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Overview

The Centre for International Education (CIE) is a constitutive part of cross university focus in Development Studies at Sussex that has been ranked no. 1 in the QS World University Rankings (www.topuniversities.com). Established in 1989, CIE is also one of only nine University Research Centres in Sussex. We are an interdisciplinary research group based in the Education Department in Sussex with members 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 2015/16. In addition a second year option in International Education and Development for students in Global studies will be 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
- Teachers and Quality
- Conflict and Peacebuilding
- Gender, Identities and Citizenship
- Governance, Planning and Finance



Access and Equity

The rationale of this research theme is to promote universal educational rights as central to development policy and practice, to explore these issues in multiple contexts and highlight key strategies for achieving greater wellbeing and poverty reduction.

Teachers and Quality

This theme tackles 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.

Conflict and Peacebuilding

This theme explores the complex relationship between education and conflict, the role that education systems play prior to the outbreak, during and in the immediate and long-term aftermath of conflict.

Gender, Identities and Citizenship

This theme focuses on the link between education and society through explorations of the ways that national, ethnic and religious identity, socio-economic status, gender, location, lifestyle and migration intersect and influence 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.

Research

Research Highlights

- Development Studies at the University of Sussex has been ranked No.1 in the world. CIE, together with Global Studies, the Institute for Development Studies (IDS) and the Science Policy Research Unit (SPRU), comprise this cross-university specialism on development.
- Professor Keith Lewin was a Keynote Speaker at the South East Asian Ministers of Education Conference. Bangkok, Thailand. His presentation was 'Equity, Learning and Development: Why Making Rights Realities Makes Sense.' 21/22 October, 2015.



The Sussex team travelled to Hawaasa University to meet the partnering Ethiopian team in June 2015. The teams plan to meet in October to develop and pilot instruments for the research.

Professor Kwame Akyeampong, Professor John Pryor and Dr Humphreys with Professor Semela and Rahel Abraham (Head of Education)

- Professor Mario Novelli officially launched the UNICEF funded research project on Education Sector Governance, Inequality, Conflict and Peacebuilding in South Sudan and Kenya, to Ministers and Undersecretaries of Education, Science and Technology and Youth, Sports and Culture; Ministry of Education staff and teachers from all ten states of South Sudan, the national representative of UNICEF and the Dutch Ambassador at the National Conference on Peacebuilding in Education, Juba Grand Hotel, Juba, South Sudan, 19-20 November, 2014.
- Professor Kwame Akyeampong has provided technical assistance to a World Bank Funded Research on Initial Teacher Education in Developing Countries (May 2015-Dec 2015): on a World Bank funded study on initial teacher education in developing countries. This included advice on the development of an international survey instrument and he will be making an input in the report from this study.
- Dr. Barbara Crossouard has secured funded support from the University of Sussex Research Opportunity Fund to conduct an exploratory study of youth identity construction in Ghana, in collaboration with Dr Eric Ananga, Dr Vincent Adzahlie-Mensah (Winneba University), and Dr Christine Adu-Yeboah (University of Cape Coast). This research is parallel to the ongoing Troubling Muslim Identities research and writing that includes Prof Máiréad Dunne and Dr Naureen Durrani.
- Professor Akyeampong developed a research strategy and a Monitoring and Evaluation framework for the DFID funded development programme 'Transforming Teaching and Learning in Ghana (T-TEL) in Ghana'. The research component starts in September 2015 and will be completed in December 2017.

- Jo Westbrook is part of the interdisciplinary 'Reading To Learn' Network that has won funding from the British Academy International Partnership and Mobility Scheme for a three year comparative multi-country project to develop the Network and researcher capacity. The focus is upon reading in multilingual contexts and schools in East and South Africa and network members include Rosemary Wildsmith-Cromarty and Bogani Bantwini, of North West University, South Africa, Caroline Dyer from the University of Leeds, Margaret Baleeta, Mountain of the Moons University, Uganda and Leila Schroeder from Sil, Kenya.
- The first International Conference on Education Research for Development in Africa (ICERDA) on the theme, "Harnessing Education Research for Evidence-Based Development" was held in Legon, Accra on the 4-6th May, 2015. This was the outcome of a partnership between Department of Education, University of Sussex and the School of Education and Leadership of the College of Education, University of Ghana. Professor Kwame Akyeampong gave the keynote address "A Vision of Successful Education in Ghana: What Role for Research?" Other CIE members including Professor John Pryor, Professor Mairead Dunne, Dr Barbara Crossouard and Doctoral Researcher Lizzie Chiwaula as well as Professor Brian Hudson, Professor Colleen McLaughlin and Dr Simon Thompson from Education.
- The CIE and Tata Institute of Social Sciences (TISS) doctoral partnership link funded by ESRC and organized by Professor John Pryor and Dr Grace Jones of the Doctoral School saw reciprocal visits between India and the UK. This included several seminars and research discussions between Professor Máiréad Dunne, Professor Nandini Manjrekar, Dr Barbara Crossouard and doctoral researchers Sarah Leaney, Padmini Iyer, Deepika Kameshwar Singh and Indumathi Sundararaman: in CIE and Asia Studies in Sussex, TISS Mumbai and the University of Delhi.
- The Sussex Development Lectures enjoyed a successful relaunch in 2014-15. This series of lectures jointly organised by CIE, Global Studies, IDS and SPRU brought influential development speakers to Sussex to engage in debate with faculty and students from across campus.
- Professor Máiréad Dunne gave a presentation at the University Research Centres meeting on 10th December 2014 to highlight developments within CIE including international networks and web-site developments as an illustrative exemplar to other university research centres.



Ongoing Research

- A consortium of three universities - Sussex, Ulster and Amsterdam - have a \$2.5 million grant from UNICEF to focus on education and peacebuilding. Professor Mario Novelli leads this research in Sussex with an overall resource commitment of more than \$4m. Linked to this consortium is an ESRC/DFID-funded research study 'Engaging teachers in peacebuilding in post-conflict contexts: Evaluating education interventions in Liberia and Sierra Leone' led by Dr Yusuf Sayed with Dr Naureen Durrani and Professor Mario Novelli. The research includes strong southern partnerships with the Cape Peninsula University of Technology, South Africa; The Agha Khan University, Karachi and the University of Kigali, Rwanda. Two post-doctoral researchers, Dr Lyndsey Horner and Dr Laila Kadiwal have been recruited to join the Sussex team to work on these projects.
- Professor Mario Novelli is also leading a UNICEF ESARO (East and Southern Africa Regional Office) funded project exploring the relationship between educational governance, inequality and conflict in South Sudan and Kenya which runs from September 2014 to February 2016. The research is in partnership with the Sussex Centre for Conflict and Security Research, University of Sussex; the University of Ulster, UK; The University of Juba, South Sudan and the University of Nairobi, Kenya.
- Dr Barbara Crossouard and Dr Naureen Durrani have recently been completed data collection for the project 'Troubling Muslim Identities' led by Professor Mairead Dunne. This project explores youth identity construction with respect to religion, nationality, ethnicity and gender in four postcolonial national contexts. It is part of the gender, youth and citizenship research strand of CIE.
- Dr Linda Morrice, Dr Mike Collyer (Geography) and Professor Rupert Brown (Psychology) continue to collaborate on the ESRC funded research project - Optimising Refugee Resettlement in the UK: a comparative analysis. This mixed methods research is currently in the process of data analysis.

Completed Research

- The ESRC project 'Education and Social Outcomes of Young People: Promoting Success' finishes in August 2015. This has investigated the role of general education and vocational education and training as determinants of social outcomes in England and Germany. Dr Emma Salter, Professor Brian Hudson and other project team members are currently working on dissemination.
- Professor Keith Lewin, Dr Benjamin Zeitlyn with Dr Joseph Chimombo and Elizabeth Meke from CERT, University of Malawi have completed the research: Private Secondary Schooling in Malawi (PRISEM) funded by the Open Society Institute. This can be found at: <http://www.periglobal.org/role-state/document/new-working-paper-increasing-access-secondary-school-education-malawi-does-pri-0>
- Dr Linda Morrice and Professor Sally Munt (Cultural Studies): Cultural Values from the Subaltern Perspective: A Phenomenology of Refugees' Experience of British Culture. Funded by AHRC
- Professor Máiréad Dunne, Dr Naureen Durrani, Dr Sara Humphreys from CIE collaborated with Nigerian researchers Ms Jiddere Kaibo, Ms Swadchet Sankey and Dr Moses Dauda along with Saratu Yunusa from UNICEF and Prof Oladele Akogun and Mr Chidi Ezegwu from EDOREN to complete the Female Teacher Training Scholarship Scheme operational research in two states in Northern Nigeria. The completed research report is available on the following link: [Operational Research Study of the UNICEF GEP3 Female Teacher Trainee Scholarship Scheme](#)
- Associated with CIE's work with EDOREN in Northern Nigeria a literature review led by Sara Humphreys with Lee Crawford is now available at the following link: [Review of the literature on basic education in Nigeria: Issues of access, quality, equity and impact](#)
- Professor Keith Lewin and Dr Stuart Cameron have completed his work on Education Equity and Out of School Children in the Middle East and North Africa (MENA) Region commissioned by UNICEF.

Publications

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Conferences and Keynote Addresses

- Dr Barbara Crossouard and Professor Máiréad Dunne presented 'Democracy and Youth Citizenship in Senegal: Shifting Horizons of Gender Hegemonies?' at the YILDIZ International Conference on Educational Research and Social Studies, Istanbul, 1-3 September 2014.
- Dr Emma Salter presented on the ESRC-funded project, Education and Social Outcomes Of Young People: Promoting Success. At the 2nd International Conference of the German Research Center for Comparative Vocational Education and Training (G.R.E.A.T.) conference in Cologne, Germany 22-24 September 2014
- Professor Keith Lewin presented *The Architecture of Aid to Education: Looking forward to 2030* at the 5th Worldwide Forum for Comparative Education, 27 September 2014 hosted by Beijing Normal University. He was also a panel discussant.



Professor Keith Lewin at the Worldwide Forum for Comparative Education, organised by Beijing Normal University

- Dr Emma Salter and Dr Angelika Kuemmerling presented Education and Social Outcomes Of Young People: Promoting Success at the Society for Longitudinal and Life Course Studies conference in Lausanne, Switzerland. 9-11 October 2014.
- Professor Keith Lewin gave a plenary presentation Southeast Asia in Transition: Re-thinking Education, Science and Culture for Regional Integration to the South East Asia Ministers of Education Organisation (SEAMEO) at their annual Congress in Bangkok in October.
- Professor Mario Novelli presented 'The Importance of Evidence in Informing Programming in Education and Peacebuilding' at the Learning Spaces as Zones of Peace: National Conference on Peacebuilding in Education, Juba, South Sudan, 19-20 November, 2014.
- Dr Barbara Crossouard, Maimouna Djitte and Diattou Sonka presented 'Youth citizenship in Senegal' to Princetown University Bridge Program Participants, Yoff, Senegal, 20 November 2014.

- Professor Mario Novelli presented the keynote address 'International Development, Education and Social Justice: Fears, Hopes and Challenges for the Future: A tribute to the educational labour of Margriet Poppema'. At the Farewell seminar for Dr Margriet Poppema: 'Education and social justice, dreams, hopes and challenges for the future', University of Amsterdam, February 12th, 2015.
- Dr Linda Morrice gave an invited presentation 'Optimising Refugee Resettlement in the UK: Well-being, intra- and inter-group contact' at the Swedish conference on the resettlement and integration of refugees. Malmö Institute for Studies of Migration, Diversity and Welfare, University of Malmö, Sweden. 27 May 2015
- Dr Linda Morrice presented a paper 'Citizenship regimes and the stratification of belonging' at the Conference of the Canadian Association for the Study of Adult Education (CASAE) at the Université de Montréal in Montréal, Québec 9 - 11 June 2015.
- Professor Mario Novelli presented the Keynote lecture entitled *Education, Peace & Social Justice in Conflict Affected Contexts: Beyond Negative Peace and Peace Education* at the Georg Arnhold Program on Education for Sustainable Peace 'Annual Summer School 2015' "Transitional Justice and Education: Engaging Children and Youth in Justice and Peacebuilding through Educational Media, Curricula and Outreach", Georg Eckert Institute for International Textbook Research, Braunschweig, Germany, June 22nd, 2015.
- Emma Salter and Angelika Kuemmerling presented Post-16 Education: What are the benefits? a half day dissemination of the end of the ESRC-funded project, Education and Social Outcomes Of Young People: Promoting Success at Sussex on 29th June 2015.

CIE was also well represented at the following international conferences:

- **British Association of International and Comparative Education (BAICE) Conference**
17 September 2014
University of Bath, UK
 - Dr Naureen Durrani and Dr Jo Westbrook
'Recasting teachers' pedagogy and practices in developing countries: A rigorous literature review of 'what works' post 2015'
 - Professor Mario Novelli and Sean Higgins
'The Violence of Peace and the Role of Education: Insights from Sierra Leone'
 - Dr Emma Salter
'Education and Social Outcomes for Young People: Promoting Success'
 - Dr Marta Paluch
'Adult Literacy Policy in Guatemala: A case study of the functioning of field'
 - Ann Emerson and Yasamin Alkhasnsa:
'Conducting Sensitive Educational Research in Politically Risky Contexts; Navigating Spaces and Managing Risks'
- **Comparative and International Education Society (CIES) Conference**
"Ubuntu!" Imagining a Humanist Education Globally
8-13 March 2015
Washington, USA
 - Professor Mario Novelli
'Redistribution, Recognition, Representation, Reconciliation: A practical framework for the integration of peacebuilding into education sector plans?'
 - Professor Mario Novelli
'Introducing the research consortium on education and peacebuilding: Structure, content, theory and process'
 - Ann Emerson
'Educating Pakistan's Daughters: Citizenship education in one girls' school and the implications for peacebuilding'

- **The British Sociological Association Annual Conference 2015:** Societies in Transition - Progression or Regression?
April 2015
Glasgow, UK

CIE faculty and associates presented a conference symposium entitled:

'Troubling Youth Identities: Nation, religion and gender in Lebanon, Nigeria, Pakistan, and Senegal'

Papers presented included:

- Professor Máiréad Dunne

'Troubling Youth Identities: Nation, religion and gender in Pakistan, Senegal, Lebanon and Nigeria'

- Dr Naureen Durrani

Youth narratives of 'us' and 'them' in Pakistan: The intersection of gender, religion and ethnicity'

- Dr Barbara Crossouard

'Gender, Nation and Religion in Senegal: The silences of republican secularism?'

- Professor Máiréad Dunne

'Youth negotiating national and religious identity in Northern Nigeria'

- Dr Kathleen Fincham

'Being Lebanese: Views from Shi'a youth in the south'

- **International Conference on Education Research for Development in Africa (ICERDA)**

'Harnessing Education Research for Evidence-Based Development'

4-5 May, 2015

Legon, Accra, Ghana

- Professor Kwame Akyeampong gave the keynote address

'A Vision of Successful Education in Ghana: What Role for Research?'

- Professor Máiréad Dunne and Professor Audrey Gadzepko led the 'Gender, Equity and Social Justice Theme'. This included presentations from several CIE members including:

- Dr Eric Ananga

'Navigating access: Place and space in the production of drop out in Ghana'

- Swadchet Sankey and Jiddere Kaibo

'Becoming a Teacher: Female student experiences of teacher training in Northern Nigeria'

- Dr Vincent Adzahlie- Mensah

'Schooling and the hidden curriculum in the production of student identities in post-colonial Ghana'

- Dr Dauda Moses

'Gender regimes in primary schools in Adamawa state, northern Nigeria'

- Dr Barbara Crossouard

'The production of youth as 'active citizen' in Senegal: The 'Trojan horse' of human rights discourses?'

- Professor Kwame Akyeampong and Dr Yaa Cole led a theme on 'Teacher Education for School Improvement'. This included presentations by CIE and ESW faculty:

- Dr Philip Akoto

'Distance learning for untrained teachers'

- Professor John Pryor

'Teacher education research in African contexts: Evidence development and outcomes'

- Dr Chrisitne Adu Yeboah

'Teacher Training in Ghana'

- Dr Simon Thompson

'Teacher Training: Experiences in the UK'

- Professor Brian Hudson led a theme on 'Framing Quality Education for Equitable Learning'. This included a presentation by:

- Dr Evelyn Oduro

'Teacher assessment practices in the mathematics classroom'

- Professor Colleen McLaughlin led a theme on 'Educational Leadership for School Improvement'

In the 'Research-in-Progress session, CIE Doctoral Researcher Obaapanin Oforiwa Adu presented the research outline for her doctoral study on 'Women Academics in Ghana'.

Knowledge Exchange and Public Engagement

- Professors Máiréad Dunne, Kwame Akyeampong and Keith Lewin were invited to join a prestigious British Academy 'International forum on lessons from schools that work in poor communities in South Africa' at the Academy in October 2014. The Foreign Secretary of the British Academy, Professor Dame Helen Wallace DBE CMG FBA, chaired the Forum, and the discussion was led by Professor Jonathan Jansen, Vice-Chancellor and Rector of the University of the Free State, President of the South African Institute of Race Relations, and former Vice-President of the South African Academy of Science, as well as other prominent experts in the field.
- Professor Mario Novelli attended the NORRAG (Network for international policies and cooperation in education and training) led Meeting of the Preparatory Group on Global Governance of Education & Training (GGET) 14 -15 October 2014. Graduate Institute of International and Development Studies, Geneva. This is aimed at developing a multi-university pan-European research programme on the global governance of education.
- Professor Keith Lewin is a Trustee of United Kingdom Forum for International Education and Training (UKFIET) and has been appointed treasurer.
- Professor Mario Novelli presented a paper on 'The Importance of Evidence in Informing Programming in Education and Peacebuilding' at the Learning Spaces as Zones of Peace: National Conference on Peacebuilding in Education, Juba Grand Hotel, Juba, South Sudan, 19-20 November, 2014. The conference was organised by UNICEF and attended by the Ministers and Undersecretaries of Education, Science and Technology and Youth, Sports and Culture; Ministry of Education staff and teachers from all ten states of South Sudan, the national representative of UNICEF and the Dutch Ambassador. Professor Novelli was also able to officially launch his new UNICEF funded research project on *Education Sector Governance, Inequality, Conflict and Peacebuilding in South Sudan and Kenya*, to the attendees.

CIE faculty have a leading involvement in academic partnerships with universities in India and Ghana:

- The doctoral partnership link with the Tata Institute for Social Sciences (TISS) in Mumbai, India is funded by the ESRC and the Indian Council of Social Science Research and has been organised by Professor John Pryor and Dr Grace Jones through the Sussex Doctoral Training Centre. This Sussex/TISS doctoral partnership focused on research into gender and sexuality and poverty and education and was led by Professor Máiréad Dunne and Professor Nandini Manjrekar with their doctoral researchers.
- Sussex doctoral researcher Padmini Iyer made an initial visit to initiate the link and engage in preparatory discussion with TISS. The main Sussex to TISS visit took place in January 2015 in which Professor Dunne and Doctoral Researcher Sarah Leaney were joined by Dr Barbara Crossouard to engage in discussion sessions with students and faculty from education and social work. Extended visits were made also to local schools and NGOs working in the deprived areas of Mumbai. The formal presentations included:

Tata Institute for Social Science:

- 'Histories and geographies of Social Class in the UK'. Professor Máiréad Dunne and Sarah Leaney
- 'Youth as Active Citizens: gendered encounters with local social hegemonies'. Dr Barbara Crossouard and Professor Máiréad Dunne

University of Delhi:

- 'Shifting Theorisations of Inequality: A Case Study of Social Class in the UK'. Sarah Leaney and Professor Máiréad Dunne

- Professor Nandini Manjrekar and her doctoral students Deepika Kameshwar Singh and Indumathi Sundararaman visited Sussex in May/June this year to continue the rich discussions of this partnership. They engaged in seminars and workshops in the doctoral school, gender studies, Sussex Asia Centre and education and also visited a secondary school. Their presentations included:

CIE/ Sussex Asia Studies joint seminar:

- 'Shifting Landscapes of education in the city of Mumbai: Histories and contemporary contexts in Girangaong'. Professor Nandini Manjrekar.

CIE Research Café:

- 'Old stereotypes, new times: Women teachers and neoliberal reforms'. Professor Nandini Manjrekar
 - 'Understanding educational aspirations in liberalizing India'. Professor Nandini Manjrekar with Indumathi Sundararaman and Deepika Kameshwar Singh.

ESW Doctoral Conference:

- 'Girls do matter: A class and gender analysis of experiences, aspirations and learning of science' Indumathi Sundararaman
 - 'Social Inclusion in Schools: Experiences of Students, Teachers, Parents and Management'. Deepika Kameshwar Singh



Professor Nandini Manjrekar with CIE faculty and students

- Faculty from CIE now play a lead role in establishing research activities and training in a formal academic link between the University of Sussex and the University of Ghana. A Memorandum of Understanding was signed by the respective Vice-Chancellors: Professor Michael Farthing and Professor Ernest Aryeetey. It describes a collaborative engagement in educational research, including interdisciplinary research to explore broader development issues in Africa. It also involves cooperation in academic programmes and support for the new College of Education at the University of Ghana.

www.ug.edu.gh/news/university-ghana-signs-agreement-university-sussex

To initiate the academic link, Professor Ernest Aryeetey delivered the Sussex Development Lecture: 'Strengthening African Universities for Economic Transformation: Approaches that Work'. The event was attended by the Ghana High Commissioner to the UK, His Excellency Victor Smith, and a delegation from the Ghana High Commission.



Professor Michael Davis (Pro-Vice Chancellor - Research, University of Sussex) with Professor Ernest Aryeetey (Vice Chancellor, University of Ghana), His Excellency Victor Smith (Ghana High Commissioner), staff from International Office at Sussex, and faculty members from the Universities of Sussex and Ghana

The academic partnership with the University of Ghana that resulted in the ICERDA conference that drew an audience of NGO representatives, International donor agencies and Ghana Ministry officials.

This partnership is led by Professor Kwame Akyeampong from the University of Sussex who will work with CIE colleagues and the College of Education, University of Ghana, to organise the second International Conference on Education Research for Development (ICERDA) in September 2016.

- UNICEF has launched its 'Out of School' study for the Middle East and North Africa (MENA) region. Professor Keith Lewin and Dr Stuart Cameron contributed to the overall report and undertook a study focused on equity issues across the region. See www.oosci-mena.org/regional-overview
- Professor Mario Novelli was invited to join a closed three-day workshop in Geneva, Switzerland which brought together non-state armed actors, International Humanitarian Agencies, Academics and International Human Rights Lawyers to discuss the roles and responsibilities of non-state armed actors in zones of conflict (May 25-28, 2015)
- Dr Jo Westbrook is part of the interdisciplinary 'Reading To Learn Network' that has won funding from the British Academy International Partnership and Mobility Scheme for a three year comparative multi-country project that will develop the network and new researcher capacity through working with doctoral researchers at each institution. The network includes Rosemary Wildsmith-Cromarty and Bogani Bantwini, of North West University, South Africa; Caroline Dyer from the University of Leeds; Margaret Baleeta, Mountain of the Moons University, Uganda; and Leila Schroeder from Sil, Kenya.

Impact

THE ICERDA conference, developed through a partnership between the Universities of Sussex and Ghana, has capitalized on a longstanding relationship with CIE. These research relationships stretch back to before 2000 and cohorts of Masters and Doctoral students who work as National Ministry officials, Local government education officers, NGO personnel as well as Ghanaian academics.

Geneva Global, a charitable organization, has completed a book that encapsulates the philosophy of performance philanthropy: bringing a more disciplined, business-like approach to charitable efforts. There is a section that talks about why we think it is important to work with well-known academic partners, like CIE at the University of Sussex.

Access and Equity

The Consortium for Research into Educational Access, Transitions and Equality (CREATE) [www.create-rpc.org/], led by Professor Keith Lewin, has been the main vector of research impact in this theme. CREATE was used as a university impact case study in the REF (2014). The model of access developed through CREATE has been widely used in the education development community (national and regional governments, international agencies and INGOs) as a means to understand and intervene in improving access to primary school in a wide range of countries. Evidence of its global impact includes involvement with non-academic audiences, including:

- Presentations to DFID Advisors Asia Region meeting, Bubhaneswar, India, 27 January 2014
- Production of three online DVDs for DFID staff on secondary education and development
- A high level international panel with Professor Keith Lewin (CIE), Professor Aaron Benavot, Director of the Global Monitoring Report, UNESCO, and Professor Karen Mundy, Chief Technical Advisor to the Global Partnership for Education. The panel was part of the 5th Worldwide Forum for Comparative Education on the Architecture of Aid to Education in October 2014 at Beijing Normal University where Professor Lewin an Honorary Professor since 1992.
- A plenary address to the South East Asia Ministers of Education Conference on 21/22 October, 2014 on access to education within the region.
- Use of the CREATE model and inputs in the development of Australia's aid programme, and an online DVD on post-2015 goals and indicators.
- Multiple citations of Professor Keith Lewin's work in the Malala Foundation position paper on financing secondary education for the Oslo High Level Summit on Education for All, 6/7 July 2015

Impact has also been recorded through the researchers on CREATE, for example the first Director of National Centre for Research on Basic Education (NCRIBE) in its own building at the University of Winneba, Ghana, completed his doctorate under their supervision of Professors Lewin and Akyeampong.

Teachers and Quality

Research carried out under the 'Teachers and Quality' theme by Professors Akyeamong and Pryor, and Drs Durrani, Orr and Westbrook, has been prominently cited for the second year running in the current Global Monitoring Report 2105 as well as in the background paper 'Investing in Teachers is Investing in Learning' for the Oslo Summit on Education for Development, July 2015. Burma's five year national education sector plan includes extensive reference to the DFID-funded rigorous review on 'Pedagogy, Curriculum, Teaching Practices and Teacher Education' with direct impact on the approach and content of training resources for 1,500 teacher educators in 22 teacher training colleges across Burma.

Education and Peacebuilding

This REF 2014 Impact Case Study explored the policy impact of research led by Professor Mario Novelli and commissioned by UNICEF between 2010 and 2012, examining the role of education in peacebuilding in conflict-affected states. The findings were directly employed by UNICEF to create a Dutch government-funded, four-year, \$200 million, Peacebuilding, Education and Advocacy programme (PBEA) that is now operating in 13 post-conflict countries (2012-2016). Corien Sips of the Dutch Ministry of Foreign Affairs said in an interview in 2012: *"The interesting study of Mario Novelli and Alan Smith about education and peacebuilding was used as a building block for the new programme"*. The findings have successfully challenged the UN's traditional approach to peacebuilding, which prioritises investment in security, democracy and economic reforms, and makes a strong case for greater investment in education programming in post-conflict settings. The findings were debated within the UN Peacebuilding Support Office (PBSO) and form part of a paper commissioned by the PBSO (McCandless, 2011), where it is stated that the social sectors, including education and health, need to be afforded a bigger role in peacebuilding operations in the future. Both the UNICEF PBEA programme and the shift in UN Peacebuilding strategy, are likely to make a strong and positive long-term impact on children and adolescents lives in conflict-affected contexts.

Gender, Identities and Citizenship

- The UNESCO Global Monitoring Report, Policy Paper 17 on '**School-related Gender-based Violence**' is preventing the achievement of quality education for all' published March 2015, refers extensively to CIE research conducted by Professor Fiona Leach, Professor Máiréad Dunne and Dr Sara Humphreys. This influential policy paper provides policy recommendations intended to secure commitments and global action from '*global and national education stakeholders, including governments, ministries of education and donors.*'

This work builds on earlier impact in which this research on gender violence and abuse has been included in:

- the Government of Ghana (2008) National Education Development Plan
- The Verma Commission Report (2013) that developed a report on the Amendments to the Criminal Law related to sexual assault on women in India following the high profile Delhi rape and murder case

This research and associated non-academic collaborations which have resulted in a series of annual workshops in Mozambique, Ethiopia and Malawi with Concern (INGO) that according to Jenny Hobbs (Education Advisor, Concern) and Bernadette Crawford (Equality Advisor, Concern) has had impacts on:

- Organisational capacity to develop school-related gender-based violence (SRGBV) approaches within education programmes with SRGBV actions now embedded in 13 countries.
- Increased organisational capacity to engage in global SRGBV forums and to raise SRGBV as an issue at general education forums, eg. Global SRGBV Working Group, UKFIET 2013 and CIES 2014.
- Explicit inclusion of SRGBV in Concern's Global Education Strategy 2013-2017 applying learning from global study and learning from programmes initiated with support from Sussex through annual workshops.
- Development of Safe Learning Model based on study conducted by Sussex in 2013 and subsequent dissemination in London and Dublin.
- Increasing local visibility of Concerns work on SRGBV through leading a learning event for the Irish Consortium on GBV.

Two non-academic commissioned reports on promising practice and programming for Irish Aid / Concern Worldwide (2013) Dublin, Ireland and for UNESCO (2014) for a global review of current issues and approaches in policy, programming and implementation responses to School-Related Gender-Based Violence (SRGBV) for the Education Sector

- Another strand of research in this stream includes **Youth as Active Citizens** which was a collaboration with OXFAM Novib . The impacts of the research, which was conducted by Dr Barbara Crossouard, Dr Naureen Durrani and Dr Kathleen Fincham and directed by Prof Mairead Dunne, are described by Programme Manager, Olloriak Sawade:

.. it was part of a change process in that youth as active citizens (YAC) has become much more pertinent within the organization where we now have a YAC unit and working on projects that work with youth (from working with youth movements to having projects with major youth participation in how the project is run). Also My Rights My Voice which was just in its inception during this study has done great innovation to include youth such as having youth advisory boards that really have a say in how the programme is run'



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 are events hosted by CIE during the academic year 2014/15:

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. 13th October 2014
Speaker: Dr Toni Verger, Universitat Autònoma de Barcelona, Spain
'The Global Diffusion of Education Privatization: Unpacking and Theorizing Policy Adoption'
2. 20th October 2014
Speaker: Professor Kate Nash, Goldsmiths, University of London
'Sociology of Human Rights: Culture, structures, organisations'
3. 16th February 2015
Speaker: Christy Kulz, Post-doctoral researcher, Goldsmiths, University of London
'Whose 'Oasis in the Desert'? : Neoliberal education reform and the remaking of hierarchies in urban space'
4. 25th February 2015
Speaker: César Guadalupe Mendizabal, Lecturer, Universidad del Pacifico, Lima, Peru & Fellow at Brookings Institute, Washington, USA
'Views on Professionalism by Peruvian Teachers: Trends and current challenges'
5. 23rd March 2015
Speaker: Dr Tejendra Pherali, University College London
'A Critical Analysis of Education, Conflict and Peacebuilding in Nepal and Cambodia'
6. Wednesday 20th May: A jointly hosted seminar with the Sussex Asia Centre
Speaker: Professor Nandini Manjrekar, Tata Institute of Social Sciences, Mumbai, India
'Shifting Landscapes of Education in the City of Mumbai: Histories and contemporary contexts in Girangaong'

CIE Research Café

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

1. 25th September 2014
Welcome Event
2. 2nd October 2014
CIE research events planning
3. 9th October 2014
Ann Emerson, Doctoral Researcher
'Schooling in Jalozai Camp: Challenges and opportunities for the education of Pakistan's internally displaced children
4. 16th October 2014
Mariko Shiohata, Project Implementation Department, Save the Children, Nepal
'Transformation of Teacher Belief and Practice? Enhancing formative teaching and learning in Nepal'
5. 23rd October 2014
Professor Jan Selby, Director of the Sussex Centre for Conflict and Security Research (SCSR)
'The Myth of Liberal Peace-building'
6. 20th November 2014
Dr Jo Westbrook, Senior Lecturer in Education, University of Sussex
'Beginning to Teach Inclusively: An analysis of newly-qualified teacher pedagogy in lower primary classes in Tanzania'
7. 12th February 2015
Guy Le Fanu, Education Advisor, Sightsavers
'International Development, Disability and Inclusive Education'
8. 19th February 2015
Kwame Akyeampong, Professor of International Education, University of Sussex
'Researching Speed Schools in Ethiopia'
9. 26th February 2015
Professor Padma Sarangapani, School of Education, Tata Institute of Social Sciences, India
'Approaches to School Improvement: Or why sub-district resource centres don't seem to 'work' and some proposals of what might'
10. 5th March 2015
Professor Michael Byram, University of Durham/Luxembourg
'Education for Intercultural Citizenship: Principles in practice'
11. 12th March 2015
Francesca Salvi, Doctoral Researcher, University of Sussex
'In the Making: Constructing in-school pregnancy in Mozambique'

12. 19th March 2015
Roberta Piazza, Senior Lecturer in English Language and Linguistics, University of Sussex
'Irish Travellers' Identity: Between stigmatisation and self-image'
13. 26th March 2015
Dr Rebecca Webb, Lecturer in Education, University of Sussex
'How (Not) To Be A Rights Respecting Student'
14. 9th April 2015
Marta Curran, Universitat Autònoma de Barcelona
'Exploring how educational experiences, expectations and decisions are classed and gendered: A qualitative analysis of students at risk of dropping out school in Catalonia'
15. 16th April 2015
Mario Novelli, Professor of the Political Economy of Education, University of Sussex
'International Development: Between modernity, capitalism and empire'
16. 14th May 2015
Jochen Werner, Doctoral Researcher, University of Oldenburg & Visiting Student, University of Sussex
'Development of Lesson Planning During Teacher Education at the University of Oldenburg, Germany: A qualitative study'
17. 21st May 2015
Professor Nandini Manjrekar, Tata Institute of Social Sciences, Mumbai, India
'Old Stereotypes, New Times: Women teachers and neoliberal reforms'
18. 28th May 2015
Dr Louise Gazeley, Senior Lecturer in Education, University of Sussex.
'Exploring the Intersection of Processes of Social and Educational Exclusion within Secondary School Systems'
19. 4th June 2015
Dr Priti Chopra, University of Greenwich.
'Transforming Mortality Inequalities: A case of countering gender-based violence with education for social justice'
20. 11th June 2015
Xiangxu Wang, Doctoral Researcher, Beijing Normal University & CIE Visiting Student
'GCSE and A-level Reforms in England: An analysis of the perspective of stakeholder theory'
21. 24th June 2015
Professor Nandini Manjrekar, Deepika Singh & Indumathi Sundararaman, TISS, Mumbai, India
'Understanding Educational Aspirations in Liberalizing India'
22. 22nd July 2015
Dr Willy Ngaka, Centre for Lifelong Learning, Makerere University, Uganda
'Local Languages, Literacies and Development in Uganda: The case of Lugbarati as a dominant local language for learning literacy in the West Nile region'

Doctoral Roundtables

1. 6th October 2014
Professor Kwame Akyeampong & Paula Leal
'Research in Development'
2. 3rd November 2014
Professor Keith Lewin & Jimena Hernandez-Fernandez
'Education Transitions and Equality'
3. 1st December 2014
Dr Barbara Crossouard & Dr Rebecca Webb
'Exploring Inequalities Through the Writings of Rancière and Webb'
4. 2nd February 2015
Dr Benjamin Zeitlyn, Janet Baah & Fawzia Haeri Mazanderani
'Researcher Positionality and Reflexivity'
5. 2nd March 2015
Professor Máiréad Dunne & Sarah Leaney
'Researching Social Class: Time, space and embodiment'

Sussex Development Lectures

1. 2nd October 2014
Andrea Cornwall, Professor of Anthropology and International Development, School of Global Studies, University of Sussex
'Framing Development: From 'assistance' to global justice'
2. 9th October 2014
Melissa Leach, Director of the Institute for Development Studies
'Equality, Sustainability, Security: Interlaced challenges in a global development era'
3. 16th October 2014
Naila Kabeer, London School of Economics
'Tracking the Gender Politics of the Millennium Development Goals: From the Millennium Declaration to the post- MDG consultations'
4. 23rd October 2014
Camilla Toulmin, Director of the International Institute for Environment and Development
'Fairer World, Greener World: Listening to the least developed countries?'
5. 30th October 2014
Hania Sholkamy, Associate Professor, Social Research Centre, American University in Cairo
'What has Development Done for Women in Egypt?'

6. 6th November 2014
Professor John Gaventa, Research Fellow, Institute of Development Studies
'From Development to Transformation: Citizen engagement and social justice'
7. 13th November 2014
Nancy Lindisfarne - School of African & Asian Studies and Jonathan Neale - Bath Spa University
'Gender, Class and the Neoliberal Project'
8. 20th November 2014
Henrietta Moore, Director of University College London, Institute for Global Prosperity
'Prosperity and Development: A discussion on linked futures'
9. 29th January 2015
Richard Wilkinson, Author of Spirit Level
'Why Greater Equality is Key to Sustainability'
10. 5th February 2015
Professor Lynette Russell, Monash University Director, Faculty of Arts Monash Indigenous Centre
'Negative Reciprocity - Or Taking What's Yours?: Aboriginal economic engagements, 1830-1920'
11. 12th February 2015
Dr Aryeetey, Vice-Chancellor, University of Ghana
'Strengthening African Universities for Economic Transformation: Approaches that work'
12. 19th February 2015
Kevin Watkins, Executive Director, Overseas Development Institute
'Expanding Opportunity in Education: Challenges for the Post 2015 agenda'
13. 26th February 2015
Caroline Lucas (Green Party) Purna Sen (Labour), Chris Bowers (Liberal Democrats), Clarence Mitchell (Conservative) and Nigel Carter (UKIP)
Political Panel: 'What Role for the UK on the Global Stage?'
14. 12th March 2015
Rorden Wilkinson, Professor of Global Political Economy, University of Sussex
'What's Wrong With The WTO - and how to fix it'
15. 26th March 2015
Shami Chakrabarti, Director, Liberty
'On Liberty'
16. 9th April 2015
Sir Tony Atkinson, University of Oxford
'Inequality: What can be done?'

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
Colleen McLaughlin, 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

Faculty: Department of Education

Kwame Akyeampong, Professor of International Education and Development
Dr Barbara Crossouard, Senior Lecturer in Education
Dr Naureen Durrani, Lecturer in International Education and Development
Dr Louise Gazeley, Senior Lecturer in Education
Keith Lewin, Professor of Education
Dr Linda Morrice, Senior Lecturer in Education
John Pryor, Professor of Education and Social Research
Emma Salter, Research Fellow
Dr Yusuf Sayed, Reader in International Education
Dr Tamsin Hinton-Smith, Senior Lecturer in Education
Dr Rebecca Webb, Lecturer in Education
Dr Jo Westbrook, Senior Lecturer in Education

Post-doctoral Researchers

Dr Lindsey Horner, Research Fellow
Dr Laila Kadiwal, Research Fellow

Faculty: Cross-University

Rupert Brown, Professor of Social Psychology, School of Psychology
Dr Mike Collyer, Senior Lecturer in Geography, Global Studies
Dr Denise deCaires 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
Sally Munt, Professor of Cultural Studies, School of Media, Film and Music
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

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, Programme Specialist, 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, Director of the Wits, 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
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 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 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

Visiting Academics

Dr Angeline Mbogo Barrett, University of Bristol

Dr Xavier Bonal, Universidad Autonoma De Barcelona

Dr Luka Kuol Biong Deng, Director, Centre for Peace and Development, University of Juba, South Sudan.

Marta Curran Fàbregas, Doctoral Researcher, Departament de Sociologia, Universitat Autònoma de Barcelona

Dr Loise Gichuhi, Education Economist and Lecturer, University of Nairobi

Professor Anjum Halai, Agha Khan University, Dar es Salaam, Tanzania

Annette Islei, Centre for Action and Applied Research for Development (CAARD) (U) Ltd., Kabarole District, Uganda

Angelika Kuemmerling, University of Duisburg-Essen, Germany

Professor Nandini Manjrekar, Tata Institute of Social Sciences, Mumbai, India

Dr Willy Ngaka, National Coordinator for Centre for Lifelong Learning Makerere University, Uganda

Dr Tejendra Pherali, University College London

Professor Padma Sarangapani, School of Education, Tata Institute of Social Sciences, India

Deepika Kameshwar Singh: Doctoral Researcher, Tata Institute of Social Sciences, Mumbai, India

Dr Shakila Singh, University of Kwa-Zulu Natal, Durban, South Africa

Professor Alan Smith, University of Ulster

Professor Annette Sprung, Specialist in Adult Education and Migration, University of Graz, Austria

Indumathi Sundararaman: Doctoral Researcher, Tata Institute of Social Sciences, Mumbai, India

Xiangxu Wang, Doctoral Researcher, Institute of International and Comparative Education, Beijing Normal University

Jochen Werner, Doctoral Researcher, University of Oldenburg



Doctoral Researchers

	PhD	EdD	Total
Currently registered	25	29	54
Completed (2014/15)	6	6	12
	31	35	66

Completed Doctoral Researchers:

PhD in Education

1. Name: Vincent Adzahlie-Mensah
Supervisors: Professor Máiréad Dunne / Professor Mario Novelli
Research title: 'Being "Nobodies": School regimes and student identities in Ghana'
2. Name: Jimena Hernández-Fernández
Supervisors: Dr Ricardo Sabates / Professor Keith Lewin
Research title: 'Transition to Upper Secondary in Mexico: New insights into selection and education expectations'
3. Name: Kate Nielsen
Supervisors: Professor Máiréad Dunne / Dr Simon Coleman (University of Toronto)
Research title: 'Study Abroad: Perspectives on transitions to adulthood'
4. Name: Francesca Salvi
Supervisors: Professor Máiréad Dunne / Felicity Thomas (University of Exeter)
Research title: 'Of Bellies and Books: In-school pregnancy in Mozambique'
5. Name: Yuko F Tsujita
Supervisors: Professor Keith Lewin / Professor Mario Novelli
Research title: 'The Impact of Education on Poverty of Slum Dwellers in Delhi'
6. Name: Muhammad AZ Alroomy
Supervisors: Professor John Pryor / Dr Barbara Crossouard
Research title: 'An action research study of collaborative strategic reading in English with Saudi medical students'

International Doctor of Education

1. Name: Philip Victor Akoto
Supervisors: Dr Barbara Crossouard / Dr Simon Thompson
Research title: 'Distance education for teacher education in Ghana: an investigation into untrained teachers' experiences'
2. Name: Evans Agbeme Dzikum
Supervisors: Professor Mario Novelli / Dr Yusuf Sayed
Research title: 'Examining the professional skills of basic school supervisors in GA South municipality of Ghana'
3. Name: Jane Jerrard
Supervisors: Dr Naureen Durrani / Dr Jo Westbrook
Research title: 'An exploration of stakeholders' perceptions of school benefits in Village LEAP schools, rural Sindh, Pakistan'
4. Name: Edmund Melville
Supervisors: Dr Jo Westbrook / Professor Valerie Hey
Research title: 'The Role of EFL Educators in Turkey in an Era of Globalisation: An analytical auto-ethnography of an EFL educator turned administrator at IPRIS'
5. Name: Evelyn Oduro
Supervisors: Dr Naureen Durrani / Professor Máiréad Dunne
Research title: 'Assessment in Mathematics Classrooms in Ghana: A study of teachers' practices'
6. Name: Mohammed Zia-Us- Sabur
Supervisors: Dr Yusuf Sayed / Professor Keith Lewin
Research title: 'State-Non-State Relationships Within the Context of Education Decentralisation: Understandings of school level actors in Gopalpur sub-district, Bangladesh'



Current Doctoral Researchers:

PhD in Education

1. Name: Nihad AM Al-Zadjali
Supervisors: Dr Barbara Crossouard / Professor John Pryor
Research title: 'Negotiation of EFL teacher identities in Omani Higher Education'
2. Name: Hajeej Alhawsawi
Supervisors: Dr 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 / Dr Yusuf Sayed
Research title: 'Teachers and History Teaching: A case study on the agency of Iranian teachers'
4. Name: Haitham Ali Hamed Althubaiti
Supervisors: Dr 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: 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'
6. 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'
7. Name: John Cash
Supervisors: Dr Yusuf Sayed / Dr Barbara Crossouard
Research title: 'Management's Perspectives on the Use of Technology'
8. Name: Chiwaula, Lizzie Wallace
Supervisors: Professor John Pryor / Professor Máiréad Dunne
Research title: 'Continuing Professional Development in Malawian Primary Schools: Exploring teacher experiences and practices'
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: Tsuyoshi Fukao
Supervisors: Professor Keith Lewin/ Dr Naureen Durrani
Research title: 'Teacher Motivation and Incentives in Cambodia'
12. Name: Fawzia Haeri Mazanderani,
Supervisors: Professor Colleen McLaughlin/ Dr Barbara Crossouard
Research title: 'A map without direction?' The experiences, perceptions and practices of previously disadvantaged youth navigating post-school opportunities in South Africa'
13. 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'
14. 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'
15. Name: Paula Alejandra Leal Tejada
Supervisors: Professor Kwame Akyeampong / Dr Yusuf Sayed
Research title: 'Students understandings about citizenship education in selected public and private secondary schools in Chile
16. Name: Norina Melati Mohd Yusoff
Supervisors: Dr Joanna Westbrook / Dr 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: Wezi Mwangulube
Supervisors: Dr 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'
18. Name: Marta Paluch
Supervisors: Professor John Pryor/ Dr Linda Morrice
Research title: 'Exploring Professional Development with Adult Literacy Facilitators in Guatemala'
19. Name: Channah Persoff
Supervisors: Dr Jo Westbrook / Dr Julia Sutherland
Research title: 'A Prism of Understanding: Creating a dialogic learning community through questioning texts'

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: Dr 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: Dr 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 Colleen McLaughlin/ 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 Oforiwa Adu
Supervisors: Professor Máiréad Dunne / Dr Barbara Crossouard
Research title: 'Career Progression amongst Female Academics in Higher Education in Ghana'
2. 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'
3. Name: Elizabeth Ashong
Supervisors: Dr Barbara Crossouard
Research title: 'Teaching strategies and innovations for teaching home economics in Higher Education in Ghana'
4. 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'

5. Name: Christopher Akwaa-Mensah
Supervisors: Professor Kwame Akyeampong / Dr Yusuf Sayed
Research title: 'Policy Development and Implementation in Ghanaian Public Universities: A case study of the University of Education, Winneba'
6. 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)'
7. Name: Iris Amponsah-Efah
Supervisor: Professor John Pryor
Research title: 'Private Schooling in Ghana'
8. 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'
9. 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'
10. Name: Abaidoo A Edzil
Supervisors: Dr Yusuf Sayed
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'
11. Name: Hilda Eghan
Supervisors: Dr 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'
12. 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'
13. Name: Robert A Ghanney
Supervisors: Dr Louise Gazeley / Professor Máiréad Dunne
Research title: 'A Case Study of Parental Involvement in Basic Education in Ghana'
14. Name: Dorothy Abra Glover
Supervisors: Dr Louise Gazeley / Professor Máiréad Dunne
Research title: 'Student participation in decision making in senior high schools in Ghana'
15. Name: Akiko Hanaya
Supervisors: Dr Yusuf Sayed / Dr Naureen Durrani
Research title: 'Quality Assurance of Teacher Education Providers in India'

16. Name: Altaf Md Hossain
Supervisors: Dr Yusuf Sayed / Dr Benjamin Zeitlyn
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'
17. 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'
18. Name: Fern Levitt
Supervisor: Dr Jo Westbrook
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'
19. Name: Dennis Henry Love
Supervisors: Dr Jo Westbrook / Dr Ricardo Sabates
Research title: 'Identifying Attitudes Leading to a Feeling of Global Citizenship: A case study of Saudi students studying English in higher education in the Kingdom of Saudi Arabia'
20. Name: Kathleen Moriarty
Supervisors: Dr Yusuf Sayed / Dr Naureen Durrani
Research title: 'Global Citizenship Education'
21. 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'
22. 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'
23. Name: Charles Obiero
Supervisor: Dr Jo Westbrook
Research title: 'Teachers' experiences and understandings of continuous professional development for primary mathematics in Uganda and its implications for policy'
24. 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'

25. Name: Maida Pasic
Supervisors: Professor Mario Novelli / Dr Yusuf Sayed
Research title: 'Post-Conflict Education and Decentralisation in Bosnia'
26. Name: Joel Reyes
Supervisors: Dr Yusuf Sayed / Professor Mario Novelli
Research title: 'Resilience in Conflict-Affected Countries'
27. Name: Boon Seong Woo
Supervisor: Professor Louise Morley
Research title: 'Higher Education in Singapore'
28. 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'
29. 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**

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' and 'Cross-Cultural Perspectives on Teaching, Learning & Assessment'. The second year modules 'Access, Equity & Gender' and 'Peacebuilding and Conflict' will be available in 2015/16.

In addition CIE faculty have developed a second year option in International Education and Development for students in Global studies and will be launched in 2015/16.

- **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

CIE students were awarded Sussex Chancellor International Scholarships in 2014. The students are:

- Suvasini Iyer: PhD in Education looking at the middle classes and education in India
- Tetsuya Yamada: MA in International Education and Development. His dissertation focuses on the impacts of neo-liberalism on the international education and development agenda.

Sefut Shan was presented with a university gold award for her excellent work as the student representative for the MA in International Education and Development.

Professor Mario Novelli won an Excellence in Teaching Award for which he was nominated by his postgraduate students.

Dr Naureen Durrani was awarded her Postgraduate Certificate in Teaching and Learning in Higher Education at Summer Graduation 2015.



Future Developments

The following are key elements of CIE's future strategy for 2015/16.

Research Activity

CIE has sustained its success in funded research. The research funding sources are diverse and include influential and strategic international agencies, DFID, 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 5 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 them 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 2014/15 and we will sustain our commitment to generating spaces for debate and discussion in the 2015/16. With cross-university collaboration we supported 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. In this respect we will we will continue to support the ESW open seminar series; CIE Research Café every Thursday lunchtime; Sussex Development Lectures and Doctoral Research Roundtable discussions collaboratively led by a member of faculty and a doctoral student intended to promote a closer relationship between doctoral researchers and CIE's academic staff.

Cross-University Networks

CIE has strengthened its links with academics and centres across the university. 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), and the Centre for Cultures of Reproduction, Technologies and Health (CORTH).

CIE will again collaborate with Global Studies, IDS and SPRU in the Sussex Development Lectures in 2015/16 .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 developments in undergraduate teaching described in a section below.

Communications and Impact

CIE web-site and presence has been widely acclaimed but there is a need to upgrade and operationalize a communications plan and impact strategy. The focus should include the history of CIE research and impact within the next REF reference period as well as a forward plan related to new activity.

In the CIE Planning Awayday in September 2014 we began to focus on impact and communications with a presentation from Saskia Gent and Christtina Miarti. More recently following consultations with Paul Buckingham from the ESRC Impact Acceleration Account in SPRU we are hoping to achieve a funded application from the Sussex Social Science Impact Fund (SSSIF). This will be part of the agenda for the next CIE planning awayday in September 2015. If the application is successful the funds are likely to be used to develop a communications plan, an impact strategy, training and operational support for communications in CIE.

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 and an IED option for students from Global Studies. In the coming academic year these modules will be developed both in preparation for teaching and following their first run through. 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. In our CIE planning awayday in September 2015 we intend to run a session on 'undergraduate teaching in International Education and Development: strategies and insights' to ensure we adapt our teaching successfully for undergraduate students.

The MA in International Education and Development is a flagship course affiliated with CIE. We have proposed the development of four specialisms for this course for launch 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.



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