

CENTRE FOR INTERNATIONAL EDUCATION

CIE

SPRING NEWSLETTER 2023/2024

Education Research for a Better World

The background of the entire page is a photograph of yellow cosmos flowers in bloom against a clear, light blue sky. The flowers are scattered across the lower half of the image, with some in sharp focus and others blurred in the background. The overall mood is bright and positive.

US

UNIVERSITY
OF SUSSEX

Welcome!

A warm welcome to the 2024 CIE newsletter! In this newsletter, we take stock of activities and achievements since our 2023/24 annual report, and look ahead to activities and events in the spring term. Do please share the newsletter with friends and colleagues who might be interested.

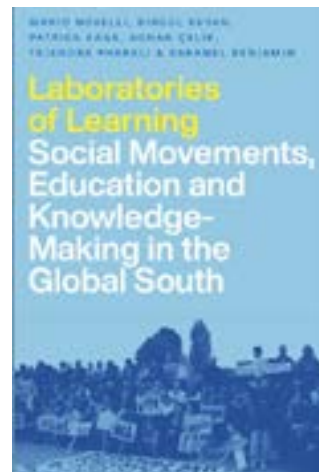
BAICE Conference 3-5 September 2024

CIE is delighted to announce that we will be hosting this year's BAICE Conference! This year's theme is:

Transgression and Transformation: (Re)bordering education in times of crisis

Find the full details on [the BAICE website](#). We hope to see you at Sussex in September!

New books by CIE members



Delprato, Marcos; Shephard, Daniel D. (2024). [Achieving Equitable Education: Missing Education Data and the SDG 4 Data Regime](#): Elgar.

Novelli, Mario; Kutan, Birgül; Kane, Patrick; Celik, Adnan; Pherali, Tejendra and Benjamin, Saranel (2024). [Laboratories of Learning: Social Movements, Education and Knowledge-Making in the Global South](#): Pluto Press.

UKFIET 2023

Members of CIE, along with researchers and professionals from around the world, attended the UKFIET conference 12-14 September 2023, which was hosted by the University of Oxford. The main theme was Education for Social and Environmental Justice: Diversity, Sustainability, Responsibility.

CIE member and interim co-director, Professor Máiréad Dunne, co-convoked the sub-theme Decolonisation: politics, knowledge and power. Máiréad's reflections on this theme can be found in her co-authored blog: [Decolonisation, politics, knowledge and power: Highlights from UKFIET 2023 Conference Sub-theme.](#)



CIE Members at the UKFIET Conference 2023. Credit: Alejandro Farieta Barrera

MAIED Research Updates

Our MAIED students past and present have been involved in a range of activities...

Rachel Caterer

In October I spent ten days in Viet Nam. Firstly, I attended a conference focusing on international Higher Education partnerships involving the Ministry of Education and Training (MOET) and the British Council along with a sizeable presence from UK universities. Secondly, I was there to see my project work on creating the next generation of climate change champions in action. This was a project where I worked collaboratively with VNUK - CEI - Center for Entrepreneurship and Innovation.



Blessing Tunde Dada

The One Young World Summit in Belfast, Northern Ireland, from October 2–5, 2023, was a transformative global gathering uniting attendees from over 200 countries, highlighting the inclusivity of voices, and addressing global challenges such as climate crisis and mental health. The value of networking, and the transformative power of volunteering, made the summit a profound personal journey emphasising the potential of dreams, determination, and unity. [Read my LinkedIn post here!](#)

Oroma Kenneth

In 2019, disheartened by high dropout rates at my rural primary school in Uganda, I utilised football's power to reignite children's interest in education and improve engagement in education. During a recent collaboration in Argentina I worked alongside the Huracan Foundation, harnessing their expertise to empower new football project leaders worldwide. Argentina's fusion of football and education deeply impacted me, reinforcing my commitment to merge these elements in Uganda. I aim to emulate the successes witnessed in Argentina, making education a beacon of hope for underprivileged children.



The MAIED Football Team "FC Máiréad"!

PGR Research Updates

“Last September, at the grand and liberating age of sixty, I started a Doctorate degree at university number six! This time round feels different. Every day on campus is like a gift – of intellectual stimulation, of fascinating people and ideas, of time and space and of the expectation to ‘explore, dream and discover’ (Mark Twain) in real depth. As one of the elder members of class I am a little behind on contemporary academics, but I have a contribution to make from sharing my experiences as a school leader and programmes director. The opportunity at this stage of my career to reflect and to be challenged through an academic lens on what I have ‘learnt’ professionally, is a great privilege.”

This is an excerpt from new CIE PGR, **Peter Campling’s** blog. Peter’s supervisors are Jo Westbrook and Sean Higgins. Find out more about his PGR experience on his website: [Back to School Tanzania](#).

Congratulations Alejandro Farieta Barrera on receiving the following grant:

[Impact evaluation of the specific normativity for teacher education courses in Colombia (2015–2017) on the results of the Saber Pro test] “Evaluación de Impacto de la normatividad específica para las licenciaturas (2015–2017) en los resultados de las pruebas Saber Pro”

[Colombian Institute of Evaluation of Education] Instituto Colombiano de Evaluación de la Educación, Bogotá,

February-December 2023. CO\$10.000.000 (£2.000 approx.).

Alejandro Farieta Barrera has also given the following presentations:

[Teacher education: the effects of education on the economy and the role of philosophy] “Formación de maestros. Los efectos de la educación en la economía y el rol de la filosofía”. Universidad del Valle, Cali, Colombia [Online]. 30th of August, 2023. [Available online!](#)

“Reforms in educational policies for B.Ed. courses in Colombia, 2014-2018. Outcomes and challenges”. UKFIET 2023 Conference. Oxford (UK). 12th September, 2023.

PGR Publications

Farieta, A., & Delprato, M. (2024). The effect of philosophy on critical reading: Evidence from initial teacher education in Colombia. *International Journal of Educational Development*, 104, 102974. <https://doi.org/10.1016/j.ijedudev.2023.102974>

Farieta, A. & Murillo, L. A. (2024). Reformas a las licenciaturas en Colombia. Efectos en programas de filosofía [Reforms of Colombian B.Ed. Effects on Philosophy courses]. *Perfiles educativos* (in press).

Research Project Updates

WE-SAY Project Update

The WE-SAY project explored the intersections of work and education in the livelihoods and imagined futures of rural female youth in different contexts of Nigeria and South Africa, the two largest economies of Sub-Saharan Africa.

This collaboration was funded by the British Academy and involved Professor Barbara Crossouard and Professor Máiréad Dunne of CIE and research collaborators Professor Dauda Moses (Modibbo Adama University, Yola, Nigeria) and Professor Relebohile Moletsane (University of Kwa-Zulu Natal, South Africa). It culminated in an end of project event at Sussex in May at which the different project teams highlighted the unrelenting demands of reproductive labour that young women in these contexts face, along with multiple forms of gender violence. Despite this, young women in both communities showed courage and persistence in their attempts to complete education.

After presenting at the International Visual Sociology Annual Conference in Nairobi in July 2023, they were invited to discuss their participatory visual methodology and their findings with other development actors and different HEIs in Kenya. These meetings generated great interest and allowed them to sustain and develop strong partnerships in the region.

Date	Location	Host
6 July	University of Nairobi	Professor Charles Olungah
7 July	Population Council, Nairobi	Dr Chi-Chi Undie
7-8 July	Technical University of Kenya, Nairobi	Professor Othieno Nyanjom
13 July	Kisii University	Professor Benard Omenge
14-15 July	Sygoti Secondary School, Kisumu County	Robert Oumwa (MAIED alumnus)
18-20 July	WildLife Works, Nature Conservancy NGO, Rukinga, Voi	Nick Taylor (Director)



Mairead Dunne and Barbara Crossouard with Laurian Lenzo and the community relations team of Wildlife Works, Rukinga

Project on Rwandan Secondary Schools

The University of Sussex has entered into a new partnership with the British Council, Rwanda, on their 30-month project entitled ‘Designing and piloting an equitable whole school approach to quality Teacher Professional Development: exploring conditions and support needed to succeed at scale in Rwandan Lower Secondary Schools’. Professor Jo Westbrook is the PI for the project and is working with Co-Investigators Dr John Simpson from the British Council and Dr Jolly Rubagiza from the University of Rwanda. Dr Rubagiza is a gender expert and a Sussex alumni, having completed her MA in International Education & Development at CIE 20 years ago. The research takes the form of a process evaluation of a large-scale English Language course as it is rolled out across the country, involving case studies and participatory action research with 14 schools. The project’s main focus is on equitable access to professional development and focuses on understanding the lived experiences of women teachers and teachers with disabilities in remote rural secondary schools that are close to borders with Uganda, the DRC and Burundi. The project started on December 2023 and ends in May 2026.

This work is being carried out with the aid of a grant from the International Development Research Centre (IDRC), Ottawa, Canada, as part of the “Empowering Teachers Initiative: Teacher Professional Development at Scale,” a global research for development program jointly implemented by the Foundation for Information Technology Education and Development (FIT-ED) and SUMMA under the TPD@Scale Coalition for the Global South.



Jo Westbrook (CIE), Dr Delphine Mukingambeho and Pierre Barayagwiza (University of Rwanda)

Publications

Westbrook, J., Baleeta, M., Kaswarra, G., Tuhaise, G. & Islei, A. (2023) ‘Excellence and Inequity in Western Uganda: Learning to Read in Two Languages from Home to Early Childhood to Primary 4’, chapter in Parry, K. (Editor) *Literacy for Social Equity: Selected Papers from the Eleventh Pan African Literacy for All Conference Kampala, 2019*: Kampala. Fountain Publishers

SUMMA Article: [TPD@Scale Coalition lanza un programa de investigación en 10 países liderado por FIT-ED y SUMMA, que busca mejorar las prácticas docentes en el Sur Global](#)

Launch of video on impact of the 'Faster Read' pedagogy, innovated at Sussex a decade after the original research: Julia Sutherland (PI) and Jo Westbrook

A video has just been launched to support teachers interested in adopting the 'Faster Read' approach to reading with students in mainstream secondary, primary or specialist and alternative-provision schools in the UK. Being a successful reader is a key contributor to students' cross-curricula academic attainment, progression to HE/employment and life chances. However, international reading assessments in OECD countries (PISA, 2023) indicate that a fifth of adolescents have inadequate reading literacy, reinforced by studies from the global south where the percentage is even higher at between 40-45% (Delprato & Shepard, 2023).

The 'Faster Read' (FR) pedagogy aims to develop the reading comprehension, interpretation and engagement of students, including 'struggling readers'. It combines immersive, whole-text reading of culturally engaging novels, dialogic class and peer talk, and reading strategies, with teachers explicitly engaged with theories of reading. Post-Covid, its relevance has intensified, with 'lockdown' reading and learning losses widening for students from disadvantaged contexts.

The original, interdisciplinary research was conducted in Southern England in 2014-15 at the University of Sussex by colleagues in Education, Dr Julia Sutherland (PI), Prof. Jo Westbrook and Psychology, Prof. Jane Oakhill (Sutherland et al, 2023; Westbrook et al, 2019) from CIE/CTLR research centres.

Follow-up impact studies (2017, 2022) have shown that the Faster Read approach has spread to 200+ schools, and an estimated 40,000 students in England, Scotland, Wales and Northern Ireland and their English Departments. A significant number of Initial-Teacher-Education courses include it in their reading curricula for beginning teachers.

In the video (link below), Julia Sutherland and Jo Westbrook describe the Faster Read pedagogy, with English teachers, Lauren Haywood, Emily Evans and Johnny Pearson explaining why it has radically transformed their practice and had such impact on their students' reading levels and engagement with books.

[Watch the video here!](#)

Conference presentations

Gunjan Wadhwa presented a paper 'Narratives of higher education in 'post' pandemic India: gendering intersections of caste-tribe and citizenship' in the session 'Theorising Gender' at the UKFIET Conference, University of Oxford, 12-14 September 2023. The paper is jointly authored with Sinu Sugathan, Sneha Gole and Swati Dyahadroy, who are based at the Department of Women's Studies, Savitribai Phule Pune University, India, and as part of the British Council funded research study.

Gunjan Wadhwa chaired a session on 'Indigenous Concepts' as part of the 'Decolonisation, Politics, Knowledge and Power' sub-theme at the UKFIET Conference, University of Oxford, 12-14 September 2023.

Autumn 2023 Events

CIE Research Cafés

Date	Title	Speakers
25 October	Crisis for whom? Global border regimes and childhood (im)mobility	Rachel Rosen (UCL) & Valentina Glockner (NPI, Mexico City)
22 November	Planning for TPD at Scale in the Global South	Bindu Thirumalai & Vikas Maniar (Tata Institute of Social Sciences, India)
29 November	Researching Lebanese early childhood education in a perfect storm	Eva Lloyd (University of East London, Emeritus)

IDS/CIE Sandpit Discussions

These new sandpit discussions provided a new forum for CIE and IDS researchers to develop their ideas and find potential collaboration opportunities. Thank you to IDS for working with us on this!

Date	Theme
19 October	Education, Conflict and Displacement
2 November	Education, Climate and Environmental Justice
30 November	Education, Gender, Livelihoods and Social Protection
14 December	Education, Disability and Inclusion

[Find our upcoming events on the CIE homepage!](#)

Contact Information

If you'd like to find out more about the work of CIE or take part in any of our activities or events do please contact Senior Research Centre Coordinator, Eve Wilcox at cie@sussex.ac.uk

For general queries please email us at cie@sussex.ac.uk



[@SussexCIE](https://twitter.com/SussexCIE)



[Centre for International Education 'CIE' UoS](https://www.youtube.com/Channel/SussexCIE)

Website: www.sussex.ac.uk/cie/

Email: cie@sussex.ac.uk

Location:

The Centre for International Education (CIE) 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 and Hove. London is one hour away by train, and there is easy access to Gatwick and Heathrow airports.

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