

ANNUAL REPORT 2015/16

CIE

CENTRE FOR INTERNATIONAL EDUCATION



US

UNIVERSITY
OF SUSSEX

CONTENTS

Overview	3
Research Themes	4
Research	6
Research Highlights	6
Funded Research	8
NEW RESEARCH	8
ONGOING RESEARCH	8
COMPLETED RESEARCH	9
CONSULTANCY	9
Publications	10
Keynote Addresses and Conferences	15
Knowledge Exchange and Public Engagement	20
Impact	23
Seminars and Events	25
Open Seminars	25
CIE Research Cafes	25
Sussex Development Lectures	28
Special Seminars	29
Doctoral Roundtable	30
Members and Visitors	31
Research Centre Directors	31
Advisory Group	31
Support	31
Faculty: Department of Education	31
Faculty: Cross – University	31
Visiting Fellows	32
Associates	32
Doctoral Researchers	34
Completed Doctoral Researchers	34
Current Doctoral Researchers	37

Teaching	42
Courses.....	42
Awards/Appointments.....	43
Future Developments	45
Research Activity.....	45
Research Culture.....	45
Cross University and Inter-University Networks.....	45
Communications and Impact.....	46
Teaching.....	46

Overview

The Centre for International Education (CIE) is a constitutive part of a cross university focus in Development Studies at Sussex that has been ranked no. 1 in Europe in the QS World University Rankings (www.topuniversities.com). Established in 1989, CIE is also one of only nine University Research Centres in Sussex. Its members include an interdisciplinary research group based in the Education Department in Sussex with many others drawn from across the university as well as from a wider global network of associates and friends.

CIE's central focus is on education and development within the Global South and its diaspora. Our aim is to contribute to international and national debates about policy, practice and global relations through research, teaching and publications. Our work is driven by a philosophy that improved educational opportunities have important implications for social justice and equality, social and civic participation, improved wellbeing, health and economic growth. CIE is a centre of excellence, it is recognised as a leading centre in the field of international education and development with many of our members contributing to key global debates.

Members of CIE produce internationally renowned research through a wide range of approaches and a variety of methodologies. They have engaged in research and consultancy for research councils, international NGOs, national governments, philanthropic organisations, development agencies and donors. These include the ESRC, the EU, the British Council, DFID, UNESCO, UNICEF, the World Bank, the Rockefeller Foundation, Concern Worldwide, Geneva Global, OXFAM, SIDA, the William and Flora Hewlett Foundation and the Open Society Foundations among others.

We encourage institutions, potential research partners and students to contact CIE for more information about our work.

Our substantial research experience is used to inform our teaching at doctoral, masters and undergraduate levels. More than 150 CIE doctoral researchers have graduated from the PhD in Education and the International Doctor of Education (EdD) and over 400 students have completed the MA in International Education and Development (MAIED). In 2014/15, CIE developed a suite of modules for first and second year undergraduates from across the university that may be undertaken as individual electives or as part of the new International Education and Development pathway. The first year modules are, 'Education for Development: Aid, policy and the global agenda' and 'Cross-Cultural Perspectives on Teaching, Learning & Assessment'. The second year modules 'Access, Equity & Gender' and 'Peacebuilding and Conflict' will be available in 2016/17. In addition a second year option in International Education and Development for students in Global studies was successfully launched in 2015/16.

Our graduates come from a wide range of countries and many occupy key positions in the field of education and development at local, national and international levels. They provide us with an extensive and influential network of alumni and contacts across the globe.



Research Themes

Research in CIE addresses a wide range of issues related to education and international development in a global context. This encompasses all levels of education, including formal and informal systems of learning and development from pre-school to university to community learning across public, private and non-government organisations.

CIE applies its interdisciplinary, multiple methods approaches to researching five core themes relating to education

- Access and Equity
- Conflict and Peacebuilding
- Gender, Identities and Citizenship
- Governance, Planning and Finance
- Teachers and Quality

Access and Equity

The rationale of this research theme is to promote universal educational rights as central to development policy and practice. It explores access to all levels of education, issues of retention and exclusion in multiple contexts and highlights educational access as key for achieving greater wellbeing and poverty reduction.

Conflict and Peacebuilding

This research theme explores the complex relationship between education and violent conflict, the role that education systems play prior to the outbreak, during and in the immediate and long-term aftermath of conflict. Work in this area currently focuses on the role of education in building peace during and after armed conflict, with a particular focus on the role of teachers in peacebuilding and the role of education in post-conflict reconstruction.

Gender, Identities and Citizenship

The multiple links between education and society are the focus of this research theme. It includes explorations of the ways that national, ethnic and religious identity, socio-economic status, gender, location, lifestyle and migration intersect to produce different forms of citizenship and reciprocally impact on different kinds of educational provision, uptake and exclusion worldwide.

Governance, Planning and Finance

This theme focuses on the governance of education systems, policy analysis, finance within the national and global context, and the impacts of decentralization, and other macro education reforms on educational growth and equity. It also addresses issues related to asymmetries in donor-recipient relationships, and global approaches to external assistance in diverse contexts.

Teachers and Quality

Research in this theme addresses a range of issues, including the construction and delivery of the curriculum, pedagogy, teacher training and continuing professional development, and the quality and outcomes of the learning experience for pupils.

Research

Research Highlights

The Geneva Global funded research project on **Speed Schools in Ethiopia** has been making excellent progress. This mixed methods study led by Professor Kwame Akyeamong includes Professor John Pryor, Dr Jo Westbrook and Dr Sara Humphreys from CIE who have been conducting field research with research partners from the Hawassa University, Ethiopia. There are several elements to this research, one focuses on the Speed School Pedagogy, another explores the involvement of Speed School pupils' mothers' in a micro-credit facility under a scheme known as mothers' Self-Help Groups (SHG). The quantitative research has involved Professor Akyeamong in observing a tracking survey of about 1875 pupils representing the original cohort of pupils included in the research from 2011. The research team also includes Dr Ricardo Sabates from Cambridge University, Dr Caine Rolleston and Zoe James of the Institute of Education, UCL and Dr Marcos Delprato, formerly of the Global Monitoring Report (GMR), UNESCO, Paris who were brought together on 20 May 2016 for a one-day workshop on the survey instruments and quantitative data collection. Professor Akyeamong has also organised a data analysis workshop for the research partners. Initial research reports from the qualitative data are expected towards the end of 2016.

Professor Mario Novelli, Dr Naureen Durrani, Professor Yusuf Sayed and Dr Laila Kadiwal, along with partners in South Africa and Pakistan, successfully completed the research outputs for the Sussex component of the **Research Consortium on Education and Peacebuilding**. The partnership co-directed by the University of Amsterdam, the University of Ulster and the University of Sussex was funded by UNICEF and involved research in South Africa, Pakistan, Uganda and Myanmar. All outputs are available at <http://learningforpeace.unicef.org/partners/research-consortium/>. Dissemination events were carried out throughout the first half of 2016 including major events in Washington, USA; Amsterdam, the Netherland, Colombo, Sri Lanka and Addis Ababa, Ethiopia.

Professor Keith Lewin has completed a programme of research with the Ministry of Human Resource Development in India working with three CIE alumni – Gaurav Siddhu, Shashiranjana Jha and Joana Härmä and many others in the RMSA-TCA team. Eight analytic research reports have been produced using large scale data sets, surveys across 8000 households, case studies in three States, and policy analysis and national networks of key informants. Fieldwork has taken place in Assam, Bihar and Odissa. Keith was invited by the Ministry to present the overviews of research findings in plenary at the opening and closing sessions at the India National Conference: **Unlocking Potential: Addressing Challenges in Secondary Education**. The conference was hosted by the All India Secretary for Education, Subesh Khuntia, and the Joint Secretary for Secondary Education, Maneesh Garg. The research has had substantial impact and has been very well received by DFID.

Dr Jo Westbrook engaged with the T-TEL team (**Transforming Teacher Education & Learning**), Government of Ghana to develop policy-relevant standards for preservice teacher education institutions. The new teaching standards completed in December were developed in collaboration with Professor Kankom (University of Education, Winneba), Professor Jophus Anamuah-Mensah and Augustine Tawiah (National Teaching Council).

Dr Linda Morrice with Sussex co-researchers (Tip, L., Collyer, M. and Brown, R) were invited to present findings from their ESRC funded mixed methods, longitudinal study of refugees in the UK at International **Conference on Refugees, Security and Sustainable Development in the Middle East: The Need for North South Dialogue**. 15-16 March 2016. Amman, Jordan

Professor Keith Lewin launched his latest book '**Educational access, equity, and development: Planning to make rights realities**' - which highlights the CREATE research programme funded by DFID - at the UKFIET Oxford conference in October 2015 with Paul Coustere, Deputy Director, UNESCO International Institute for Educational Planning (IIEP) and at the National University of Educational Planning and Administration (NUEPA) in Delhi, a long term partner of the CIE hosted by Professor N V Varghese, Director of the Centre for Higher Education. The Sussex book launch took place on October at the Institute of Development Studies.

CIE faculty and associates have sustained and initiated **research links** with several **other Sussex** academic departments (IDS, International Relations, Anthropology, Development Studies, Gender Studies, Geography, Psychology and Media Studies) other **universities internationally** (University of Ghana, University of Education Winneba, University of Cape Coast in Ghana; Hawaasa University, Ethiopia; Cape Pennisular University and North West University, South Africa; Universidad del Pacifico, Peru; Agha Khan Univeristy, Pakistan; Delhi University, TISS in India; Beijing Normal University, China; Kyambogo Univeristy, Uganda; Cambridge, Leeds, UCL, Ulster, Amsterdam, Autonomous University Barcelona in Europe) and multiple **non- academic organisations** (British Academy, DFID, UNICEF, UNESCO, IIEP, Asia Development Bank, World Bank, USAID, Ministries of Education [Ghana, India], Global Development Network, SightSavers, Geneva Global).

Over this academic year CIE faculty and associates have produced and published more than 45 publications and given over 30 conference presentations. They collectively supervise 43 doctoral candidates and in this academic year a further fourteen candidates, both the PhD and International EdD, successfully completed and were awarded their doctorates. These new doctors are working in nine different countries and work in a range of education related organisations from national ministries to international non-government organisations.



Funded Research

NEW RESEARCH

Title: Inclusive Education in Uganda for Primary Teacher College Teacher Educators

Lead Researcher: Jo Westbrook

Co-Researchers: Jacqui Shepherd

Sponsor: Sightsavers

Research period: June 2016 – June 2021

Title: Mixed methods study of rural youth employment in Sub Saharan Africa

Lead Researchers: Barbara Crossouard and Jim Sumberg (IDS)

Co-Researchers: Máiréad Dunne and Dorte Thorsen (Global Studies)

Sponsor: IFAD

Research period: July 2016 – 30 Sept 2019

~~~~~

### ONGOING RESEARCH

**Title: Engaging teachers in peacebuilding in post-conflict contexts: evaluation of education interventions in Liberia and Sierra Leone**

Lead Researcher: Yusuf Sayed

Co-Researchers: Mario Novelli, Naureen Durrani

Sponsor: ESRC-DFID

Research period: September 2014 - September 2016

**Title: Longitudinal Study of the Speed Schools Project in Ethiopia**

Lead Researcher: Kwame Akyeampong

Co-Researchers: Jo Westbrook, John Pryor, Sara Humphreys and Marcos Delprato

Sponsor: Geneva Global

Research period: November 2014 – December 2017

**Title: Expanding Secondary Schooling in India**

Lead Researcher. Keith: Lewin

Sponsor: Ministry of Human Resource Development India and DFID

Research period: 2015- on going

**Title: Research and Knowledge Partnership on Education and Peace Building**

Lead Researcher: Mario Novelli

Co-Researchers: Naureen Durrani, Yusuf Sayed

Sponsor: UNICEF

Research period: Ending July 2016

**Title: Refugee Resettlement in the UK: A Comparative Analysis**

Lead Researcher: Linda Morrice

Co-Researchers: Dr Mike Collyer (Geography) and Professor Rupert Brown (Psychology).

Sponsor: ESRC

Research period: September 2013 - February 2017

**Title: Governance, Education, Inequality and Conflict. A comparative study of South Sudan and Kenya.**

Lead Researcher: Mario Novelli

Sponsor: UNICEF

Research period: Ending July 2016

~~~~~

COMPLETED RESEARCH

Title: Gender and youth citizenship in contexts of post-coloniality

Lead Researcher: Barbara Crossouard

Co-Researchers: Máiréad Dunne

Sponsor: Research Opportunity Funds, University of Sussex

Title: Cultural Values from the Subaltern Perspective: A Phenomenology of Refugees' Experience of British Cultural Values

Lead Researcher: Linda Morrice

Co-Researchers: Sally Munt (Media Studies)

Sponsor: AHRC

~~~~~

## CONSULTANCY

**Title: Transforming Teacher Education and Learning in Ghana (T-TEL): Developing National Teaching Standards**

Consultant: Jo Westbrook

Sponsor: Mott McDonald Ltd/Cambridge Education

Consultancy period: September 2015 - December 2015

**Title: World Bank Study on Mathematics Education in sub-Sahara Africa**

Consultant: Kwame Akyeampong

Sponsor: World Bank/Cambridge Education

Consultancy period: September 2015 - April 2016

**Title: Scientific Advisor, Network for International Policies and Cooperation in Education and Training (NORRAG)**

Consultant: Mario Novelli

Sponsor: Graduate Institute of International and Development Studies

Consultancy period: July 2016 - June 2017



# Publications

- Akyeampong, K; Delprato, M; Sabates, R; Hernandez-Fernandez, J., (2015) On the impact of early marriage on schooling outcomes in sub-Saharan Africa and south west Asia *International Journal of Educational Development* , 44 pp. 42-55. ISSN 0738-0593
- Croft, Alison, Miles, S, Brown, Rhona Susan, Westbrook, Jo and Williams, S (2016) *Teachers developing knowledge in low and middle income countries: towards more inclusive pedagogy*. In: Hughes, M and Talbott, E (eds.) *The handbook of research on diversity in special education*. Wiley-Blackwell (Accepted)
- Crossouard, B. and Dunne, M. (2015) Politics and youth citizenship in Senegal: the policing of dissent and diversity. *International Review of Education*, 61(1), 43-60
- Crossouard, B; Andres, L; Bengtsen, S S E; Castano, L Gallego; Keefer, JM; Pyhalto, K.,(2015) Drivers and interpretations of doctoral education today: national comparisons. *Frontline Learning Research*, 3 (3). pp. 5-22. ISSN 2295-3159
- Delprato, M., Dunne, M., and Zeitlyn, B. (2015). Preschool attendance: a multilevel analysis of individual and community factors in 21 low and middle-income countries, *International Journal of Quantitative Research in Education*, Vol. 3, Nos. 1/2, 2016 1
- Delprato, M and Sabates, R (2015) A multilevel analysis of late entry in Nigeria. *International Journal of Research Methods in Education*, Vol. 38, No. 1, 83-99. Feb 2015
- Dunne, M., Durrani, N., Crossouard, B., & Fincham, K. (2015). Youth researching youth: methodological reflections from a multi-country study of youth claiming rights to education and sexual reproductive health. In S. Bastien & H. B. Holmarsdottir (Eds.), *Youth at the margins: experiences from engaging youth in research worldwide*. Rotterdam: Sense Publishers. pp. 299-316.
- Dunne, Mairead and Adzhalie-Mensah, Vincent (2015) *Subordinate subjects: the work of the hidden curriculum in post-colonial Ghana*. In: Wyse, Dominic, Haywood, Louise and Pandya, Jessica (eds.) *The SAGE handbook of curriculum, pedagogy and assessment*. Sage, London, pp. 216-230. ISBN 9781446297025
- Durrani, N., Halai, A., Kadiwal, L., Rajput, S.K., Novelli, M and Sayed, Y. (2016) *Education and Social Cohesion in Pakistan: An Analysis of Policies, Teachers and Youth*. Research Consortium on Education and Peacebuilding, Centre for International Education, University of Sussex.
- Hancock, Sally, Clegg, Sue, Crossouard, Barbara, Kahn, Peter and Weller, Saranne (2016) Who is the newer researcher into higher education? Locating ourselves in shifting terrains. *Higher Education Research and Development*, 35 (2). pp. 282-295. ISSN 0729-4360
- Härmä, J., Lewin, K M., Siddhu, G., Jha, S. (2016) *The Shifting Terrain of Public and Private Provision*. Research Report for RMSA-TCA, Ministry of Human Resource Development, Government of India





- Horner, L. K. (2015) Uncertainty, Fluidity and Occupying Spaces In-between: Peace Education Practices in Mindanao, the Philippines, In Bajaj, Monisha and Maria Hantzopoulos (Eds) *International Perspectives on Peace Education*, London, Bloomsbury.
- Horner, L; Kadiwal, L; Sayed, Y; Barrett, A; Durrani, N; Novelli, M (2015) *Literature Review: The Role of Teachers in Peacebuilding*. New York: UNICEF.  
<http://learningforpeace.unicef.org/partners/research-consortium/research-outputs/>
- Humphreys, S., Moses, D., Kaibo, J., Dunne M. (2015): Counted in and being out: Fluctuations in primary school and classroom attendance in northern Nigeria, *International Journal of Educational Development* Vol 44 (Sept 2015) pp 134-143
- Humphreys, S. with Crawford, L. (2015) *Issues in educational access, quality, equity and impact in Nigeria: the EDOREN review of the literature on basic education*, Abuja, Evans Publications
- Jerrard, J., (2016) What does “quality” look like for post-2015 education provision in low-income countries? An exploration of stakeholders’ perspectives of school benefits in village LEAP schools, rural Sindh, Pakistan, *International Journal of Educational Development*, Volume 46, January 2016, Pages 82–93  
<http://www.sciencedirect.com/science/article/pii/S0738059315001029>
- Lewin, K M, (2015) *Realising Rights to Education: Is Privatising Educational Services Equitable, Democratic, Inclusive and Sustainable in South Asia?* In Govinda, R (ed) *Democracy, Education and Development: Issues relating to Inclusion, Equity and Sustainability in India*. Oxford, Oxford University Press.
- Lewin, K M. (2015) *Teachers and Development: Supply, Quality, Distribution and Financing: Conference Paper: Forum on Teacher Policy, Management Reforms, Preparation and Development of Teachers*. Programme Analytic and Capacity Building Partnership (ACDP) Ministry of Education and Culture, Jakarta, Indonesia. pp.32
- Lewin K M (2015) *Does Privatising Educational Services for the Poor Make Sense?* In Lubienski , C. and Ndimande, B. (eds) *Privatisation and Markets in Education*, Chicago, University of Chicago Press. 60-82
- Lewin, K M., (2015) *Educational Access, Equity and Development: Planning to Make Rights Realities*. Paris, International Institute for Educational Planning.  
<http://www.iiep.unesco.org/en/>
- Lewin, K M. and Cameron, S. (2016) *Equity, Educational Access and Learning in the Middle East and North Africa*. New York, UNICEF.
- Lewin, K M., Siddhu, G., Jha, S. (2016) *Equity in Access and Learning in India – A Synthesis*. Research Report for RMSA-TCA, Ministry of Human Resource Development, Delhi, Government of India
- Lewin, K M., Siddhu, G., Jha, S. (2016). *Equity and Efficiency in Expansion of Secondary Schools* Research Report: RMSA-TCA, Ministry of Human Resource Development, Delhi , Government of India.
- Morrice, L. (2015) ‘Citizenship regimes: the stratification of belonging and recognition’. The proceedings of the 34th CASAE/ACEEA Annual conference. (Ed. R. McGray) June 9-11th, 2015. Universite de Montreal, Canada. P. 231-236. Available at:  
<http://journals.msvu.ca/ocs/public/CASAE-2015-conference-proceedings.pdf>

- Morrice, Linda (2016) British citizenship, gender and migration: the containment of cultural differences and the stratification of belonging. *British Journal of Sociology of Education*. . (Published online 23 February 2016) DOI:10.1080/01425692.2015.1131606
- Morrice, L. (2016) Cultural values, moral sentiments and the fashioning of gendered migrant identities. *Journal of Ethnic and Migration Studies*. ISSN 1369-183X (Published online: 25 July 2016). <http://www.tandfonline.com/doi/full/10.1080/1369183X.2016.1211005>
- Novelli, Mario (2016) Capital, inequality and education in conflict-affected contexts. *British Journal of Sociology of Education*. ISSN 0142-5692
- Novelli, M. & Higgins, S. (2016): The violence of peace and the role of education: insights from Sierra Leone, *Compare: A Journal of Comparative and International Education*, DOI: 10.1080/03057925.2015.1119650 (Published Online)
- Novelli, M., Daoust, G., Selby, J., Valiente, O., Scandurra R., Deng Kuol, L., Salter, E. (2016) Education sector governance, inequality, conflict and peacebuilding in South Sudan. Research Report UNICEF Eastern and Southern Regional Office (ESARO),
- Novelli, M., Lopes Cardozo, M.T.A., Smith, A (2015), A Theoretical Framework for Analysing the Contribution of Education to Sustainable Peacebuilding: 4Rs in Conflict-Affected Contexts. University of Amsterdam, available online: <http://learningforpeace.unicef.org/partners/research-consortium/research-outputs/>
- Novelli, M., Monks, J., (2015) The Role of Education in Preventing Urban Violence and Countering Violent Extremisms. NORRAG <https://norrags.wordpress.com/2015/12/03/the-role-of-education-in-preventing-urban-violence-and-countering-violent-extremisms/>
- Novelli, M; Valiente, O; Higgins, S, Ugur, M, (2016) Towards a CCPEE of Education and Conflict: Promises and Pitfalls? In Susan Robertson, Roger Dale and Janja Komljenovic (eds). *Cultural Political Economy of Education: Theories, Concepts, Methodologies*
- Pryor, John (2015) Formative assessment: a success story? In: Scott, David and Hargreaves, Eleanore (eds.) *The Sage handbook of learning. Teaching methods and learning styles*. Sage Publications Limited, London. ISBN 9781446287569
- Salter, E., Kuemmerling, A., Bond, R. and Sabates, R. (2015). Post-compulsory education: What are the benefits? <http://www.sussex.ac.uk/cie/projects/completed/promotingsuccess/outputs>.
- Salter, E., Kuemmerling, A., Bond, R., and Sabates, R. (2015). Understanding the role of post-compulsory education in the formation of civic participation in England and Germany
- Sayed, Y., & Novelli, M. (2016). The Role of Teachers in Peacebuilding and Social Cohesion: A synthesis report of South Africa, Uganda, Pakistan and Myanmar case studies. Research Consortium Education and Peacebuilding, University of Sussex.
- Siddhu, G., Jha, S., Lewin, K M. (2016)., Making it Past Elementary Education Research Report: RMSA-TCA, Ministry of Human Resource Development, Government of India
- Siddhu, G., Lewin, K M., Jha, S. (2016)., 2. Demographic Transition and Education Planning: Research Report: RMSA-TCA, Ministry of Human Resource Development, Government of India



Siddhu, G., Parolin, B., Lewin, K M Jha, S. (2016). Efficient School Siting Using GIS Modelling Research Report: RMSA-TCA, Ministry of Human Resource Development, Government of India

Somerset, A. (2016) Questioning Across the Spectrum: Pedagogy, selection examinations and assessment systems in low-income countries. In Smith, W (ed.) The Global Testing Culture: shaping education policy, perceptions and practice. Oxford, UK, Symposium: Oxford Studies in Comparative Education Chapter 10

Webb, R., & Crossouard, B. (2015) Learners, politics and education. In D. Scott & E. Hargreaves (Eds.), SAGE Handbook of Learning London and New York: Sage. (pp. 169-178).

Westbrook, J. & Croft, A. (2015) Beginning to teach inclusively: An analysis of newly-qualified teacher pedagogy in lower primary classes in Tanzania. Teaching and Teacher Education 51 (2015): 38-46

Westbrook, J.& Kyeyune, R. (2016) Beginning to Learn and Read in English in sub-Saharan Africa. In Kuchah Kuchah and Fauzia Shamim (eds)Teaching English in Difficult Circumstances. International Perspectives on ELT Series Editors Sue Garton & Keith Richards, London: Palgrave MacMillan (Accepted)

Westbrook, J. (2016) Teachers developing knowledge in low and middle income countries: towards more inclusive pedagogy In Hughes, M (ed) The handbook of research on diversity in special education. Wiley-Blackwell, Boston, MA. (Accepted)

Zeitlyn, B, Lewin K M, Chimombo J, Meke, Elizabeth (2015) Inside Private Secondary Schools in Malawi: Access or Exclusion? International Journal of Education and Development, 43, July 2015: 109-117

~~~~~



Keynote Addresses and Conferences

Professor Mario Novelli gave the keynote presentation entitled '**Education and Armed Conflict in Africa: Beyond negative peace and peace**' at the **2015 Annual Arnhold Symposium on Education for Sustainable Peace** that took place in October 2015 in New York. This symposium was co-organized by The Georg Eckert Institute for International Textbook Research, the German Centre for Research and Innovation and The New School for Social Research which focuses on Education and Armed Conflict in Sub-Saharan Africa and brought together critical scholars from a broad spectrum of disciplines working on the complex relationship between education and armed conflict in sub-Saharan Africa.

Professor Keith Lewin was the guest speaker at the **Final Conference of the School Drop Out Prevention Project**, USAID, Washington DC, September 2015.

Professor Keith Lewin spoke on Issues for **Higher Education arising from the Sustainable Development Goals** at the Conference of University Presidents from Brazil, Russia, India, China and South Africa (BRICS) at Beijing Normal University in October 2015 at which the League of BRICS Universities was launched by Vice Chancellors and Deputy Vice Chancellors from key universities in BRICS countries.

Professor Mario Novelli gave a keynote lecture on **Peace, Security and Education**, at the seminar '**Back to the Future: Three Sustainable Development Goals and their links with Education**', 17th of December 2015. Dutch Ministry of Foreign Affairs, The Hague, Netherlands

Professor Máiréad Dunne gave a keynote presentation entitled **Youth as Researchers: Issues for research** to the Youth at the Margins Conference and Book Launch, Department of Multicultural and International Education, Oslo and Akershus University College. University of Oslo, 19 January 2016

Professor Keith Lewin participated in a keynote panel with Dr Jordan Naidoo (Education Lead – UNESCO) debating whether secondary education in India can be universalised to an invited audience at IIEP, Paris in March 2016

Dr Linda Morrice gave an invited presentation on The significance of education and language in the well-being and integration outcomes of resettled refugees in the global north at the **International Conference on Refugees, Security and Sustainable Development in the Middle East: The Need for North South Dialogue**, 15-16 March 2016. Yarmouk University, Jordan.

Professor Máiréad Dunne gave an invited seminar entitled **Education & equality: Can we count on it?** to the Department of Social Sciences, Universidade del Pacifico, Lima, Peru. 15 March 2016

Professor Kwame Akyeampong gave the keynote entitled **Relevant Mathematics and Science Education in the Transformative Shift of Africa** at the Regional Conference of Mathematics and Science Education in Africa, held in Nairobi, Kenya from 15-17th March 2016.

Morrice, L, Tip, L., Collyer, M. and Brown, R. presented 'The significance of education and language in the well-being and integration outcomes of resettled refugees in the global north. A report on a mixed methods, longitudinal study of refugees in the UK' at the International Conference on Refugees, Security and Sustainable Development in the Middle East: The Need for North South Dialogue. 15-16 March 2016. Amman, Jordan.

Professor Máiréad Dunne gave a Keynote Panel Presentation on Research and Policy: implications for capacity development at the **Global Development Network Annual Conference on Education for Development: Quality & inclusion for changing global human capital needs**. 18th March 2016, Lima, Peru

Dr Naureen Durrani gave a keynote presentation, 'Teacher agency for social cohesion in Pakistan' at the **4th International Conference on Education in Pakistan: Connecting Research and Practice across Context**', 24th - 26th March 2016 at the University of Education, Lahore.

Professor Yusuf Sayed presented preliminary findings from the Teachers and Peacebuilding research programme in conflict affected countries at **The World Bank Group Fragility, Conflict and Violence Forum 2016** in Washington DC in March 2016. Over 100 organisations and 600 participants gathered over three days to focus on the challenge of pushing forward the sustainable development agenda in a world affected by fragility conflict and violence.

Professor Máiréad Dunne gave an invited presentation entitled **Categorical denial: the work of education in social class reproduction** to the Department of Social Sciences, Autonomous University of Barcelona, Spain on 22 April 2016

Professor Mario Novelli, gave a keynote speech entitled "The Consortium's Contribution to Education and Peacebuilding: The 4 Rs Framework, Research Approach & Framing" at the **Forum on 'The Role of Education in Peacebuilding - Foundations, Findings and Futures'**, Singelkerk, Amsterdam. 20th - 22nd April 2016. At the same forum Dr Naureen Durrani, presented on 'The Role of Teachers in Peacebuilding' and was part of a panel session on the country studies in which she provided insights from the Pakistan study. Dr Laila Kadiwal also presented on "The Role of Youth in Peacebuilding in Pakistan". Professor Novelli wrapped the two-day event with a keynote speech on the 'Implications and recommendations for donors, governments, policy makers and practitioners' <http://learningforpeace.unicef.org/research/research-consortium-on-education-and-peacebuilding-seminar-foundations-findings-and-futures/>

Dr Linda Morrice gave an invited presentation '**Hidden Histories: Refugees and the Challenges for Policy, Pedagogy and participation**' at Society for Research into Higher Education seminar **Supporting refugee access, retention and success in higher education**. London, UK. 30 June 2016.

Professor Mario Novelli gave the keynote address entitled "**The Role of Education in Peacebuilding: Opportunities, Obstacles & Openings**" at the opening of a major conference on **The Role of Education in Building Social Cohesion and Sustainable Peace** at the World Bank. Washington, DC, 6-7 April 2016. <http://learningforpeace.unicef.org/wp-content/uploads/2016/03/Role-of-Education-in-Building-Social-Cohesion-and-Sustainable-Peace-Final.pdf>

Professor Mario Novelli, gave a keynote lecture on '**Education & Countering Violent Extremism: Western Logics from South to North**', at **2nd International Symposium on Teaching about Extremism, Terror, and Trauma** April 14-16, 2016, Department of Education Concordia University, Montreal

Professor Máiréad Dunne and Dr Elizabeth Charles presented a roundtable discussion paper on Research and Policy Development to the **Higher Education in the Future Summit** at the Open University of Catalonia, UOC Barcelona, 21 April 2016

Professor Mario Novelli gave the keynote presentation on “**The Role of Education in Peacebuilding: Opportunities, Obstacles & Openings**”, at the **South Asia Regional Symposium On Sustainable Peace and Education**, Regional Office for South Asia (ROSA) UNICEF, 27 May 2016, Sri Lanka.

Professor Mario Novelli gave a keynote presentation on “**Equity, Inequality and Education in Conflict Contexts**”, at the **Pan-African Symposium on Education, Resilience and Social Cohesion– Strengthening Education Policies and Programmes to Achieve SDGs & Africa’s Agenda**, 1-3 June 2016, Addis Ababa, Ethiopia.

~~~~~

CIE was also represented at a number of **international conferences**:

- The Centre for International Education had a strong presence at the **UKFIET Conference** held on 15-17 September at Oxford University. The conference includes academic and non-academic audience representing development agencies, NGOs and government departments.

Two symposia led by CIE members included:

**Contextualising Education and the Production of Citizen Identities** in which Máiréad Dunne, Barbara Crossouard and Naureen Durrani presented four papers that explored youth identity constructions in the diverse geopolitical contexts of Lebanon, Nigeria, Pakistan and Senegal.

**Building Sustainable Peace and Stability through Education: UNICEF Evidence Building** in which Naureen Durrani, Laila Kadiwal, Sean Higgins and M. A. Lopez Cardozo (University of Amsterdam) presented selected outcomes from their UNICEF funded project on peace-building. This included ‘Methodological framework: the role of education for youth agency in relation to building sustainable peaceful futures in Pakistan/Myanmar’ by Dr Naureen Durrani and Dr Laila Kadiwal.

Other CIE presentations included:

**Intergenerational Education Effects of Early Marriage in Sub-Saharan Africa** by Marco Delprato (UNESCO/ CIE), Máiréad Dunne and Kwame Akyeampong.

**Learning for Sustainable Futures – Making the Connections** by Dr Naureen Durrani and Dr Laila Kadiwal.

Keith Lewin was also joined by Paul Coustere, Deputy Director of the International Institute of Educational Planning (IIEP) in the launch of his new book, entitled **Educational Access, Equity and Development: Planning to Make Rights Realities**.

Many other CIE alumni and associates gave presentations on their research – these included Lizzie Maber, (University of Amsterdam), Stuart Cameron (Oxford Policy Management), Rosie Lugg (Cambridge Education), and Paul Fean (Norwegian Refugee Council).





- Several CIE members took part in the **Comparative International Education Society Conference 2016, Six Decades of Comparative and International Education: Taking Stock and Looking Forward, Vancouver, Canada, 6th – 10th March 2016.**

Paper presentations included:

**The Role of teachers in Peacebuilding and Social Cohesion: Synthesis of Four Country Case-Studies: Pakistan, Myanmar, Uganda and South Africa** by Professors Yusuf Sayed and Mario Novelli

**Engaging teachers in peacebuilding in conflict affected contexts: insights from Pakistan** by Dr Naureen Durrani and Prof. Anjum Halai, (Aga Khan University, Pakistan)

**Shifting Youth Identities? Nation building and education in Pakistan** by Dr Laila Kadiwal and Dr Naureen Durrani

**Educational Governance, Equity, and Sustainable Peacebuilding in Kenya and South Sudan** by Professor Novelli

Professor Keith Lewin organised a panel session on **Expanding secondary schooling** in collaboration with Jordan Naidoo, (UNESCO), Albert Motivans (UNESCO Institute of Statistics), Ian MacPherson (Global Partnership for Education (GPE) and Eva Oberg (DFID Education Advisor). He also contributed to a panel organised by the International Bureau of Education (IBE - UNESCO) alongside Aaron Benavot, (Director GEMR), Joshua Muskin (Brookings Institute) and Stephen Heyneman (Editor IJED) and a third panel was organised by the Global Partnership for Education and chaired by Karen Mundy (Chief Technical Advisor) with Ian Macpherson and Raphaëlle Martinez (Global Partnership for Education).

~~~~~

- CIE members and partners attended and presented at **Third International Sociology Association Forum on Sociology**, Vienna, 10-14 July. Their presentations in the Sociology of Youth thematic group on Muslim Youth, Contemporary Challenges and Future Prospects included:

Fracturing the nation: Muslim youth accounts of belonging in Nigeria, Pakistan, and Senegal', by Professor Máiréad Dunne, Dr Barbara Crossouard and Dr Naureen Durrani,

Gender and Youth Citizenship in Contexts of Postcoloniality: The Marginalisation of Muslim Youth in Ghana by Barbara Crossouard, Eric Ananga, Christine Adu-Yeboah, Vincent Adzahlie-Mensah, and Máiréad Dunne.

CIE members also attended the Research Committees meetings of the themes, Sociology of Youth, Women in Society and the Sociology of Development.

~~~~~

- Professor Kwame Akyeampong presented a paper entitled **Learning to Teach in Ghana: Local lessons for Teacher Education reform in the African context** at the **2016 American Educational Research Association (AERA) Conference** in Washington DC, US, April 8-12.



# Knowledge Exchange and Public Engagement

An academic research partnership between the University of Sussex and the University of Ghana was initiated in 2015 to create a unique space for new and established education researchers to meet regularly to disseminate research that addresses and develops a critical discourse on education for development in Africa. Following the successful first conference in May 2015, a second ICERDA conference will take place in Accra from the 3<sup>rd</sup>-5<sup>th</sup> October 2016 on the theme “**Towards a Vision of Education for Sustainable Development in Africa**”. Kwame Akyeampong is the chair of ICERDA organizing committee and is working in close collaboration with colleagues from the College of Education, University of Ghana, Legon. The conference will provide a forum for delegates from across Africa to reflect on the experiences and outcomes of education for development in Africa since 2000 and provide an African arena to review the past, appraise the present and plan the future of education.

~~~~~

The CIE led component of the **Research Consortium on Education and Peacebuilding**, between the Universities of Sussex, Amsterdam and Ulster, completed full country reports for both Pakistan and South Africa on Social Cohesion, Education and Conflict. These reports were developed through collaboration with major international partners. In Pakistan the Sussex team collaborated with UNICEF Country Office, Pakistan, and the Aga Khan University’s Institute for Educational Development Pakistan (AKU-IED). In South Africa the collaboration was between the Centre for International Teacher Education (CITE) based at the Cape Peninsula University of Technology in Cape Town, South Africa and the UNICEF country office.

The synthesis reports on the role of Teachers in Peacebuilding in Pakistan, South Africa, Myanmar and Uganda from the Research Consortium on Education and Peacebuilding project have been fully reviewed and accepted by UNICEF Country offices and the critical reference group. The reference group members are important vectors for knowledge exchange and it is comprised of academics, international agencies and policy makers. They include: Jordan Naidoo, UNESCO; Beatriz Avalos, Chile; Susan Robertson, University of Bristol; Poonam Bhatra, Delhi University; Professor Govinda, Ex-Vice Chancellor & Emeritus Professor, NUEPA, National University of Educational Planning and Administration, India; Professor Zubedi Desai, University of the Western Cape, S. Africa; Professor Shireen Motala, University of Johannesburg, S. Africa; Dr Sarfaroz Niyozov, IED AKU, Pakistan; Dr Sajid Ali, IED AKU; Dominic Richardson, Innocenti, UNICEF and Changu Mannathoko, UNICEF, New York.

A dedicated portal has been developed for online knowledge exchange about the Research Consortium on Education and Peacebuilding project on the UNICEF website <http://learningforpeace.unicef.org/partners/research-consortium/>. Currently, the database of the Research Consortium holds contact details for 782 key international and in country partners, representing the United Nations, INGOs, NGOs, Government, Community actors, and international academies.

Other project related knowledge exchange activities include report validation workshops conducted by Dr Naureen Durrani, in collaboration with Prof. Anjum Halai and Salima Rajput of Aga Khan University in November 2015. This was attended by stakeholders from civil society organisations, government institutions and international NGOs working with teachers. The workshops were held in Pakistan, at the Aga Khan University Campus, Karachi, the Provincial Institute for Teacher Education, Sindh, Nawabshah, the Hotel Marriot, Islamabad.

~~~~~

CIE faculty in the **Gender, Identities and Citizenship** research theme have developed collaborations with the Institute of Development Studies and Global Studies faculty. This has included participation and presentations in two jointly organised meetings:

Professor Máiréad Dunne, Dr Barbara Crossouard and Dr Naureen Durrani presented 'The Work of Education: learning gendered futures' at a conference *Imagined Futures? Future Selves?* focusing on youth in the global south at the Institute of Development Studies (IDS) University of Sussex, 9 December 2015

Professor Máiréad Dunne presented Young people and employment – the work of education to audience of academics, funding bodies, international agencies and INGOs at the IDS 50<sup>th</sup> Anniversary Conference on 5 July 2016

As a result of this collaboration Dr Barbara Crossouard and Professor Máiréad Dunne have been engaged in the development of bids focused on youth, education, citizenship and work. This has led to the award of a 3 year project funded by IFAD and focussed on Rural Youth Employment in Sub-Saharan Africa.

~~~~~

Other Knowledge Exchange and Public Engagement activities include:

Professor Mario Novelli and Gabrielle Daoust, University of Sussex, presented findings from their UNICEF research on Education Governance, Inequality and Conflict in South Sudan in Juba, South Sudan. August 2015,

Professor Máiréad Dunne was an invited participant to the British Academy International Forum - Early Childhood Development, British Academy, London 19 October 2015

Professor Mario Novelli contributed to a Panel Discussion: Does Education Inequality lead to Violent Conflict, UNICEF, New York, 29 October 2015.

<http://learningforpeace.unicef.org/featured/panel-discussion-does-education-inequality-lead-to-violent-conflict/>

Professor Máiréad Dunne was an Invited Reviewer of 'Analyzing (non-)formal education for youth agency in relation to peace building' research report for the UNICEF Research Consortium on Education and Peacebuilding. February 2016.

Professor Keith Lewin was invited to a Keynote debate at the International Institute of Educational Planning (IIEP), Paris in March 2016 on whether secondary education in India can be universalised. Keith drew on the recently completed research reports arising from the RMSA-TCA and debated with Dr Jordan Naidoo (Education Lead – UNESCO) and an invited audience of planners and policy makers.

Professor Máiréad Dunne was an invited participant on the International Roundtable at the UOC Higher Education in the Future Summit. Open University of Catalonia, Barcelona. 20-22 April 2016, funded by Banco Iberico

Professor Keith Lewin was invited by the of the Ministry of Education, Indonesia and the Asian Development Bank to present a plenary paper on Teachers and Teacher for the Analytic and Capacity Development Partnership (ACDP) and the Asian Development Bank. The paper and power-point were published by the ACDP.

Professor Keith Lewin was an invited participant to the two day retreat discussing “Thinking about Teachers, Teaching and the 2030 Agenda for Sustainable Development” by the The Leadership for Learning group supported by the Open Society Foundation at their annual conference at the Møller Centre, Churchill College, University of Cambridge in April 2016.

Keith Lewin was an invited participant to the Royal Academy discussion in May 2016 of the International Finance Commission which will report to the United Nations in September.

~~~~~

CIE has also been engaged in **on-line knowledge** exchange activities on current issues with in the field:

Keith Lewin has two blogs on aspects of the Sustainable Development Goals that follow from a public interest paper entitled, Goals and Indicators for Education and Development: Consolidating the Architecture for the Open Society Foundations. These can be found at: <http://www.ukfiet.org/2015/are-the-sustainable-development-goals-sustainable/> and [https://c.ymcdn.com/sites/www.cies.us/resource/collection/111E0488-3E6F-4A6D-849E-2D5BFD509636/CIES\\_NL\\_Winter16\\_R6.pdf](https://c.ymcdn.com/sites/www.cies.us/resource/collection/111E0488-3E6F-4A6D-849E-2D5BFD509636/CIES_NL_Winter16_R6.pdf)

Mario Novelli has two blogs related to work he is developing as ‘Scientific Advisor’ to the Network for International Policies and Cooperation in Education and Training (NORRAG) related to education and peacebuilding. They can be found at:

<https://norrags.wordpress.com/2015/12/03/the-role-of-education-in-preventing-urban-violence-and-counteracting-violent-extremisms/>

<https://norrags.wordpress.com/2016/07/18/international-geneva-conflict-and-peacebuilding-what-role-for-education/>



# Impact

Dr Jo Westbrook, Professor John Pryor and Professor Kwame Akyeampong produced a report on the Speed School pedagogy for Geneva Global Inc. funders of the Speed School research project. **Dr Louise Makau-Barasa, Senior Project Director of Geneva Global Inc.** praised the quality of the report and said the management of Geneva Global had found the report very useful in reviewing the Speed School approach. The Speed School programme is a temporary catch-up program of national primary school curriculum focusing on Literacy and Numeracy skills of grade 1 to 3, involving innovative ways of curriculum delivery. It is intended for out of school children between ages of 9-14, who are educationally disadvantaged and dropped out of schools due to economic problems; loss of one or both parents, who never attended schools, girls, and older children. Further research by the CIE team on Speed Schools in Ethiopia is continuing.

Following publication of '**Issues of Educational Access, Quality, Equity and Impact in Nigeria: The EDOREN review of literature on basic education**' in Nigeria in November 2015, the author Dr Sarah Humphreys received a letter of acknowledgement from the Permanent Secretary of the Nigerian President's office conveying his appreciation and congratulations. The Permanent Secretary commended the review for providing "clear insights into the challenges being faced by the educational system in Northern Nigeria" adding that it "... will to a greater extent assist the government in its quest to revamp the system".

The literature review was part of an operational research strand led by Professor Máiréad Dunne, as part of a DFID-funded initiative on Education Data, Research and Evaluation in Nigeria (EDOREN). The programme's aim was to improve research, quality, knowledge production and data in Nigeria and through this to enhance educational policy, practice and outcomes. Dr Naureen Durrani was also part of the CIE team working on EDOREN. This project is part of a long association between CIE and educational leaders in Nigeria. In previous funded research, Professor Máiréad Dunne and Dr Sara Humphreys collaborated with Nigerian researchers, Dr Moses Dauda and Ms Jiddere Kaibo, in a literature review and empirical research that resulted in the *Adamawa State Primary Education Research report* which was commissioned and well-received by the Adamawa State Universal Basic Education Board in North-Eastern Nigeria.

Professor Keith Lewin is advisor/ critical friend to the research programme of Educational International (EI) which is the international confederation of teacher unions and the largest membership teacher organisation in the world. The EI Research Network met in May 2016 to determine its priorities for 2016 – 17. The Leadership for Learning group which is supported by the Open Society Foundation convened their annual conference at the Møller Centre, Churchill College, University of Cambridge in April 2016. Keith Lewin was an invited participant to the two day retreat discussing "*Thinking about Teachers, Teaching and the 2030 Agenda for Sustainable Development*".

Jenny Hobbs Senior Education Adviser at the INGO Concern Worldwide has referred to a CIE led review completed by Fiona Leach, Máiréad Dunne and Eric Slade (CIE alumni and Research Associate and currently CORE international NGO)



*In 2012, Concern commissioned the Centre for International Education at the University of Sussex to conduct a desk review of promising practice in **SRGBV prevention and response programming** globally. .... Based on the findings ... Concern designed the **Safe Learning Model** to prevent and respond to SRGBV within education programmes. The Safe Learning Model is a holistic approach to addressing SRGBV within an education programme.*

The Safe Learning Model is now being implemented in schools in Liberia alongside a systematic monitoring and evaluation programme.



# Seminars and Events

CIE makes a strong and significant contribution to the research culture and environment of the School of Education and Social Work by hosting regular seminars. Platforms include the ESW Open Seminar Series, CIE Research Cafés, Occasional Seminars, Doctoral Roundtable Discussions and the Sussex Development Lectures.

The following were events hosted by CIE during the academic year 2015/16:



## Open Seminars

These usually take place every Monday in term time between 4.30 and 6.00pm. Events are usually recorded and live, remote participation is also generally available.

1. 5<sup>th</sup> October 2015  
Professor Magnus Marsden, Director, Sussex Asia Centre, University of Sussex  
Becoming Taliban: Islam and youth in northern Afghanistan
2. 16<sup>th</sup> November 2015  
Dr Yahia Baiza, Research Associate, Central Asian Studies Unit, Institute of Ismaili Studies  
Afghanistan: Education and the intersection of religion and state
3. 15<sup>th</sup> February 2016  
Professor Masooda Bano, Oxford Department of International Development (ODID), University of Oxford  
Education and Aspirations: Evidence from Islamic and state schools in Pakistan and Nigeria
4. 4<sup>th</sup> April 2016  
Lynn Davies, Emeritus Professor of International Education, University of Birmingham & Director of ConnectJustice  
Preventing Extremism: Resilience in a secular democracy

## CIE Research Cafes

CIE hosts these events every Thursday in term time between 1 and 2pm.

1. 1<sup>st</sup> October 2015  
Inger Sofie Husby, Sør-Trøndelag University College, Norway  
How to engage children in research: A Norwegian example of conducting interviews with children in Child Welfare
2. 8<sup>th</sup> October 2015  
CIE Faculty Panel  
Priorities in Education and Development: The next 15 years.



3. 15<sup>th</sup> October 2015  
Ann Emerson, PhD in Education Researcher  
School Practice and the Reproduction of Gendered Citizenship in Pakistan
4. 22<sup>nd</sup> October 2015  
Professor JoAnn McGregor, Sussex Africa Centre, University of Sussex  
Asylum, Education and African Diasporas in Britain: Producing archives and educational resources with a community-based migrant organisation
5. 29<sup>th</sup> October 2015  
Dr. David Sancho, Research Fellow (Anthropology),  
Departing 'Misfits': Migration and Young Men's Struggles for Respect in Liberalising India
6. 5<sup>th</sup> November 2015  
Dr Megan Chawansky, School of Sport & Service Management, University of Brighton  
How do 'sport for development' projects promote (physical) education for girls?
7. 12<sup>th</sup> November 2015  
Laila Kadiwal, Research Fellow, Centre for International Education, University of Sussex  
Perceptions of Youth Radicalisation in Karachi, Pakistan
8. 19<sup>th</sup> November 2015  
Alice Aldinucci, Centre for International Education, University of Sussex  
Meaning Making: Exploring teachers' role in including/excluding disabled students in two community schools in Nepal.
9. 26<sup>th</sup> November 2015  
Lindsey Horner, Research Fellow, Centre for International Education, University of Sussex  
Peace as Utopia, Peace as an event: Chasing Peace in Mindanao
10. 3<sup>rd</sup> December 2015  
Uju Ofomata-Aderemi, Global Program Director, One World UK  
Information and education: ICT use in the Global South
11. 4<sup>th</sup> February 2016  
Emily Echessa, deputy Head of Education, Save the Children,  
Increasing female teachers in CAFS: The case of Afghanistan.
12. 11<sup>th</sup> February 2016  
Naureen Durrani, Lecturer in International Education & Development, CIE  
Education and the construction of the 'ideal' citizens: narratives of young Pakistanis in higher education.
13. 18<sup>th</sup> February 2016  
Dr Chris Berry, Education Head of Profession, Department for International Development  
Title: Delivering on the education in the SDGs: How DFID is responding.
14. 25<sup>th</sup> February 2016  
Dr Linda Morrice, Department of Education, University of Sussex  
Cultural values, moral sentiments and the fashioning of gendered migrant identities
15. 3<sup>rd</sup> March 2016  
Bashair Ahmed, Executive Director of Shabaka & Doctoral Researcher, School of Global Studies  
Children of migrant's engagement in activism.



16. 10<sup>th</sup> March 2016  
Professor Sally Munt, Director of the Sussex Centre for Cultural Studies, University of Sussex  
Argumentum ad Misericordiam – the Critical Intimacies of Victimhood
17. 17<sup>th</sup> March 2016  
Michela Alderuccio, Doctoral Researcher, CIE  
Culture, Language and Pedagogy: Exploring teachers' discourse and practice in a Mozambican primary school
18. 7<sup>th</sup> April 2016  
Smita Yadav, Doctoral Researcher, Social Anthropology, University of Sussex  
Title: Life and work in situ: Schooling as deskilling in tribal India
19. 14<sup>th</sup> April 2016  
Dr Alison Phipps, Director of the Centre for Gender Studies, University of Sussex  
Title: Researching institutional cultures: a methodological model
20. 21<sup>st</sup> April 2016  
Anneke Newman, Doctoral Researcher, Social Anthropology, University of Sussex  
Title: Passive victims or actively seeking a religious education? Qur'anic school students in Senegal
21. 28<sup>th</sup> April 2016  
Dr Louise Gazeley, Senior Lecturer, Department of Education & Gino Graziano, Deputy Head of Widening Participation, University of Sussex  
Title: Widening Participation: Policy, practice and theory
22. 5<sup>th</sup> May 2016  
Dr Suraj Lakhani, Lecturer in Criminology and Sociology, University of Sussex  
Title: Radicalisation as a Moral Career

~~~~~

Sussex Development Lectures

1. 15th October 2015
Alison Evans, Chief Commissioner, Independent Commission for Aid Impact
Results and Transformational development: What needs to change?
2. 22nd October 2015
Professor Keith Lewin, Emeritus Professor, University of Sussex
Learning Matters for Sustainable Development
3. 12th November 2015
Dr Wendy Harcourt, Associate Professor, International Institute of Social Studies, Erasmus University, Rotterdam
Learning from Changing 'life worlds' : Doing Research on Gender, Environment, Community, Self
4. 19th November 2015r
David Archer, Head of Programmes, Action Aid
The Evolution of Rights Based Action on Education

5. 1st December 2015
Rajesh Tandon, Founder-President, Participatory Research in Asia (PRIA) and IDS board member
Engaged scholarship and knowledge democracy and new approaches to community-based participatory research.
6. 18th January 2016
Dr Signe Arnfred, Centre for Gender, Power and Diversity, Roskilde University, Denmark
Knowledge Production in Africa: Gender dilemmas, challenges, possibilities
7. 17th March 2016
Charlotte Watts, Chief Scientific Adviser, DFID.
Research and knowledge at DFID: what role for evidence in the new aid strategy?
8. 5th May 2016
Dr Jordan Naidoo, Director of 'Education For All' & International Education Coordination, UNESCO & leader of the global coronation of the SDG4/Education 2030 Agenda
Necessary Ambition or Misplaced Folly

~~~~~

## Special Seminars

1. 28<sup>th</sup> April 2016  
Turkey, The Kurds and Human Rights: local, Regional and Global Dimensions, Jubilee Building, G30, University of Sussex
2. New Reading Group  
The Critical Theory and Critical Engagement Reading Group, is held on Tuesdays, 4-6pm. This reading group explores the relationship between critical theory and critical engagement in the academy drawing on a plurality of thinkers linked to traditions of critical theory and engaged academic scholarship such as Edward Said, Michael Burawoy, Nancy Fraser, Michael Apple, Paolo Freire, Antonio Gramsci, Boaventura de Sousa Santos, Judith Butler, Roy Bhaskar among others. The reading group will not deal with education directly and explicitly, but more so reflect on the role of academics as public intellectuals, the role of theory and methodology in social transformation and the challenges and possibilities for academics to engage with the world in which they inhabit and the strategies they deploy to transform it.
3. 9<sup>th</sup> February 2016  
Edward Said (1994), Representations of the Intellectual, The 1993 Reith Lecturers. London: Vintage
4. 16<sup>th</sup> February 2016  
Micheal Burawoy (2004) For Public Sociology, 2004 Presidential Address. American Sociological Review, Volume 70, February (4-28) Available at <http://burawoy.berkeley.edu/Public%20Sociology.%20Live/Burawoy.pdf>
5. 23<sup>rd</sup> February 2016  
Nancy Fraser (1996) Social Justice in the Age of Identity Politics: Redistribution, Recognition, and Participation THE TANNER LECTURES ON HUMAN VALUES Delivered at Stanford University April 30–May 2, 1996. Available at <http://tannerlectures.utah.edu/documents/a-to-z/f/Fraser98.pdf>



- 1<sup>st</sup> March 2016  
Gayatri Chakravorty Spivak (2013) THE 2012 ANTIPODE AAG LECTURE Scattered Speculations on Geography. Antipode Vol. 46 No. 1 2014 ISSN 0066-4812, pp 1–12. Available at <http://onlinelibrary.wiley.com/doi/10.1111/anti.12041/epdf>

~~~~~

Doctoral Roundtable

1. 5th October 2015
Professor Máiréad Dunne and Sayanti Banerjee
From common sense to research sense: Silences, uncertainty and schizophrenia
2. 2nd November 2015
Dr Rebecca Webb
Reading Rights
3. 7th December 2015
Professor John Pryor and Dr Marta Paluch
Evolving positionality in fieldwork with adult literacy facilitators in Guatemala; 'Que puede saber ese gringa?'
4. 1st February 2016
Professor Mario Novelli with Anne Emerson, Yasamin Alkhansa and Joseph Pesambili
Rethinking Research Ethics
5. 7th March 2016
Dr Jo Westbrook and Norina Yusoff
Reconceptualising Literacy(ies) In School and Out: More Than Words Can Say



Members and Visitors

Research Centre Directors

Máiréad Dunne, Professor of Sociology of Education (Director)

Mario Novelli, Professor of the Political Economy of Education (Deputy Director)

Advisory Group

Brian Hudson, Professor of Education

Elaine Sharland, Professor of Social Work Research

Alan Lester, Professor of Historical Geography (Geography, Cultural Studies, International Development)

Support

Julie Farlie, Administrative Officer

Gunjan Wadhwa, Graduate Teaching and Research Assistant and PhD Candidate

Ann Emerson, PhD Candidate and Kourosh Kouchakpour, PhD Candidate have also contributed support this year.

Faculty: Department of Education

Kwame Akyeampong, Professor of International Education and Development

Dr Barbara Crossouard, Senior Lecturer in Education

Dr Naureen Durrani, Senior Lecturer in International Education and Development

Dr Louise Gazeley, Senior Lecturer in Education

Keith Lewin, Professor Emeritus

Dr Linda Morrice, Senior Lecturer in Education

John Pryor, Professor of Education and Social Research

Emma Salter, Research Fellow

Yusuf Sayed, Professor of International Education and Development

Dr Rebecca Webb, Lecturer in Education

Dr Jo Westbrook, Senior Lecturer in Education

Faculty: Cross – University

Rupert Brown, Professor of Social Psychology, School of Psychology

Dr Mike Collyer, Senior Lecturer in Geography, Global Studies

Dr Denise de Caires Narain, Senior Lecturer in English, School of English

Andrea Cornwall, Professor of Anthropology and International Development

Dr Naomi Hossain, Research Fellow, Institute of Development Studies

Dr Iftikhar Hussain, Lecturer in Economics, School of Business, Management and Economics

Dr Anuradha Joshi, Research Fellow, Institute of Development Studies

Russell King, Professor of Geography, Sussex Centre for Migration Research, Global Studies

Melissa Leach, Professor and Director, Institute of Development Studies

JoAnn McGregor, Professor of Geography, School of Global Studies

Dr Lyndsay McLean Hilker, Lecturer in Anthropology and International Development, Global Studies

Magnus Marsden, Professor of Social Anthropology (Anthropology) & Director of the Sussex Asia Centre

Jan Selby, Professor and Director of International Relations and Sussex Centre for Conflict & Security Research

Maya Unithan, Professor of Social and Medical Anthropology & Director of the Centre for Cultures of

Reproduction, Technologies & Health (CORTH)

Bashair Ahmed, Executive Director of Shabaka & Doctoral Researcher, School of Global Studies

Professor Sally Munt, Director of the Sussex Centre for Cultural Studies

Dr Alison Phipps, Director of the Centre for Gender Studies

Dr Suraj Lakhani, Lecturer in Criminology and Sociology, School of Law, Politics and Sociology

Visiting Fellows

Dr Marcos Delprato, Research Officer, GMR team, UNESCO, Paris

Dr Joseph Ghartey Ampiah, Professor of Education, University of Cape Coast, Ghana

Dr Keith Holmes, Division for Basic Learning and Skills Development, UNESCO, Paris

Dr Sara Humphreys, Independent Researcher

Professor Fiona Leach, Emeritus Professor of Education, University of Sussex

Dr Shireen Motala, Centre for Researching Education and Labour, University of Witwatersrand.

Dr Irfan Ahmed Rind, Head of Education Department, Sukkur Institute of Business Administration, Pakistan

Dr Ricardo Sabates, Reader, University of Cambridge

Tony Somerset, Independent Researcher

Dr Prachi Srivastava, Associate Professor, School of International Development and Global Studies, University of Ottawa.

Dr Oscar Valiente, Lecturer in Education, University of Glasgow.

Associates

Dr Akunu Agbeti, Assessment Specialist, WAEC, Ghana

Dr Faraz Ali Bughio, Lecturer at University of Sindh, Pakistan

Dr Kingsley K D Arkorful, University of Ghana

Dr Stuart Cameron, Education Advisor, Oxford Policy Management

Dr Kathleen Fincham, Education Consultant

Dr Cesar Guadalupe. Lecturer/Researcher, Universidad del Pacifico, Peru

Dr Huib Huyse, Head of the Research Group on Sustainable Development, Belgium

Ms Jiddere Musa Kaibo, Chief Lecturer and Director of Academic programmes, Federal College of Education, Yola. Adamawa State, Nigeria.

Dr Matthew Karikari-Ababio, Ministry of Education, Ghana

Dr Cecilia Kimani. Head of Department, Special Needs Education, Mount Kenya University, Kenya

Dr Angelika Kümmerling, Universität Duisburg-Essen, Institut Arbeit und Qualifikation

Dr Juliet McCaffery, Independent Researcher

Dr Kate Nielsen, Education Consultant

Dr Anupam Pachauri, Assistant Professor, Centre for Policy Research in Higher Education (CPRHE), National University of Educational Planning and Administration (NUEPA), New Delhi.

INDIA

Dr Michela Profeta, Independent Researcher, Kenya

Dr Yukiko Okugawa, Japan International Cooperation Agency, Ethiopia.

Dr John Rutayisire, Director General, Rwandan Education Board

Dr Najwa Saba 'Ayon, Lecturer in Languages and Humanities, Hariri Canadian University, Lebanon

Dr Francesca Salvi, Lecturer in Childhood Studies, University of Portsmouth

Dr Swadchet Sankey, Senior Reading Program Manager, Research Triangle Institute

Dr Mariko Shiohata, Save the Children, Nepal

Dr Armando Simões, Public Policies Advisor to the Secretary of Evaluation and Information Management, Ministry of Social Development and the Fight Against Hunger, Brazil
Dr Yoel Siegel, Director of the Metro-Jerusalem, Urban Biosphere Initiative, Israel
Mr Eric Slade, Director of International Programs, CORE, Ottawa, Canada
Dr Chisato Tanaka, Chief Advisor, Ministry of Education, Science and Technology, Malawi
Professor Rosemary Wildsmith-Cromarty, ETDP-SETA Research Chair in Early Childhood Education, North-West University, Potchefstroom, South Africa.

Visitors

Dr Signe Arnfred, Centre for Gender, Power and Diversity, Roskilde University, Denmark
Dr Yahia Baiza, Central Asian Studies Unit, Institute of Ismaili Studies
Professor Masooda Bano, Department of International Development, University of Oxford.
Beijing Normal University Delegation including:

Prof, Li Qi, Director of the Student Affairs and Higher Education,
Wei Hong, Associate Professor, Deputy Director of the Faculty Development,
Du, Ruijun, Associate Professor, Deputy Director of Strategic Planning and
Professor Hong Chengwen, Executive Director, Institute of Higher Education,

Dr Chris Berry, Education Head of Profession, Research and Evidence Division, Department for International Development, DIFID.

Lynn Davies, Emeritus Professor of International Education, University of Birmingham, Director of ConnectJustice.

Ms Emily Echessa, Deputy Head of Education, Save the Children, UK

Dr Manish Jain, Ambedkar University, Delhi, India

Prof Nandini Manjrekar, Tata Institute of Social Science, Mumbai, India

Jordan Naidoo, Director, Division of Education 2030 Support and Coordination ED/ESC, UNESCO

Uju Ofomata-Aderemi, Global Program Director, One World UK



Doctoral Researchers

	PhD	EdD	Total
Currently registered	25	18	43
Completed 2015/16	3	11	14
Total	28	29	57



Completed Doctoral Researchers

Congratulations to all our recently completed doctoral students. They include:

PhD in Education

1. Name: John Cash

Supervisors: Dr Yusuf Sayed / Dr Barbara Crossouard

Research title: 'Management's Perspectives on the Use of Technology'

2. Name: Tsuyoshi Fukao

Supervisors: Professor Keith Lewin/ Dr Naureen Durrani

Research Title: Teacher Motivation and Incentives in Cambodia

3. Name: Channah Persoff

Supervisors: Dr Jo Westbrook / Dr Julia Sutherland

Research title: 'A Prism of Understanding: Creating a dialogic learning community through questioning texts'

International Doctor of Education

4. Name: Stephen Adu

Supervisors: Professor John Pryor / Professor Kwame Akyeampong

Research title: 'Headteacher Leadership Influence on Students' Achievement: A case study of four public basic schools in Ghana'

5. Name: Christopher Akwaa-Mensah

Supervisors: Professor Kwame Akyeampong / Professor Yusuf Sayed

Research title: 'Policy Development and Implementation in Ghanaian Public Universities: A case study of the University of Education, Winneba



6. Name: Hilda Eghan
Supervisors: Professor Yusuf Sayed / Professor John Pryor
Research title: 'The Role and Professional Identity of District Directors: The case of District Directors of Education (DDE) in Ghana'
7. Name: Sara Maria Camacho Felix
Supervisors: Professor Louise Morley / Dr Jo Westbrook
Research title: 'A Praxis for Praxis: Fostering criticality among first year social science students at a state university in Kazakhstan'
8. Name: Dorothy Abra Glover
Supervisors: Dr Louise Gazeley / Professor Máiréad Dunne
Research title: 'Student participation in decision making in senior high schools in Ghana'
9. Name: Christian Koramoah
Supervisors: Professor Kwame Akyeampong / Professor Keith Lewin
Research title: 'Financing secondary education in Ghana: Managing subsidies to promote meaningful access and participation'
10. Name: Dennis Love
Supervisors: Jo Westbrook/Nigel Marshall
Research title: 'Identifying Attitudes Leading to a Feeling of Global Citizenship: A Mixed Methods Study of Saudi Students Studying English in Higher Education in the Kingdom of Saudi Arabia'
11. Name: Elaya E Musangeya
Supervisors: Professor Máiréad Dunne / Professor Kwame Akyeampong
Research title: '"It is my choice to play... It is just my talent....I enjoy it": Views and experiences of female high school students playing competitive sport in Lusaka, Zambia'
12. Name: Ellen Olu Fagbemi
Supervisors: Dr Jo Westbrook / Professor Kwame Akyeampong
Research title: 'Pedagogic renewal and the development of teachers in sub-Saharan Africa: The case of Ghana'
13. Name: Emmanuel Muvunyi
Supervisors: Dr Ricardo Sabates / Professor Kwame Akyeampong
Research title: 'Teacher Motivation and Incentives in Rwanda: An explanation of stakeholders' perceptions of the changes in teachers motivation during 2008-13'
14. Name: Keiko Takei
Supervisors: Professor Keith Lewin / Professor Kwame Akyeampong
Research Title: 'The production of skills for the agricultural sector in Tanzania: The alignment of technical, vocational education and training with the demand for workforce skills and knowledge for rice production'

~~~~~



## Current Doctoral Researchers

### PhD in Education

1. Name: Jennifer Agbaire

Supervisors: Professor Máiréad Dunne / Dr Louise Gazeley

Research Title: Access to University in Nigeria: Exploring the impact of admission policy and practices

2. Name: Hajeej Alhawsawi

Supervisors: Professor Yusuf Sayed / Dr Jo Westbrook

Research title: 'Analysing teacher educators' understandings of learning, learners, teaching roles and strategies in Islamic and Qura'anic studies at the female college of education in Mecca, Saudi Arabia'

3. Name: Yasamin Alkhansa

Supervisors: Professor Mario Novelli / Professor Yusuf Sayed

Research title: 'Teachers and History Teaching: A case study on the agency of Iranian teachers'

4. Name: Haitham Ali Hamed Althubaiti

Supervisors: Professor Yusuf Sayed / Dr Andrew Blair

Research title: 'Identity and English Language Learning: A case study of EFL learners in an English language programme in Saudi Arabia'

5. Name: Nihad AM Al-Zadjali

Supervisors: Dr Barbara Crossouard / Professor John Pryor

Research title: 'Negotiation of EFL teacher identities in Omani Higher Education'

6. Name: Janet Baah

Supervisors: Professor Gillian Hampden-Thompson / Professor Kwame Akyeampong

Research title: 'Educational Access and Schooling Options: Exploring the factors that drive demand for private education in Ghana's rural-urban slum dwellers'

7. Name: Sayanti Banarjee

Supervisors: Professor Máiréad Dunne/ Dr Linda Morrice

Research title: 'Impact of Social Exclusion on Second Generation Migrant Black and Minority Ethnic

Women in the Deprived Areas of England: The role of self-help as a strategy to combat the barriers to promote gender equality'

8. Name: Eva Bulgrin

Supervisors: Professor Kwame Akyeampong / Professor Yusuf Sayed

Research title: The effects and the impact of the decentralisation policy on pre- and primary education in Benin.

9. Name: Gabrielle Daoust

Supervisors: Professor Mario Novelli/ Professor Jan Selby (International Relations)

Research title: 'A critical analysis of discourses of inclusion in education and contributions to peacebuilding in South Sudan'

10. Name: Ann Emerson  
Supervisors: Professor Mario Novelli / Professor Máiréad Dunne  
Research title: 'Citizenship Education and School Practice in Government Schools in Pakistan: Implications for peacebuilding'
- 11 Name: Suvasini Iyer  
Supervisors: Dr Barbara Crossouard/ Professor Kwame Akyeampong  
Research title: 'Exploring the subjectivities of middle class young people in an elite, private Indian school'
12. Name: Patrick Kenneth Kane  
Supervisors: Professor Mario Novelli/Dr Linda Morrice  
Research title: Popular Education & Social Movements in South West Colombia.
13. Name: Kourosh Kouchakpour  
Supervisors: Dr Louise Gazeley/ Professor Kwame Akyeampong  
Research title: 'Higher Education of 21st Century, Accredited Clients and Unattended Talents? An analysis of students' experiences of participation in learning in higher education in Iran'
14. Name: Paula Alejandra Leal Tejada  
Supervisors: Professor Kwame Akyeampong / Professor Yusuf Sayed  
Research title: 'Students understandings about citizenship education in selected public and private secondary schools in Chile
15. Name; Fawzia Haeri Mazanderani,  
Supervisors: Dr Barbara Crossouard/ Professor John Pryor  
Research title: 'A map without direction?' The experiences, perceptions and practices of previously disadvantaged youth navigating post-school opportunities in South Africa'
16. Name: Norina Melati Mohd Yusoff  
Supervisors: Dr Joanna Westbrook / Professor John Pryor  
Research title: 'Understanding the Synergies of Malaysian Multi-lingual Students' Literacy Practices In and Out of School: An ethnographic case study'
17. Name: Helen Murray  
Supervisors: Professor Mario Novelli/Professor John Pryor  
Research title: Higher Education, Conflict and Peacebuilding in Lebanon
18. Name: Wezi Mwangulube  
Supervisors: Professor Yusuf Sayed / Dr Hayley Macgregor (IDS)  
Research title: 'Understanding HIV Education in a Developing Country Context: A critical discourse analysis of life skills based HIV curriculum in one Malawian junior secondary school'
19. Name: Marta Paluch  
Supervisors: Professor John Pryor/ Dr Linda Morrice  
Research title: 'Exploring Professional Development with Adult Literacy Facilitators in Guatemala'
20. Name: Joseph Christopher Pesambili  
Supervisors: Professor Mario Novelli / Professor John Pryor  
Research title: 'An Investigation into the Encounter between Indigenous and Western Education among the Maasai Pastoralists in Tanzania'

21. Name: Ruslin Ruslin

Supervisors: Professor Yusuf Sayed / Dr Ricardo Sabates

Research title: 'The Learning Experience of the Students of the Automotive Department of the SMKIGT in the Workplace: Perspectives of school stakeholders'

22. Name: Ahmed Abdulaziz Sager

Supervisors: Professor Yusuf Sayed / Dr Barbara Crossouard

Research title: 'Examining Higher Education Management in Saudi Arabia: A case study of UBT and the impact that privatisation has had on its management style'

23. Name: Albert Tarmo

Supervisors: Professor Kwame Akyeampong / Dr Naureen Durrani

Research title: 'Exploring science teachers' conceptions of science knowledge, teaching and learning and their teaching practices in Tanzanian secondary schools '

24. Name: Gunjan Wadhwa

Supervisors: Professor Máiréad Dunne / Dr Naureen Durrani

Research title: 'Children's access to education in areas of civil unrest in India'

25. Name: Christine Wanjala

Supervisors: Professor Kwame Akyeampong/ Professor Gillian Hampden-Thompson

Research title: 'Exploring Leadership Practices for Sustainable Students' Achievement in Kenya: A comparative case study'



## International Doctor of Education

1. Name: Obaapanin Oforiwaa Adu

Supervisors: Professor Máiréad Dunne / Dr Barbara Crossouard

Research title: 'Career Progression amongst Female Academics in Higher Education in Ghana'

2. Name: Elizabeth Akua Amoako

Supervisors: Professor Louise Morley / Professor Kwame Akyeampong

Research title: 'The Influence of Mentoring on Initial Teacher Education: A case study of the 'out segment' programme in Ghana'

3. Name: Michela Alderuccio

Supervisors: Professor John Pryor / Dr Jo Westbrook

Research title: 'Culture, Language and Pedagogy: Teachers' conceptualisation of the teaching and learning process in one primary school in Pemba (Mozambique)'

4. Name: Iris Amponsah-Efah

Supervisors: Professor John Pryor / Professor Yusuf Sayed

Research title: 'Private Schooling in Ghana'

5. Name: Elizabeth Ashong

Supervisors: Professor Naureen Durrani / Professor Kwame Akyeampong

Research Title: Teaching strategies and innovations for teaching home economics in higher education in Ghana

6. Name: Dzigbodi Ama Banini

Supervisors: Professor Brian Hudson / Professor Kwame Akyeampong

Research title: 'Integration of Technology into Pedagogy at the Basic Level of Education in Ghana'

7. Name: Susan Delali Doe Berdie

Supervisors: Professor John Pryor / Dr Naureen Durrani

Research title: 'Facilitation of Adult Literacy: A case within the Ghana National Functional Literacy Programme'

8. Name: Abaidoo A Edzil

Supervisors: Professor Yusuf Sayed / Professor Colleen McLaughlin

Research title: 'Decentralised Educational Planning in Ghana: A case study of the Accra Metropolitan Directorate of Education and Komenda Edina Eguafo Abrem Minicipal Directorate of Education

9. Name: Robert A Ghanney

Supervisors: Dr Louise Gazeley / Professor Máiréad Dunne

Research title: 'A Case Study of Parental Involvement in Basic Education in Ghana'

10. Name: Akiko Hanaya

Supervisors: Dr Yusuf Sayed / Dr Naureen Durrani

Research title: 'Quality Assurance of Teacher Education Providers in India'

11. Name: Lynne Heslop

Supervisors: Professor Mario Novelli / Professor Yusuf Sayed

Research title: Higher Education, Conflict and Peacebuilding in Burma



12. Name: Altaf Md Hossain

Supervisors: Professor Yusuf Sayed / Dr Nigel Marshall

Research title: 'Parents, teacher, and headteachers perception of strengths and weaknesses of the primary education stipend programme in ensuring access to quality education in Bangladesh'

13. Name: Fern Levitt

Supervisor: Dr Jo Westbrook/ Dr Nigel Marshall

Research title: 'Exploring the use of MALL with a phonics approach to support development of literacy skills among second-chance EFL learners: A case study in a technological-vocational secondary school in Israel'

14. Name: Kathleen Moriarty

Supervisors: Professor Yusuf Sayed / Dr Naureen Durrani

Research title: 'Global Citizenship Education'

15. Name: Maida Pasic

Supervisors: Professor Mario Novelli / Professor Yusuf Sayed

Research title: 'Post-Conflict Education and Decentralisation in Bosnia'

16. Name: Joel Reyes

Supervisors: Professor Mario Novelli / Professor Yusuf Sayed

Research title: 'Resilience in Conflict-Affected Countries'

17. Name: Boon Seong Woo

Supervisor: Professor Louise Morley / Professor Kwame Akyeampong

Research title: 'Higher Education in Singapore'

18. Name: Michel Auguste Tchoumbou Ngantchop

Supervisors: Dr Jo Westbrook / Dr Naureen Durrani

Research title: 'Informal Peer Learning in Cameroon Higher Education: A case study'



# Teaching

CIE provides high-quality, research-led teaching to students and practitioners from around the world in an international and multi-cultural environment. Graduates have gone on to careers in international organisations, national education ministries, educational institutions, NGOs and universities. We also run bespoke training courses for students and practising professionals in international education and development.

## Courses

Teaching associated with CIE includes:

- [International Education and Development Undergraduate Pathway and Electives](#)
- [MA in International Education and Development](#)
- [PhD in Education](#)

CIE provides high-quality, research-led teaching to students and practitioners from around the world in an international and multi-cultural environment. Graduates have gone on to careers in international organisations, national education ministries, educational institutions, NGOs and universities. We also run bespoke training courses for students and practising professionals in international education and development.

Teaching associated with CIE includes:

- **International Education and Development Undergraduate Pathway**

This pathway is open to single honours undergraduates in disciplines across the university. It comprises a series of four modules, two taken in each of the first two years of a degree course. This pathway focuses on the educational issues faced by governments and people in the Global South as well as the effects of education on the social and economic development of the individual, their families and society.

The first year modules are:

‘Education for Development: Aid, policy and the global agenda’

‘Cross-Cultural Perspectives on Teaching, Learning & Assessment’.

The second year modules are:

‘Access, Equity & Gender’

‘Peacebuilding and Conflict’

In addition CIE faculty successfully launched a stand-alone second year undergraduate option in ‘International Education and Development’ for students in Global studies

- **MA in International Education and Development**

A one-year (or two-year part-time) course with core modules on theories and policy issues in international education and development, as well as optional modules. The course also involves research methods training and a dissertation. In 2016-17 we intend to offer 4 specialisms:

- Teachers, Policy and Practice
- Curriculum, Learning and Society
- Educational Policy, Planning and Management
- Education, Conflict and Peacebuilding

- **PhD in Education**

The PhD in Education can be studied full- or part-time. This includes research training within a vibrant research environment with a range of seminars, reading groups, student research in progress presentations, peer discussion groups and informal meetings with faculty in CIE, ESW and the wider university. You will have access to the extensive collections in the Sussex Library and Institute of Development Studies (IDS) Library and to a wide range of electronic resources.

CIE faculty often co-supervise students from Anthropology, Development Studies, Gender Studies Sociology and International Relations.

In the first year you will focus on the development of your research proposal and the data collection instruments. You are required to present this to an academic audience and complete a research ethics application before engaging in fieldwork in a relevant context. In the final phase you will return to Sussex UK to complete your doctoral thesis.

~~~~~



Awards/Appointments

Alice Aldinucci was awarded the CIE prize for the Best Overall performance and Sefut Shan was awarded the Luke Akaguri Prize for the Best Dissertation from the MAIED 14-15 cohort.

The Chancellor's International Research Scholarships for PhD study in CIE has been awarded to Anna Wharton whose research is entitled 'Syrian refugee children and the relationship between education and community development' supervised by Drs Linda Morrice and Jo Westbrook, starting in September 2016.

Dr Naureen Durrani has deservedly been promoted to Senior Lecturer.

Dr Linda Morrice has taken up the post of Director of Doctoral Studies for the School of Education and Social Work.

Professor Yusuf Sayed has been awarded a Chair at the University of Sussex

Professor Keith Lewin has been appointed to the organising committee of World Conference of Comparative Education Societies in Beijing in August, 2016. He is convening a theme on equity and efficiency and over 2000 delegates are expected.

Professor Mario Novelli has been appointed as Scientific Advisor for the Network for International Policies and Cooperation in Education and Training (NORRAG)

Professor Máiréad Dunne has been appointed to the Scientific Committee of the Global Development Network (www.gdn.int)



Future Developments

The following are key elements of CIE's future strategy for 2016/17, which will be further developed as the academic year unfolds.

Research Activity

CIE has sustained its success in funded research. The research funding sources are diverse and include influential and strategic international agencies, DFID, UNICEF, INGOs and philanthropic and charitable organizations. Given the changing external funding landscape and internal workload configurations there is a need to be much more selective about research opportunities. There are evident strategic benefits from large scale and extended research engagements which will be a focus of research bidding developments in the coming year. However, CIE also has interests in more local level, smaller scale research strongly associated with our key research themes and through which impacts may be more easily and quickly produced.

The current active research has been concentrated within our research themes, Access and Equity; Teachers and Quality and Conflict and Peacebuilding. Following a period concentrating on research writing and outputs, other factors permitting, over the next year a large scale research project in the *Gender, Identities and Citizenship* theme will be systematically developed. Emergent opportunities and commissioned research working with research users, the policy community and practitioners will always be considered on a case by case basis and subject to capacity.

Research Culture

We have enjoyed a very vibrant research environment in CIE in 2015/16 and we will sustain our commitment to generating spaces for debate and discussion in the 2015/16. With cross-university collaboration we supported over 50 seminars and events in the last academic year which were highly commended by students as a vital part of the intellectual milieu in CIE. These included weekly CIE Research Cafes, regular CIE sponsored ESW seminars, CIE led lectures as part of the Sussex Development Lectures, Doctoral Roundtables, 2 themed workshops (Education and Peacebuilding; Turkey, the Kurds and Human Rights) and a CIE led Critical Theory and Critical Engagement Reading Group. We will continue with these types of events in the coming year. These events are open to students across the department, School and university.

Cross University and Inter-University Networks

CIE has strengthened its links with academics and centres across the University of Sussex. These include Global Studies, IDS, SPRU, the Sussex Africa Centre, the Sussex Asia Centre, Gender Studies, Migration Studies, the Sussex Centre for Conflict and Security Research (SCCSR), the Centre for Cultures of Reproduction, Technologies and Health (CORTH), and the Middle East & North Africa (MENACS). CIE will again collaborate with Global Studies, IDS and SPRU in the Sussex Development Lectures in 2016/17. In addition we will continue to extend our reach by co-hosting research events with other Research centres across the campus. These links will also be deepened by ongoing developments in undergraduate teaching described in a section below as well as in collaborative research.

We will continue in 2016/17 to develop our international links with key strategic partners. In 2015/16 we developed a partnership with the College of Education, University of Ghana, Legon, Ghana. This will be further strengthened this academic year with a Pan-African Conference to be held in Ghana in September 2016 and the development of a pan-African network for research on International Education and Development, led by Professor Kwame Akyeampong. We will also seek to strengthen our links with Universities in South Africa, including Rhodes University, Grahamstown and the Cape Peninsular University of Technology (CPUT) Cape Town.

Communications and Impact

CIE web-site and presence has been widely positively acclaimed but the next phase of development will include an upgrading such that it is more dynamic, interactive and outward facing platform for CIE Research. This will require the development and operationalization of a communications plan and impact strategy that is subscribed to by all CIE members. The focus of the impact strategy will be related both to new activity and to the history of CIE research and impact spanning the reference period defined in the next Research Excellence Framework (REF). This is anticipated to include research and impact back to 2000 and in specific cases perhaps earlier.

Impact and communications have been part of our annual CIE Planning Awayday since 2014. In the forthcoming CIE away day in September 2016, we have invited Dr Laila Kadiwal to lead a CIE tailored session on increasing and documenting our impact. We also intend to set up a CIE blog page to promote and extend our engagement on contemporary issues and challenges in the area of education and international development.

Teaching

Teaching has a highly significant and reciprocal relationship with CIE's research and global impact. Our focus on undergraduate modules in 2015/16 has resulted in four undergraduate (UG) electives in an International Education and Development (IED) pathway open to students across the university and an IED option for second year students from Global Studies. In the coming academic year all of these modules will be running. This will be important to the establishment and consolidation of the UG IED offer and for their attractiveness to students and other university departments in future years. We need this year to reflect on the success of these and consider how we might further develop and integrate our suite of International Education and Development modules into broader degree courses.

The MAIED is a flagship programme in CIE and we have proposed the development of 4 specialisms that will come on stream in 2016/17. Our focus for the coming year will include a closer engagement with target marketing; a communications strategy to improve applications and more systematic communications with applicants under offer to convert these into registrations. The Sussex experience for international students will require sustained efforts within the school environment and more widely with a range of social activities on and off campus.

LOCATION

The Centre for International Education is located within the Department of Education in Essex House on the University of Sussex campus.

The University is situated on a modern campus on the edge of the South Downs National Park near the lively seaside city of Brighton.

London is one hour away by train, and there is easy access to Gatwick and Heathrow airports.

Centre for International Education (CIE)

Department of Education
School of Education and Social Work
Essex House
University of Sussex
Falmer, Brighton
BN1 9QQ

CIE DIRECTOR

Professor Máiréad Dunne:
mairead.dunne@sussex.ac.uk

CIE DEPUTY DIRECTOR

Professor Mario Novelli:
mairead.dunne@sussex.ac.uk

CIE RESEARCH FELLOW

Gunjan Wadhwa:
g.wadhwa@sussex.ac.uk

CIE SUPPORT

Jane Shepard:
jane.shepard@sussex.ac.uk

CIE ON TWITTER

@SussexCIE

For further information about CIE, visit:

www.sussex.ac.uk/education/cie



US

UNIVERSITY
OF SUSSEX