to do the work that you need to do to get tenure, and then you can do what you're passionate about—and that's not the advice I would give to anybody now. I think it's really important to be who you are, right from the start.

# Teachers and Teaching in the Context of COVID-19

By: Carly Manion



In March and April 2020, countries around the world moved to temporarily close schools as part of national responses to the shared problem of the COVID-19 pandemic and to stop the spread of the virus. Yet, despite widespread school closures affecting over a billion children, many teachers did not sit idle, waiting for the storm to pass. Beginning in July, CIDE-affiliated faculty, Karen Mundy and Carly Manion, with CIDE student, Tatiana Feitosa de Britto (and independent consultant, Dr. Kerrie Proulx), have been working on a UNESCO-supported study of teachers and teaching in the time of COVID-19. The concept of teacher leadership served as a methodological and analytical anchor. A rapid and exploratory qualitative methodology was applied across a sample of 6 low- and middle-income countries in Africa and Latin America: Brazil (Maranhão), El Salvador, The Gambia, Ghana, Malawi and Mozambique. Data were collected through desk reviews of relevant COVID-19 education planning and programming documents, statistics, etc., for each of the countries/states, as well as through online or phone interviews with 70 participants, two-thirds of whom were current or past teachers or were representatives of teachers' organizations.

The research was presented as part of UNESCO's World Teachers' Day celebrations on October 5, and although the study was completed in a short time frame (8 weeks) with limited resources, it provides important insights in three areas: i) National policies for teacher leadership and the role of teachers during emergencies ii) Examples of teachers innovating and responding effectively iii) Teachers' own views concerning ways to facilitate their leadership in crisis education responses and beyond.

**National Policies to Support Teacher Leadership:** In regard to national policies and frameworks to support teacher leadership, we found that the concept of teacher leadership was unfamiliar to policymakers and often to teachers themselves. Furthermore, countries had not thought through and prepared teachers for a role during a crisis – especially a health crisis. The ability of governments to provide information and guidance in the first wave of the pandemic was uneven, largely leaving teachers on their own.

**Examples of Teacher Leadership During School Closures and Partial Re-Openings:** One of the most important things our study illustrates is how teachers took the initiative to lead and innovate to help ensure the safety, well-being and continued learning of their students, as well as families and communities, during school closures and the partial re-openings in some countries for students writing final leaving exams. We defined teacher leadership as any effort initiated by teachers in response to the COVID-19 pandemic. We found examples of leadership in the following domains: leadership in supporting the psychosocial well-being of students and raising awareness of COVID-19 prevention; leadership in ensuring children and youth remain engaged in learning and return to school; instructional innovation; professional support networks among teachers; and formal involvement in national and local response planning.

In almost every country, teachers initiated outreach to communities, caregivers and children to ensure their psycho-social wellbeing and provide information about the pandemic. Teachers were painfully aware of the need for communication especially in remote communities. In some cases, teachers innovated by providing learning materials, by proposing improvements in online learning; and by engaging students using WhatsApp, Zoom, Google Classroom and YouTube, and other means of communication, to ensure that they could continue learning. Teachers also formed networks with other teachers to provide support to one another as they pivoted towards remote instruction, with teachers' organizations frequently playing a role in this regard, by linking teachers together.



**Teachers’ Perspectives on the Enabling Conditions Needed to Support Their Leadership:** Asked what is needed to help them play effective leadership roles during health emergencies and other crises, teachers across the six countries/states responded in similar ways. They noted that they had no professional training or formal preparation on how their leadership could be harnessed during such a crisis. Teachers want more training in the use of technology to support learning – far from rejecting a digital revolution, they want to play a central role in using technology – and not just during emergencies. They also credited the formation of networks for collaboration and learning as playing a central role in their own ability as leaders and innovators. Empowering teachers with the tools to collaborate seems to be a special area for policy consideration going forward.

Our study is not the first to suggest that teacher leadership is an under-recognized and under-exploited resource in education systems during emergency situations. More can be done to strengthen teacher leadership as a central pillar in any plan for resiliency in education, including promoting and supporting teacher networks, reforming initial teacher education, and providing continuous professional development opportunities for teachers.

## Dr. Kathy Bickmore | Research & Development Projects

Dr. Bickmore is currently engaged in three major research projects as Principal and Co-Investigator. The details are outlined below:

- Bickmore, Kathy (Principal Investigator, 2019-2021) **Sparks of Courage and Understanding: Manitoulin and North Shore Youth Building Bridges and Combating Racism.** Canadian Heritage.
- Parker, Christina (P.I.) and Bickmore, Kathy (Co-Investigator, 2019-2021) **Constructive Classroom Dialogue and Peacemaking Circles in Diverse Classrooms.** SSHRC SIG.
- Bickmore, Kathy (Principal Investigator, 2013-2021) **Peace-building Citizenship Learning in Comparative Contexts affected by Violence: School Connections with Life Experience** SSHRC Insight Grant.

This project examines how teaching and learning activities in schools might contribute to tangible peace-building citizenship consequences in the lives of students and, conversely, how the lived concerns and social participation experiences of young people might be engaged to improve the relevance and democratic power of school-based teaching and learning. In purposively chosen public schools in urban communities experiencing violence –in Canada, Mexico, Bangladesh, and Colombia– the research elicits young people’s (age 10-15) experiential understandings of social conflict and violence problems, their causes, and what they think individuals and governments can do about them. A set of teachers in each school, in their own series of focus group discussions, generate ideas for pedagogy and programming that more adequately build upon their diverse students’ lived experiences of social conflict citizenship, to support learning and practice for democratic and just sustainable peace.

## Dr. Jeff Bale |

Research Fellowship for Experienced Researchers

The proposed research is broadly concerned with teacher education for linguistically-diverse schools in migration societies. The study adopts critical perspectives on the intersection of language, race(-ism) and migration to meet its primary objectives of examining: (a) how mainstream teacher candidates come to understand the linguistic demands of the content they teach; and (b) how they learn to make specific pedagogical moves in the classroom that support multilingual learners.

Germany is the ideal location to conduct this proposed research. At both the federal and state level, Germany has been extremely active in policy-making with respect to education, migration, linguistic diversity, and teacher education. Additionally, in the last 10 years several major research initiatives have emerged in Germany with an explicit focus on teacher education for linguistically-diverse settings. These include Sprachen-Bilden-Chancen in Berlin, Umbrüche gestalten in Niedersachsen, ProDaZ at the Universität Duisburg-Essen, and the increasingly central role played by the Mercator-Institut für Sprachförderung und Deutsch als Zweitsprache at the Universität zu Köln. Equally important to this proposal are the rich theoretical contributions made by my proposed host, Prof. Dr. Yasemin Karakaşoğlu, as well as Prof. Paul Mecheril and Prof. Dr. İnci Dirim. Their work leverages critical anti-racist scholarship to reframe the goals and function of education in a migration society such as Germany, and (particularly in Dirim's work) to reveal the role that language and language education can play in regulating social hierarchies in school.

In conversation with this cutting-edge German-language scholarship, and based on my own experience leading a three-year funded study of teacher education for linguistically-diverse schools in Canada, I propose here an ethnographically-informed case study of one German teacher-education program to be carried out over three visits to Germany in summer semester 2021 and 2022.

## Erin R. Sperling, PhD |

Research Report

Erin Sperling defended her dissertation in August 2020 in Curriculum Studies and Teacher Development at OISE. She holds a Bachelor of Science (Marine Biology-Dal), a Bachelor of Education (P/J-Ottawa) and a Master of Education (Social Justice Education-OISE). She has specialized in research and publications related to ecojustice environmental education in teacher education and in non-formal education, working with educators and youth. She has presented at conferences and has published papers and book chapters. She has taught children at public and private schools in Ontario, England and Tanzania. She is on the Board of Earth Rangers and takes her young daughter outside as much as possible to connect with nature. She is a sessional lecturer at OISE, Ryerson and Brock universities, in the fields of science and environmental education for early years and teacher education, navigating the transition from hands-on to online learning engagement.

### **ScienCivic Literacy: An Ethnographic Case Study of Food Justice Education Through an Ecojustice Lens**

This is an ethnographic case study of community-based research, as a participant-observer, with teenage women and adult facilitators in an afterschool program of a food justice organization in an urban centre in Canada. It is guided by the overarching question of what are the envisioned, enacted and experienced curricular moments in a community-based after school food justice education program. It examines the factors that impacted the envisioned and enacted curriculum as developed and delivered by adult facilitators, as well as the factors that influenced the youth experiences of the enacted programming, and the nature of those impacts. Ecojustice education is presented as an integrated conceptual framework for analysis through overlapping fields of environmental education as a subset of science education, citizenship education and social ecology theory, all within a critical pedagogy of place, highlighting both the potentials and challenges encountered in this case of food justice education.



## Congratulations !

### Fall 2020 CIDE Graduates

Danielle Freitas  
Nawal El Mawed  
Gides Christian Noumi Tchoula  
Rebecca Schmor  
Muhammad Waqar Ahmad  
Dulani Suraweera  
Christina Hwang  
Elena Toukan



## Places to read and publish

The CIDE newsletter has a regular section where information on international academic journals relevant to CIDE community is shared. Please feel free to suggest or share such information at [cidenewsletter@gmail.com](mailto:cidenewsletter@gmail.com). In this issue, we share some leading international journals on sociology and comparative education.

International Journal of Educational Development: reports new insight and foster critical debate about the role that education plays in development.

Compare: publishes work on the role of education in development and the interaction of the local, the national and the global in education systems and practices.

International Studies in the Sociology of Education: publishes papers of international significance which present creative, rigorous research and critical perspectives in the sociology of education.

Gender and Education: grew out of feminist politics and a social justice agenda and is committed to developing multi-disciplinary and critical discussions of gender and education.

Globalization, Societies and Education: aims to fill the gap between the study of education and broader social, economic and political forces by analysing the complexities of globalisation.

Comparative Education Current Issues in Comparative Education: is an international online, open access journal inviting diverse opinions of academics, practitioners and students.

Comparative Education Review: is the flagship journal of the Comparative and International Education Society.

Emma Sabzalieva (PhD Higher Education/CIDE, 2020) is now working for the UNESCO International Institute for Higher Education as a Policy Analyst, and is also a Research Associate at York University. The recording of a seminar on her recently completed doctoral work she gave through the Centre for Global Higher Education (University of Oxford/UCL) in October 2020 is available [here](#).



Prerana Bhatnagar recently started a new Research Assistant role with Dr. Avner Levin at the Department of Law and Business at Ted Rogers School of Management, Ryerson University. The study is funded by the Law Foundation of Ontario and it aims to find the gaps in demand and supply of litigation services, access to justice, and access to the legal profession within Ontario. The role includes various aspects of data collection and analysis work including designing of instruments, interviewing members of the legal fraternity, proposal writing for ethical review, and reporting the findings of the study.

Along with the RAship, Prerana is also keeping her passion for arts-based education and teaching alive through her role as a Curriculum Design Consultant and Program Facilitator with Joy of Anubava, an Indian literature and arts-based start-up aimed at building social-emotional learning and 21st century skills amongst children and youth. She recently contributed to the design, facilitation and evaluation of their first 3-month long program with a cohort of sixteen children aged 8-13 years and shares the following learnings from the program:

- Children are never too young to learn the skill of self-reflection
- Meeting different types of artist experts like authors, illustrators, choreographers developed participants' creative process.
- It is necessary to operate with a pedagogical practice of providing choices for books or projects to students
- Collaboration is key and can be done smoothly online by leveraging technological tools
- Creativity can be seen in the small display of artistic expression

## CIDE Webinar | Globalization on the Margins: Education and Post-socialist Transformations in Central Asia

A fascinating Webinar was hosted May 6, 2020 by CIDE on the themes raised in the recent publication Globalization on the Margins: Education and Post-socialist Transformations in Central Asia, moderated by CIDE's Director Kathy Bickmore and co-editor, Sarfarozi Niyozov. The Webinar opened with presentations by the co-editors on the origins and structure of the book. The authors spoke on their work including Stephen Heyneman, Elise Ahn, Alan DeYoung, Rakhat Zholdoshalieva, Aliya Kuzhabekova, Byoung-Gyu Gong, Voldemar Tomusk, Martha Merrill, Todd Drummond, Chris Whitsel, Sulushash Kerimkulova, Voldemar Tomusk and CIDE Visiting Scholars Kara Janigan & Stephen Bahry. The Webinar was capped by a critical commentary by Prof. Duishon Shamatov and a lively Question and Answer session. If you missed the webinar, click the link above or see the CIDE website. Enjoy!







In response to the 4<sup>th</sup> of August 2020 Beirut explosion, a group from the Lebanese diaspora, including OISE/CIDE students, came together to initiate a project they called “*Connect And Rebuild Education in Lebanon*” (*CARE Leb*) that specifically targets developing and supporting K-12 Education in Lebanon.

The project involves key activities such as supporting educators through professional learning communities, conducting research and knowledge mobilization, as well as ensuring the funding of resources.



*Care Leb* is collaborating with the American University of Beirut and a grassroots community-led initiative in Lebanon called “Khaddit Beirut” to assess the urgent and unmet educational needs of those affected.

A CIDE webinar, entitled “From Educational Relief to Reform: Khaddit Beirut as a Community-led Response to the Beirut Explosion”, was organized on the 5<sup>th</sup> of October 2020, in coordination with three OISE students: Sarah El Halwany, Emma Ghosn and Rim Fathallah. Moderated by CIDE’s director Prof. Kathy Bickmore, the speakers Dr. Carmen Geha and Dr Rima Karami Akkary presented the context of the explosion and their interdisciplinary community-led initiative, with an emphasis on education and its potential role to shift a paradigm of relief into one of reform and transformation. Some attendees expressed interest in joining the *CARE Leb* initiative, which, we hope, will grow and achieve its educational goal. Anyone interested in contributing to the initiative, in any capacity, can reach out to Emma at: [CareForLeb@gmail.com](mailto:CareForLeb@gmail.com)

## The OISE Student Collective By Diana Barrero, Ph.D. student

The OISE Student Collective is a grassroots initiative for students to engage, organize and care for each other during & beyond the COVID-19 pandemic. In April, we started gauging students’ concerns across departments through surveys, town halls, art resistance events, and upcoming fall events. We have been continuously voicing student demands to the leadership at OISE and SGS through letter campaigns, town halls, and meetings with the administrative leadership. Recently, we created a survey to assess how OISE and UofT student supports are addressing student needs and where the gaps are. If you would like to share your experience with institutional supports as an OISE graduate student, we invite you to fill out the survey. If you have any questions or would like to reach out to us email us at [oisestudentcollective2020@gmail.com](mailto:oisestudentcollective2020@gmail.com). You can also subscribe to our newsletter or follow us on Facebook(<https://www.facebook.com/OISEStudentCollective>) or Twitter (<https://twitter.com/OiseStudent>)

## Chasing Encounters A CIDE-inspired Podcast hosted by Yecid Ortega, Ph.D. student

From comparative and international perspectives, Chasing Encounters is a podcast about stories that connect us, enlighten us and encourage us to move forward. Language, culture and identity are the tenets of our conversations in which diversity and intersectionality meet. Support this podcast by commenting and sharing.

**Twitter:** @chasenpodcast

**Listen:**

<https://soundcloud.com/chasingencounters>

**Follow us on:**

iTunes, Spotify and Google Podcasts

## Professor Emerita Diane Gérin-Lajoie

Professor Emerita Diane Gérin-Lajoie was recently elected as a Fellow of the Royal Society of Canada in the division of Social Sciences. This prestigious honor recognizes her productive career-long program of research and publication on student and teacher identity and policy in official language minority schools, including the francophone school system in Ontario and the English language school system in Quebec. Professor Gérin-Lajoie is currently completing the third year of a SSHRC funded investigation of the experience of inclusion of immigrant students who have graduated from French minority language schools.

## Gauravi Lobo & Laurel Bingman

Gauravi Lobo (M. Ed. SJE + CIDE) and Laurel Bingman (M. Ed. C&P + CIDE) received the University of Toronto COVID-19 Student Engagement Award Grant and have used it to create a podcast called Learning in a Time of Corona- a slice of life podcast that explores the daily experiences of living and learning in Mumbai and Houston in the context of the Coronavirus pandemic. We have interviewed teachers, students, parents, community organizers, and everyday people with the goal of learning from and sharing their experiences through a critical comparative lens, examining the role of power and privilege in shaping how we live and learn. So far, we have explored the context of our cities, the impacts of leadership, how our communities have mobilized, and the challenges facing schooling. Our upcoming episodes will take a closer look at the personal reflections of our respondents and their reasons to hope for positive change in the future.

You can access the podcast on a variety of platforms including: [anchor](#), [spotify](#), [apple podcasts](#), [google podcasts](#), and more. Join us as we engage in conversations about what insights we can learn from each other's stories." In case none of the embedded links I put above work as hyperlinks, here is each individual one:

Anchor: <https://anchor.fm/learninginatimeofcorona>;

Spotify: <https://open.spotify.com/show/4u73gk0YsatJSAOjAAEmn9>

Apply Podcasts: <https://podcasts.apple.com/us/podcast/learning-in-a-time-of-corona/id1529483499>

GooglePodcasts: <https://podcasts.google.com/feed/aHR0cHM6Ly9hbmNob3IuZm0vcy8yMjA0Njg1OC9wb2RjYXN0L3Jzcw==>

## Hiro Yoshi Hiratsuka

CIDE PhD candidate **Hiro Yoshi Hiratsuka** was awarded the first-ever **Dr. Malcolm King Scholarship**. The scholarship is awarded by the Mississaugas of the Credit First Nation to recognize a Massey Junior Fellow whose project centers on health and well-being and demonstrates a commitment to working with First Nation communities. Dr. Malcolm King, for whom the scholarship is named, is a member of the Mississaugas of the Credit First Nation, a health researcher at the University of Saskatchewan. From 2009 to 2016, Dr. King led the CIHR Institute of Aboriginal Peoples' Health as its Scientific Director, spearheading the development of a national health research agenda aimed at improving wellness and achieving health equity for First Nations People, Métis and Inuit in Canada. Hiro's project is about access to post-secondary education opportunities through STEM, commerce, and other professional disciplines. Hiro's proposed study, "An exploration of barriers to First Nations' access to professional programs in Ontario post-secondary institutions," attempts to uncover the unknown wellness barriers that these First Nations' students face at universities in Ontario. Hiro plans to work with scholars and/or professionals who already work with the First Nations students on wellness issues by providing his research skills to analyze the existing data." Throughout his career, Hiro has helped stakeholders on issues related to intercultural education, conflict resolution, and managing diversity in Canada, Japan, the United States, South Africa, and Germany.





## History Tidbits: Comparative Education at OISE

The Comparative, International and Development Education Centre (CIDEDEC) is a research centre that has three mandates: to promote international, interdisciplinary research at OISE/UT; to incubate new field development projects; and to provide instructional leadership in comparative and international education across OISE/UT. CIDEDEC is Canada's leading teaching and research centre in the field of comparative and international education. All of CIDEDEC's activities directly support the University of Toronto's commitment to enhanced inter-disciplinarity and internationalization, and CIDEDEC continues to play a critical role in the development of a thriving community of practice in the field of comparative, international and development education at OISE. In 1998, CIDEDEC became the institutional home of the Collaborative Graduate Specialization in Comparative, International and Development Education (CIDE).

With this issue, the Co-Editors have decided to inaugurate an occasional column about CIDE - CIDEDEC history. Please consider submitting your memories, or CIDE historical themes and moments about which you have learned. To begin, here is a memory Professor Ruth Hayhoe shared in a letter to one of CIDEDEC's co-founders, Professor Joseph Farrell, on the occasion of a major celebration of his life and work in May, 2008 (used with permission). Dr. Hayhoe also shares here a photo from the year 1999, when CIDEDEC hosted the wonderful Comparative International Education Society annual conference here in Toronto.



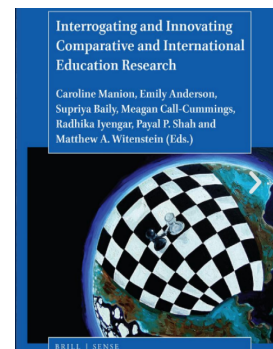
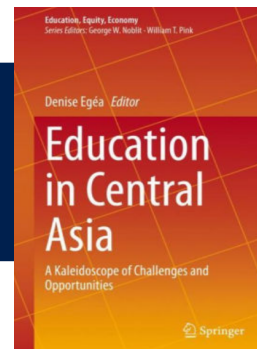
### Dr. Ruth Hayhoe remembers Joe Farrell....

"It has been great to have you as a mentor and colleague ever since I first arrived at OISE as a young and somewhat bewildered postdoctoral fellow in September of 1984. You invited me to lunch in the cafeteria, when it was OISE's place of camaraderie and celebration, and you made me feel welcome and at home. ... You were always someone to whom I could turn for sound

advice and encouragement in the early days of my career, and you helped me to balance out the three fields that seemed to pull me in different directions: Comparative Education, Sinology and Higher Education. The fact that Comparative Education somehow stayed front and centre for me was probably due to your influence, more than any other. What fun it was to work together on CIDEDEC programs and projects over those years and to take delight in outstanding students in the program like Karen Mundy, Alistair Pennycook and Zahra Al Zeera!

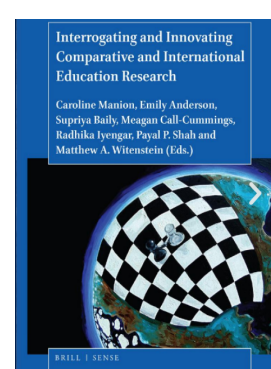
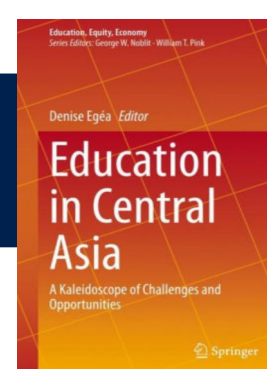
I have vivid memories of supporting you and [Professor] David [Wilson] in the creation of CIDEDEC's Collaborative Program in 1996, probably the one substantive achievement of my 15-month tenure as Associate Dean, before I moved to Hong Kong in September of 1997. The two special memories of collaboration over those years were CIES 1999 at OISE, and your coming to Hong Kong with Joan to teach a course for our OISE Cohort at the Hong Kong Institute of Education. Planning a CIES conference from two sides of the world was all drama and adventure - I would start my days at 4:30 AM in Hong Kong, to catch Melissa and the CIDEDEC team before they could get away from OISE at 5 PM the previous day! It was a fantastic experience of hands reaching across the globe to be sure that the 900 plus people who came from all parts of the world would feel welcome in Toronto - even if there was a transit strike, or April refused to bring spring weather! As it turned out, weather was good, the subway functioned and everyone had a great time. It was one of the most intense and exciting weeks of my whole life, and I still remember all of us on the organizational committee celebrating at your home, with huge sighs of relief, on the final Sunday afternoon of the conference! Without your support, and the efforts of the whole CIDEDEC team, we never could have carried it off!"

A book *"Around the World in 40 Years! To the Great Joe Farrell from your friends at CIDEDEC, OISE/UT"* is accessible at: <https://www.oise.utoronto.ca/cidec/UserFiles/File/Website/JoeTribute.pdf>



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