

**SCHOOL OF EDUCATION AND SOCIAL WORK**  
**RESEARCH PERFORMANCE DATA**



In this first report on research performance data we celebrate our research excellence and showcase a cross-section of our research culture and capabilities. As a School we nourish fresh forms of intellectual enquiry and research by fostering distinct academic research communities.

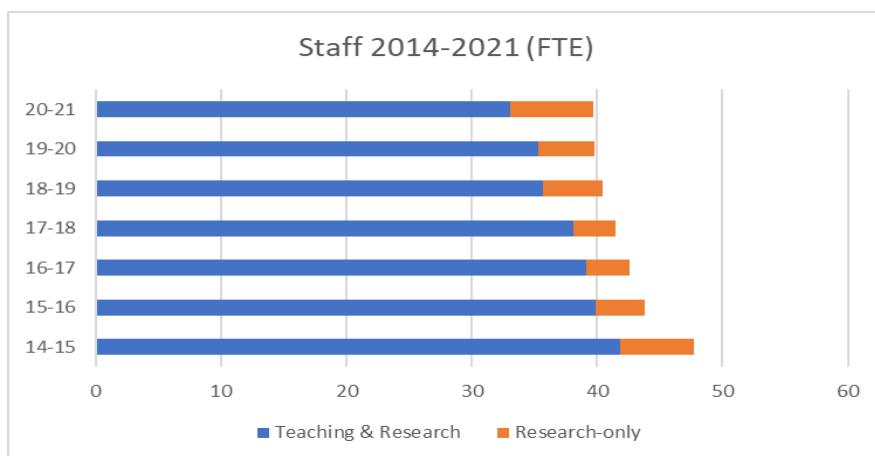
This report highlights the importance and breadth of our strategic partnerships and the dynamic and mutually beneficial relationships we have forged with businesses and other organisations for the benefit of all involved and wider community. Most of our collaborations are interdisciplinary, or multidisciplinary, and all relationships are bespoke.

*If there is any information missing from this report and for any new ideas and suggestions please contact  
Deeptima Massey [d.massey@sussex.ac.uk](mailto:d.massey@sussex.ac.uk)*

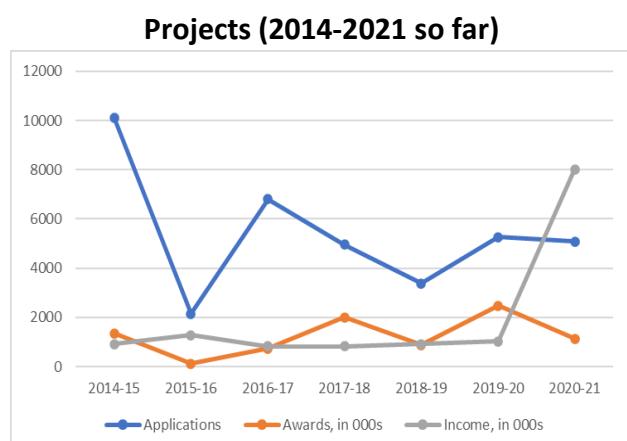
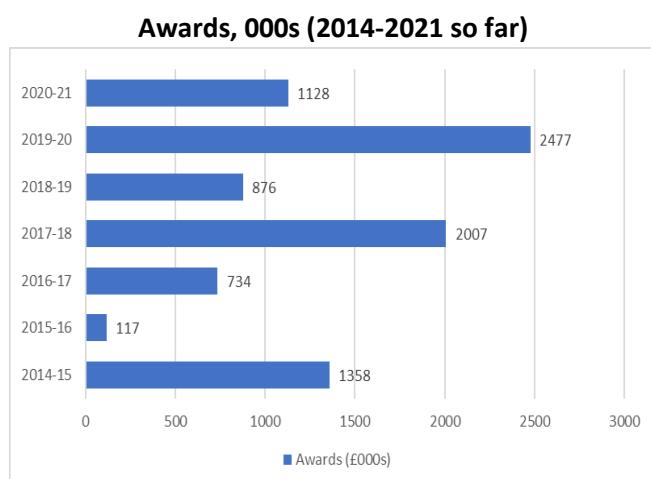
## STAFF

We are on a journey and continuing to attract world-leading researchers from around the globe who are ready for change, eager for challenges and keen to take leadership in their research domains.

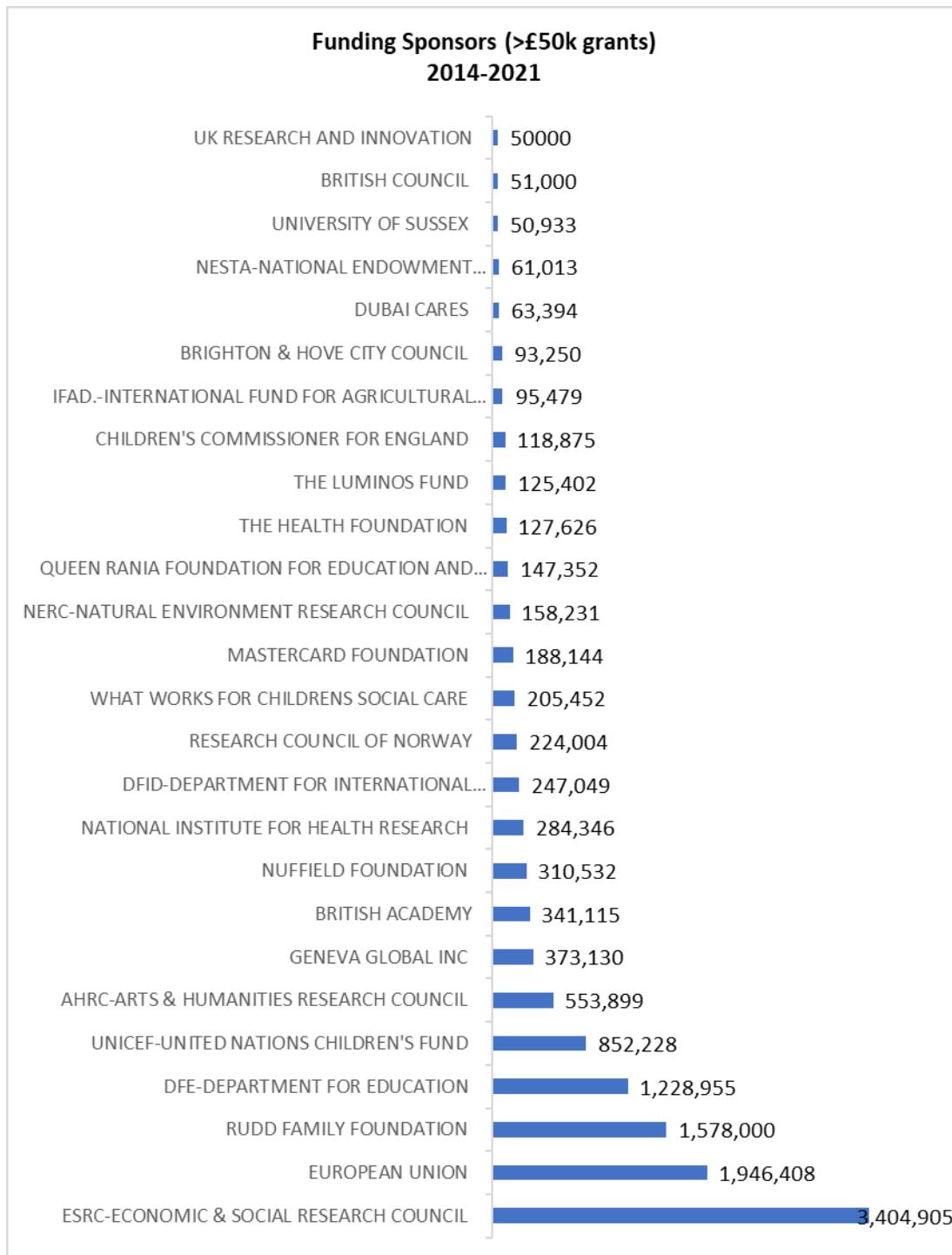
We have made 15 new ‘teaching and research’ appointments in the last eight years. These appointments underpin vitality, sustainability and interdisciplinary expertise in our research centres and our core research and teaching areas enabling succession and research leadership. Our research staff strength is also growing and we continue to promote talented and research-active staff to maintain critical mass in both departments.



## RESEARCH FUNDING



We continue to diversify the portfolio of funders and exploit opportunities for large grants. This has resulted in a significant increase in research awards and income as we have been able to secure research funding from new sources. Increased income has improved our international visibility demonstrated by increased international collaborations.



Our international reach and engagement are a source of strength with a majority of our international collaborative partners in other EU member states, Africa, and Asia with whom we have established sustainable and rewarding links.

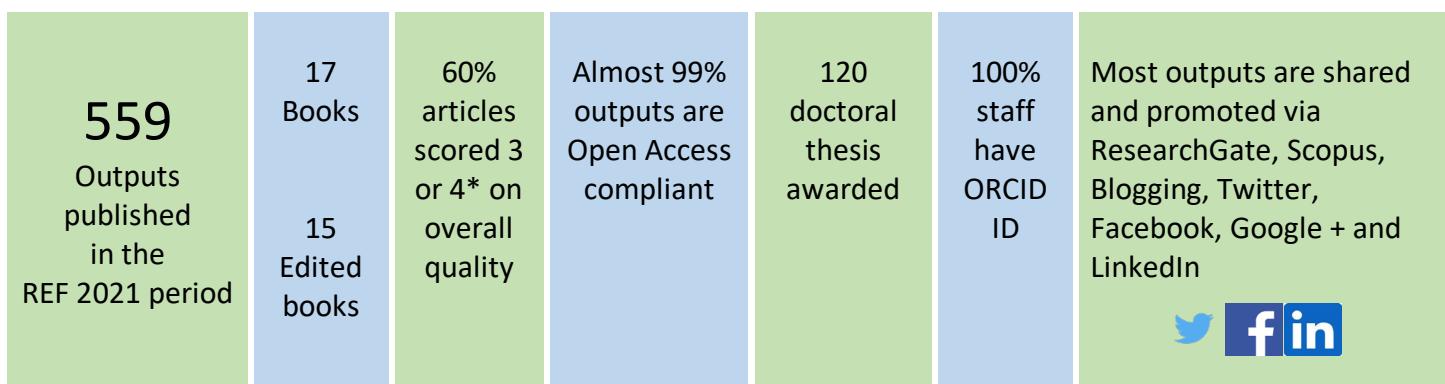
**Almost 40% of our 67 live projects are currently in collaboration with international research partners**

## Research Outputs/Publications

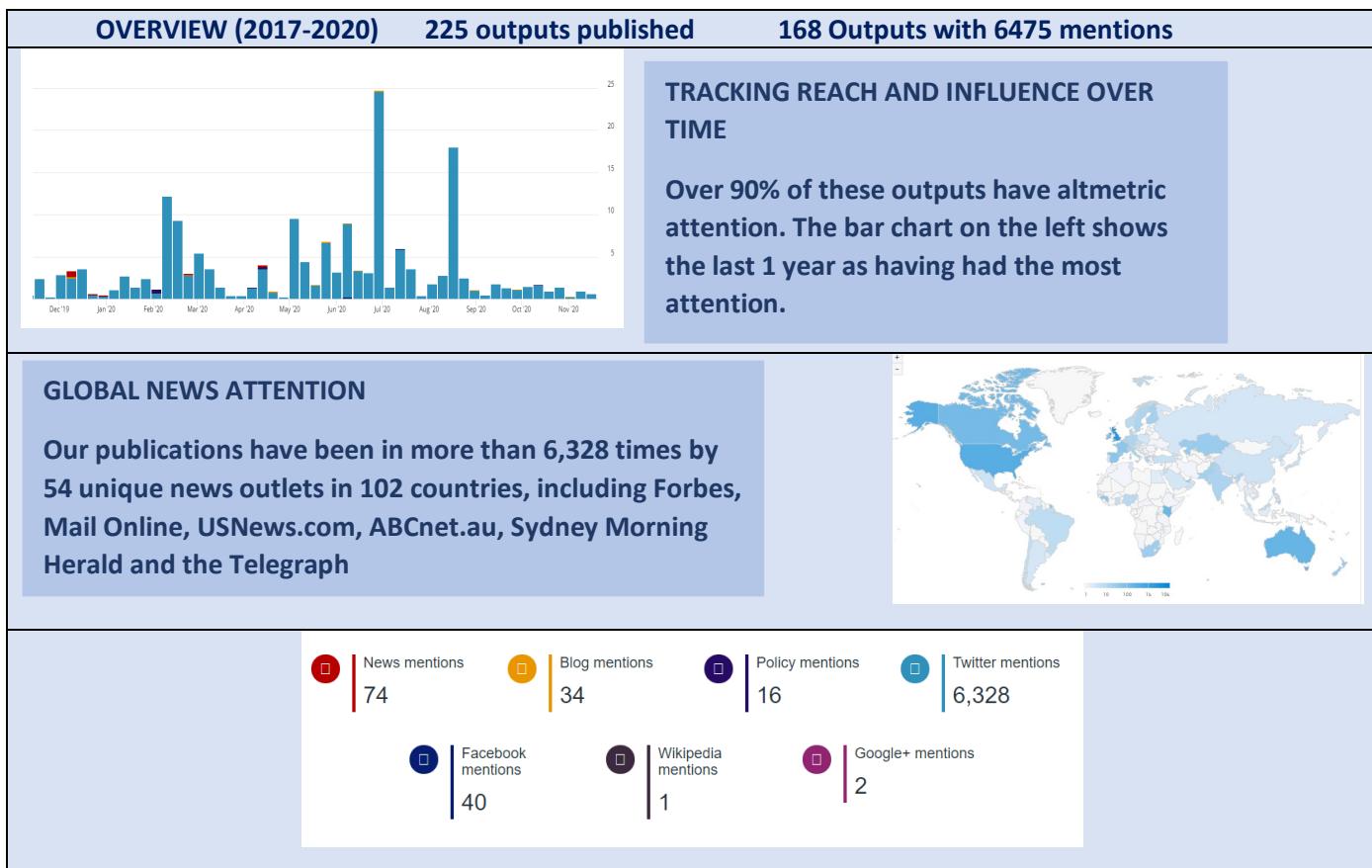
### Who is talking about our research?

We make sure the right people are seeing our research. Most of our publications are promoted online to both specialist and non-specialist audience.

All our outputs have a unique identifier available through our digital repository, therefore we can track and report attention to our work from various sources including mainstream news outlets, policy documents and social media via Altmetric. We then use Altmetric data to benchmark against other research in our field/discipline allowing us to see where the work of our peers is gaining traction to then inform best-practice strategies for future outreach and engagement activities. We also use this data to demonstrate the influence of our work to funders and evaluation committees.



### INSIGHTS INTO ONLINE ATTENTION



## DOCTORAL RESEARCHERS

### PGRs BY ACADEMIC YEAR (2014-2021)



The School has been proud to welcome Doctoral researchers from across the globe. Consistent with our research specialisms, and with a wide range of PhD pathways, the School has welcomed overseas students on several prestigious scholarships from international funding bodies such as Conicyt Chile, Saudi Arabian Cultural Bureau, Ministry of Education Malaysia and Commonwealth Scholarship Commission.

### GLOBAL CATCHMENT OF PGRs



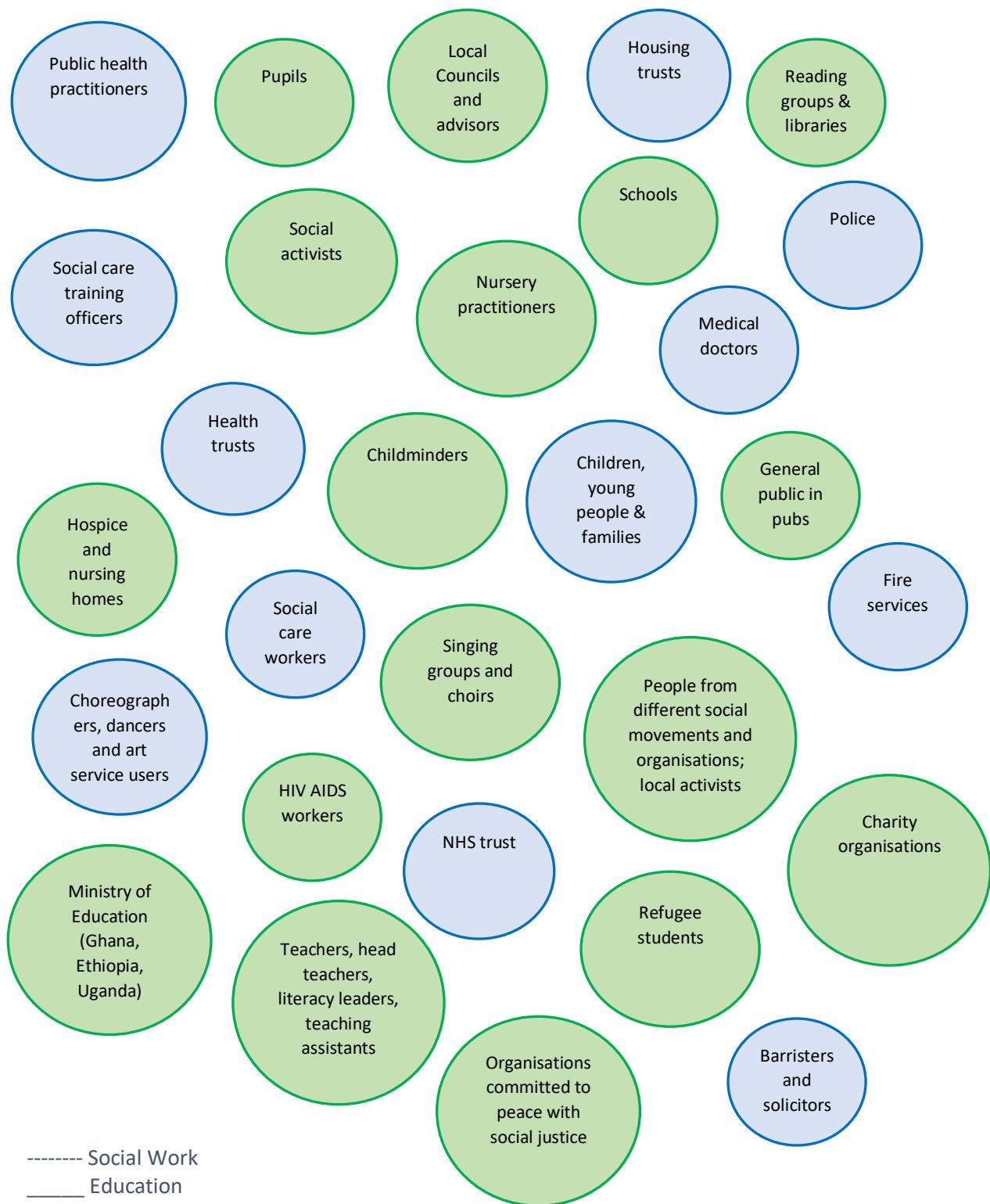
Having received a transformative, high quality education and learning experience our doctoral researchers find a wide range of career paths open to them embracing opportunities and challenges, making meaningful contributions to academia and beyond in other sectors.

Career pathways and destinations			
Academic posts (UK)	Academic posts (Overseas)	International organisations	Other independent research organisations or national government (UK)
<ul style="list-style-type: none"> <li>▪ Anglia Ruskin University</li> <li>▪ Birmingham</li> <li>▪ Brighton</li> <li>▪ Brunel</li> <li>▪ Cambridge</li> <li>▪ Chichester</li> <li>▪ East Anglia</li> <li>▪ Kent</li> <li>▪ Manchester Metropolitan</li> <li>▪ Northampton</li> <li>▪ Open University</li> <li>▪ Portsmouth</li> <li>▪ University College London</li> </ul>	<ul style="list-style-type: none"> <li>▪ Alberto Hurtado University, Chile</li> <li>▪ Harvard, Massachusetts</li> <li>▪ University of Winneba, Ghana</li> <li>▪ University of Dar es Salaam, Tanzania</li> <li>▪ University of Delhi, India</li> <li>▪ University of West Attica, Athens, Greece</li> <li>▪ University of Cape Coast, Ghana</li> <li>▪ Malmö University, Sweden</li> <li>▪ Windesheim University of Applied Sciences, Netherlands</li> </ul>	<ul style="list-style-type: none"> <li>▪ UNICEF</li> <li>▪ World Bank</li> <li>▪ Omani Higher Education</li> <li>▪ Tanzania Higher Education Commission</li> <li>▪ Curriculum department, Ministry of Malaysia</li> <li>▪ Groupswerk In School Situaties; Kracht In Diversiteit</li> </ul>	<ul style="list-style-type: none"> <li>▪ NatCen</li> <li>▪ 5Rights</li> <li>▪ Brook charities</li> <li>▪ Tavistock and Portman NHS Trust</li> <li>▪ Ministry of Defence</li> <li>▪ Lewisham Council</li> <li>▪ CoramBAAF</li> </ul>

**Sample Job Titles:** Consultant, Education Specialist, Senior Institutional Development Specialist, Malaysian Government Curriculum officer, Head teacher, Senior lecturer, Programme manager

## Our research outreach in the wider community

This visual representation gives an overview of our research outreach in the wider community locally, nationally and internationally.



Source: Based on Knowledge Exchange activity reports, 2016-2020; Impact (quick boost) reports, 2018-2020; Research Centre reports, 2019-2020

## EXTERNAL CONSULTANCY AND BUSINESS ENGAGEMENT

Our academic staff is actively undertaking consultancy work applying existing knowledge to address or resolve client needs by offering specialist advice, carrying out various forms of data analysis or advising on research theories and methodologies. We ensure that the work is time-bound and task-based and that the University is represented by individuals, not individuals that engage in consultancy.

In the last five years, we have engaged in various consultancy projects with a wide range of clients. Some of our consultancy has allowed us to generate long term research collaborations and promote enterprise and innovation.



\*Opcit Research

saferlondon



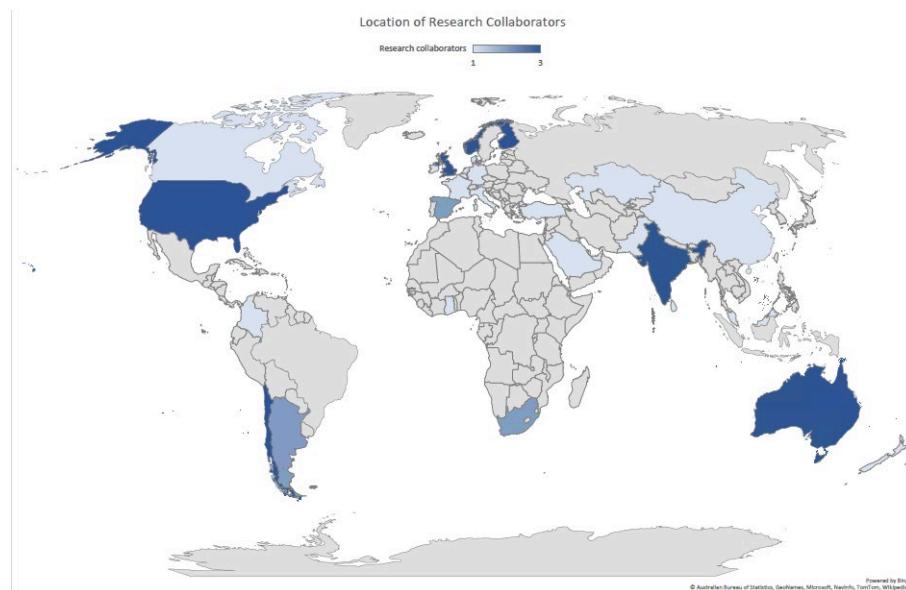
M M  
MOTT MACDONALD



Source: Based on School Activity reports, 2013 to 2020

## OUR POSITIVE PROFESSIONAL RELATIONSHIP WITH EXTERNAL INSTITUTIONS

Our international research profile and reputation is enhanced further by inviting visitors to Sussex from academic institutions globally. Some of these visits have led to development of collaborative research projects and other research activities, while others have helped forge positive professional relationships and links with individuals and departments across various disciplines such as anthropology, philosophy, social and behavioural science, sociology and women studies.



- |           |  |
|-----------|--|
| Argentina | <ul style="list-style-type: none"><li>● Department of Gender and Public Policies, FLACSO</li><li>● Department of Curriculum and Didactics, National University of Rosario</li></ul>  |
| Australia | <ul style="list-style-type: none"><li>● Department of Social Work, The University of Newcastle</li><li>● Department of Sociology, University of Melbourne</li><li>● School of Education, Faculty of Arts and Education, Deakin University</li></ul>  |
| Canada    | <ul style="list-style-type: none"><li>● Department of International Development and Global Studies, University of Ottawa</li></ul>   |
| Chile     | <ul style="list-style-type: none"><li>● Institute of Education, University of Chile</li><li>● Department of Education, Center for Research in Inclusive Education, Pontificia Universidad Católica de Valparaíso</li><li>● Department of Education, Center for the Study of Policies and Practices in Education, Pontificia Universidad Católica de Chile.</li></ul> |
| China     | <ul style="list-style-type: none"><li>● Department of Education, Guangdong University of Technology</li></ul>  |
| Colombia  | <ul style="list-style-type: none"><li>● Department of Education, Universidad de los Andes</li></ul>  |
| Denmark   | <ul style="list-style-type: none"><li>● Department of Education Studies, Aarhus University</li><li>● Department of Education, Aarhus University</li></ul>  |
| Finland   | <ul style="list-style-type: none"><li>● Department of Anthropology, Global Studies, University of Helsinki</li><li>● Department of New Social Research, Tampere University</li><li>● Department of Education, University of Jyväskylä</li></ul>  |
| France    | <ul style="list-style-type: none"><li>● Department of Sociology, University of Lille</li></ul>   |
| Germany   | <ul style="list-style-type: none"><li>● Department of Ethnography, Flensburg University</li></ul>  |
| Ghana     | <ul style="list-style-type: none"><li>● Department of Science Education, University of Cape Coast</li></ul>  |
| Hong Kong | <ul style="list-style-type: none"><li>● Department of Social Work, University of Hong Kong</li></ul>   |
| India     | <ul style="list-style-type: none"><li>● Department of Elementary Education, Miranda House, Delhi University</li><li>● Centre for English Language Education, Ambedkar University, Delhi</li><li>● Tata Institute of Social Sciences, Mumbai</li></ul>  |
| Ireland   | <ul style="list-style-type: none"><li>● Department of Social Studies, Trinity College, Dublin</li></ul>  |
| Israel    | <ul style="list-style-type: none"><li>● Department of Social Work, School Of Social Work, Bar-Ilan University</li></ul>  |
| Italy     | <ul style="list-style-type: none"><li>● Department of Philosophy, Sociology, Pedagogy and Applied Psychology, University of Padova</li></ul>   |

- Kazakhstan
  - Department of Education, Nazarbayev University
- Malaysia
  - Institute of Educational Leadership, Faculty of Education, University of Malaya, Jalan Universiti,
- Netherlands
  - Faculty of Social and Behavioural Sciences, University of Amsterdam
- New Zealand
  - Department of Education, Massey University
- Norway
  - Department of Social Work, VID, Specialized University
  - Department of Sociology, University of Bergeb
  - Department of Mathematics & Science Education, The University of South-Eastern Norway
- Pakistan
  - Department of Education, Sukkur Institute of Business Administration
- Saudi Arabia
  - Department of Education, Tiaf University
- South Africa
  - Department of Education, Universitt of Witwatersrand, Johannesburg
  - Department of Economics, Rhodes University
- Spain
  - Department of Education, University of Seville
- Sri Lanka
  - Department of English, University of Kelaniya
- Turkey
  - Special Education Department, Dokuz Eylul University, Izmir
- UAE
  - Department of Education, American University of Sharjah
- USA
  - Department of Social Work, School of Social Work, Hunter College. New York City, NY
  - Department of Anthropology, Global Studies, University of Oregon
  - Department of Human Development & Women's Studies, California State University

*Source: Compiled from records of Visiting Research Fellows, 2014-2020*