

CIE

ANNUAL REPORT 24/25

Education Research for a Better World

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About the centre

The Centre for International Education (CIE) was established in 1989 and for more than three decades has been developing research agendas which contribute to some of the most urgent and pressing global challenges.

Our research is interdisciplinary and reflective of a membership drawn from across the university and its wider network of research fellows, associates and friends. CIE is based in the Education Department and is a constitutive part of a cross-university focus in Development Studies that has been ranked no. 1 globally in the QS World University Rankings for the ninth year running.

CIE's central focus is on education and development for a better world, globally. 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 climate-friendly sustainable economic growth. CIE is a University of Sussex Centre of Excellence and recognised internationally 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 theoretical lenses and methodological approaches. 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 177 scholars have completed their doctoral research in CIE, and over 600 students have completed the MA in International Education and Development (MAIED). CIE members also teach on a suite of modules on education and international development for first and second year undergraduates from across the university as part of the Pathway in International Education and Development.

Our graduates come from a wide range of countries, and many have gone on to 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.

Directors' Welcome

For the second year in a row our front cover shows children in a refugee camp in a context of conflict. The ongoing conflict in Gaza represents the failure of global leaders to act earlier and decisively to prevent violence that is both genocide and an act of scholasticide, impacting massively on children and women. Ongoing conflict afflicts many parts of the world, including in Ukraine, Myanmar, Sudan and Syria. More widely, we have seen a rising tide of populism and authoritarianism, fuelled often by anti-migrant rhetoric and policies. Increased militarisation is being accompanied by swingeing cuts to overseas aid, shattering health and education opportunities for millions of children and young people in poorer contexts of the globe, often those most affected by colonisation and by climate change. Both development and education seem to be disappearing from many funders' priorities.

As a riposte to this challenging context, our Annual Report showcases the varied and important research that CIE has done over this last year and will continue to do, highlighting the work of education in addressing the multiple inequalities that fracture both majority and minority worlds.

As a dynamic research group, the membership of CIE continues to change. New doctoral researchers, research fellows and colleagues join us, supporting our vibrancy and giving us new energies. However, at the end of this academic year we also lose three valued members, Professor Máiréad Dunne, Dr Rebecca Webb and Professor Jo Westbrook – we cannot say how much we will miss them. It is also the beginning of a new era for CIE within Sussex. The School of Education & Social Work is now part of the University's Faculty of Social Sciences, providing fresh opportunities for interdisciplinary collaboration. CIE leadership has changed too, with Professor Barbara Crossouard shortly taking over as Director, with Dr Gunjan Wadhwa as Deputy Director.

Beyond Sussex, we look forward to continuing our engagement with our many international networks and teams of in-country researchers, academics, Ministries, NGOs, unions, social movements, collectives, protest movements, teachers and students within the countries we work. Some of these working relationships have a long history, stretching over decades, while others are more recent, such as our collaborations with Mahidol University in Thailand and Pune University in India. We cherish such relations - without such partnerships, we could not work!

Barbara Crossouard and Jo Westbrook

C I E L e a d e r s h i p



Professor Barbara Crossouard

(Co-Director)



Professor Jo Westbrook

(Co-Director)



Clare Ferguson

(Senior Research Officer)



Eve Wilcox

(Senior Research Coordinator)

CIE Updates

Goodbye Jo!

As we noted in our Director's Report, Professor Jo Westbrook is to leave Sussex at the end of this academic year. Having joined the Education Department 22 years ago, Jo brought a wealth of experience as a teacher of English, alongside insights from her VSO work in teacher education in Uganda. Throughout her different contributions, Jo has brought together her strengths in teaching and teacher education with a deep concern to make a difference to education quality and the educational experiences of children around the world.

Her central research focus has been on critical and inclusive curricula and pedagogies which she has researched in a wide range of countries. As Professor of International Education & Pedagogy, Jo has particular expertise in the teaching of reading and comprehension in multilingual classrooms. Her research projects have spanned many different African countries, including Tanzania, Ethiopia, Ghana, Liberia, Rwanda, and Uganda, as well as Pakistan and the UK. Jo's research reflects a deep commitment to collaborative partnerships, as in her early contributions to a British Council link with higher education colleagues in Peshawar in Pakistan, to her most recent projects, including her current research on teacher education in Rwanda with the British Council and the international collaboration with Mahidol University in Thailand. In terms of School and CIE leadership, Jo has almost never been without a Director role, taking on the inaugural role of Director of Teaching & Learning for the new School of Education & Social Work in 2009. She was also a longstanding steward of CIE's teacher education and pedagogy research theme. Finally, she has been Co-Director of CIE for the last four years, during which time CIE sustained its ranking as part of the Sussex Development Consortium as No 1 in the World for development, and also became one of Sussex's Centres of Excellence.



Thank you Jo, for all your multiple contributions over more than 20 years to CIE and to Sussex – we will miss you.

Barbara Crossouard (Co-Director)

Senior Research Officer Update

I've been CIE's Senior Research Officer for over a year now, and have become more familiar with the broad range and depth of CIE's research, including members' work on education in relation to conflict, refugees, gender, race and difference, livelihoods, climate change and social movements. I spent much of November and December working on CIE's successful Mahidol-Sussex partnership seedcorn funding bid, helping draft and complete the application form, working on the budget and organising meetings with colleagues in Thailand. It's great to be involved in a bid's development from idea to fruition. I'm now supporting potential proposals for research funding that have resulted from this collaboration and look forward to seeing the research themes evolve.

The Senior Research Officer Post is a new one and I've worked with Jo and Barbara to shape the role. Like everybody else, I'm very sad to see Jo go and I'll miss her insights and energy, but I'm looking forward to working with Barbara and Gunjan in the new academic year. I'm planning to support CIE's research applications by developing and maintaining a database of academic references for use in literature reviews, as well as horizon scanning for funding opportunities. I'll also be building on CIE's partnerships across the Social Sciences faculty and strengthening our connections with other universities in the UK and internationally. Many funding opportunities require multi-disciplinary as well as multi-country teams, so these relationships are increasingly important for research bids. The shifting geo-political landscape means that there are fewer funding opportunities for research on international development, but CIE's expertise, reputation and networks will help secure grants for its important work.



Clare Ferguson, SR0

Remembering Tony Somerset

Tony Somerset who died recently will be sadly missed by CIE. Although he never had a permanent position, he made a great contribution.

Tony was born and brought up in New Zealand, the son of teachers in school and university. He was always interested in equity and the wider world and after initial work as teacher and researcher in New Zealand and the UK, devoted his life to education in the global South. He worked as a researcher in Uganda and Kenya and then took up a governmental role in assessment reform. Returning to the UK he worked mainly as an independent consultant. One career-long commitment was to improving the quality and consequences of assessments for all students; teams led by him in Kenya, Indonesia and the Philippines brought in imaginative innovations to this end. One example among many being feedback to schools to help teachers and consequently students learn from national testing.

Tony settled eventually in Lewes continuing to work as consultant and researcher including with IDS and CIE projects. We benefited from his long and detailed field experience, his wide knowledge and scholarship. In later years Tony made a great contribution as a teacher,

always ready to step in when research obligations took members of CIE away from the University. And Tony was a brilliant teacher who was universally loved by our very diverse group of students.

This affection was unsurprising to faculty, as the qualities that inspired it – his warmth, his empathy, his sense of fun, and his readiness to listen – made him a wonderful colleague. His openness to new ideas meant that Tony was able to make his depth of knowledge relevant to the present. Tony's generosity of spirit and wisdom will be greatly missed.

John Pryor (Emeritus Professor)



CIE Faculty Members



Professor Barbara Crossouard



Dr Emily Danvers



Professor Máiréad Dunne



Professor Louise Gazeley



Professor Tamsin Hinton-Smith



Dr Nimi Hoffman



Dr Perpetua Kirby



Dr Birgul Kutan



Professor Linda Morrice



Professor Mario Novelli



Professor Julia Sutherland



Dr Keith Perera

CIE Faculty Members



Professor Simon Thompson



Dr Rebecca Webb



Dr Gunjan Wadhwa



Professor Jo Westbrook

(Below) CIE members outside the School of Education and Social Work, University of Sussex. Credit: Stuart Robinson.

(Starting top left, clockwise: Eve Wilcox, Alejandro Farieta-Barrera, Clare Ferguson, Julia Sutherland, Emily Danvers, Marcela Gola-Boutros, Gunjan Wadhwa, Hauwa Umar Aliyu, Birgul Kutan, Linda Morrice, Jo Westbrook, Mario Novelli)



Our Research Themes

Coloniality and Education: Gender Race and Difference

This theme explores the intersections of education, society and citizenship, addressing the histories and social geographies of a global post-colonial landscape. In particular it examines the work of education in the production of identities and social difference.

Critical Higher Education (NEW)

Higher education is a place of increasing global policy significance, which necessitates critical, theoretically informed analyses of its knowledge, practices and pedagogies. This CIE research theme explores topics such as the academy as a site of epistemological struggle over whose and what knowledge 'counts'; a place of transition in which identities are shaped and reconstituted through engagements in relational practices, and the role of higher education in promoting or obfuscating social justice.

Education, Conflict and Displacement

This theme explores the complex relationship between education, conflict and mass displacement. Questions we address include the role of education systems and actors in contributing to both war and peace, and how state, non-state, national and international institutions can contribute to educational provisions in contexts of conflict and protracted crisis.

Education for Planetary Justice (NEW)

This theme explores education at the intersection of climate and ecological crises. It examines the impacts of climate change on education and the ways in which education can respond to questions of planetary and social justice, across and between the Global North and Global South.

Global Education Policy and the Politics of Governance

This theme engages with the imperatives of global education policy discourses both historically and in relation to globalisation, knowledge transfer, calls for colonial reparations and tax justice, post-pandemic crises, and contemporary precarities. This engagement carries implications for policy and practice in Global North and South contexts. It also relates to the recognition of historically marginalised groups, and offers links with the call to decolonise international education and development.

Just Learning? Teachers, Curriculum, Pedagogies and Literacies

This theme explores the intersections between curriculum, pedagogy and teacher development with the cultural, political, ecological and economic factors that shape and constrain educational opportunities for children and young people - and for their teachers. We seek out instances where disadvantages experienced by marginalised children are challenged and overturned by policies, practices and innovative educational interventions.

Our teaching-research nexus

Our substantial research experience informs our teaching at doctoral, master's and undergraduate levels. Around 180 CIE researchers have gained doctorates with us through the International Education and Development PhD, and well over 600 students have completed our flagship MA in International Education and Development. CIE also delivers a suite of elective modules for first and second year undergraduates from across the University.

Our graduates come from a wide range of countries. Many have gone on to occupy key positions in the field of education and development at local, regional, national and international levels. They are an integral part of our extensive and influential network of alumni and contacts working across the globe, in national governments, INGOs, international agencies, universities and research institutes, as well as other formal and non-formal education and policy organisations.

Research Highlights

CIE Seed Corn Funding Activities

Dr Birgul Kutan organised a workshop in Turkey in October 2024 supported by CIE's Seed Corn Fund, focusing on the rise in violence against women and its impact on feminist movements under Turkey's increasingly authoritarian government. The fund enabled her to organise a workshop in Istanbul with representatives from various feminist organisations, where they discussed the challenges and strategies faced by women in response to the country's withdrawal from the Istanbul Convention. Despite growing repression, the women highlighted innovative approaches, particularly the use of digital technologies, to mobilise support and document violence. The workshop provided valuable insights into the current state of feminist movements in Turkey and laid the groundwork for future larger research project which Dr Kutan plans to develop in 2025, contributing to the broader feminist struggle in Turkey and beyond.

UNESCO Teacher Task Force on disability

Jo Westbrook and Pierre Barayagwiza (University of Rwanda), have been invited to take part in and present their research on teachers with disability in Rwanda at the UNESCO Teacher Task Force series of webinars 'Inclusion and Equity in Teacher Policy and Practice', which have run from November to February 2025. Those in attendance are global with notable input from Lebanon, Sudan and Ethiopia as well as NGOs working on disability. These three learning sessions lead up to the April UNESCO Global Disability Summit and are run by VSO and the International Council for the Education of Teaching (ICET).

City of Sanctuary

Brighton and Hove is part of the City of Sanctuary movement, a network of cities that welcomes refugees and migrants and builds a culture which recognizes their rights and voice. Linda Morrice has been part of a collaborative project that supports this work. The project brings together Brighton and Hove city council, Brighton and Hove Sanctuary on Sea and an interdisciplinary team from the University of Sussex led by Dr Jo Wilding (Law) and including Prof. Mike Collyer (Geography). The project aims to create a city framework which supports everyone, including those seeking sanctuary, to flourish. The framework covers people's rights and needs in four key areas : access to legal advice, education, health and housing. The project also maps the current state of welcome and integration in the city, and reviews integration frameworks that support refugees and migrants elsewhere in the UK and Europe. The report, 'What Does it Mean to be a City of Sanctuary?' was launched at Brighton and Hove Cricket Club on 3rd October by Councillor Bella Sankey, Leader of the Council.

Aspire, India Collaboration

CIE hosted a workshop with Dr Kartika Bhatia (ASPIRE, India and Coventry University) to think through research partnerships with CIE and ESW more broadly on participatory and action research. This will now involve initial exploratory meetings between CIE/ESW and ASPIRE teams and establishing a working partnership and collaboration with ASPIRE in India.

Zambia Lecture and Knowledge Exchange Visit

In January, **Professor Máiréad Dunne** gave invited lectures at the University of Zambia and Chalimbana University, Chongwe in Zambia. These lectures traced the history of national formation focusing on the work of education in the production of national citizens. Faculty and students from both universities attended these lectures and engaged in rich and extensive discussions. In each university roundtable discussion took place with the faculty to explore future knowledge exchange and research collaborations with Sussex.

In addition Máiréad held discussions with several officials from the Zambian Ministry of Education including the Permanent Secretary, Mr Joel Kamoko; the Acting Director, University Education, Mr Brian Makufele and Dr Agness Mumba-Wilkins, Managing Director of the Government Publishers. Dr Mumba-Wilkins, a Sussex Alumna and Máiréad are already engaged in joint academic writing projects on gender and sexuality in rural communities. In Lusaka Máiréad and Agness visited urban communities around Sovereign market where they had informal conversations with working young mothers and women counsellors about the everyday issues confronting women. Clearly, there is more research to be done!

The FreshEd Podcast: 2024 in Review

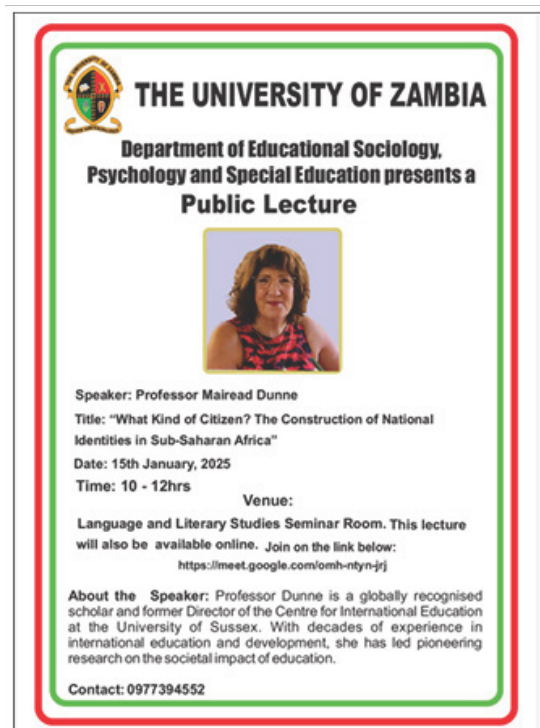
Professor Mario Novelli joined Susan Robertson and Will Brehm on The FreshEd Podcast. They discussed the big events in 2024, how might they impact the field of international education and where we're headed in 2025. Check it out via the link: Robertson, Susan, Novelli, Mario with Will Brehm, FreshEd, 381, podcast audio, December 23, 2024. <https://freshedpodcast.com/2024inreview/>



CHALIMBANA UNIVERSITY
Hosts
**GROUND BREAKING
PUBLIC LECTURE**
Theme
**The construction of National identities in
Sub-Saharan Africa**
Friday, 17th January 2024
14:00 hours
Chalimbana University Lodge

Speaker
Prof. Mairead Dunne
Professor of Sociology of Education
Centre for International Education
University of Sussex

Dr Miyanda Simabwachi
Deputy Vice Chancellor
Research and Innovation
Chalimbana University



THE UNIVERSITY OF ZAMBIA
Department of Educational Sociology,
Psychology and Special Education presents a
Public Lecture

Speaker: Professor Mairead Dunne
Title: "What Kind of Citizen? The Construction of National Identities in Sub-Saharan Africa"
Date: 15th January, 2025
Time: 10 - 12hrs
Venue: Language and Literary Studies Seminar Room. This lecture will also be available online. Join on the link below:
<https://meet.google.com/omh-ntyn-jrj>

About the Speaker: Professor Dunne is a globally recognised scholar and former Director of the Centre for International Education at the University of Sussex. With decades of experience in international education and development, she has led pioneering research on the societal impact of education.

Contact: 0977394552

Designing an equitable model of whole school Continuous Professional Development - Stakeholder workshops in Rwanda November 2024

A two-day stakeholder workshop was held in Kigali, Rwanda, in November 2024, to consider strategies to strengthen the school-based component of a large scale English Language Proficiency programme for Lower Secondary school teachers. Findings from the earlier project phases had shown that while there were benefits to participation in this TPD, women teachers and teachers with disability, particularly in rural and border Districts, faced greater challenges in accessing TPD. The workshop brought together stakeholders across national, District, sector and school levels with many women in these roles as well as participants with disabilities to discuss and reimagine models of school based CPD that sought to address issues around gender and disability.

The research team will be using Participatory Action Research with nine more schools in three new Districts between March and July 2025 to co-construct localised approaches to equitable CPD, drawing on the thinking that came out of this workshop.

Jo Westbrook is PI for 'Designing and piloting an equitable whole school approach to quality TPD: exploring conditions and support needed to succeed at scale in Rwandan Lower Secondary Schools', a project led by the British Council, with John Simpson and Ruth Bath, with a research team from the University of Rwanda - Jolly Rubagiza, Delphine Mukingambeho and Pierre Barayagwiza. It is funded by the Canadian International Development Research Centre/Foundation for Information Technology - Education.

Image: Prof Jo Westbrook with colleagues at the November stakeholder workshop to reimagine what good equitable teacher professional development might look like - Kigali Nov 2024. Credit: Jo Westbrook.



WE-SAY dissemination at Savitribai Phule Pune University, India

In December 2024, Professors Barbara Crossouard and Máiréad Dunne were invited by Professor Anagha Tambe and her team at the Women and Gender Studies Centre of Savitribai Phule Pune University, India, to disseminate findings from the WE-SAY project (2020-23). This research investigated how young rural women navigated the conflicting demands of work and education in a Northern Nigerian context where many young women do not complete primary education.

Their presentations focused on the participatory visual methodologies (PVM) adopted in the WE-SAY project and substantive findings on the politics of gender. They highlighted how a series of PVM workshops and subsequent community dialogues created spaces for young women in rural communities of Northern Nigeria to develop their agendas for change and then present these in a public forum. They also argued for caution about PVM claims to empower, highlighting the reproduction of gendered norms within the research processes themselves. The second presentation addressed the extent to which young women's lives were systematically permeated by gender violence. Much of this was mundane and unremarkable, thoroughly normalized within their daily lives.

CIE researchers and colleagues at Savitribai Phule Pune University. Credit: Barbara Crossouard

Overall, these presentations fed productively into detailed discussions of the relevance of the WE-SAY project to the Indian context and future research collaborations building on previous research into education, gender and work by Dr Gunjan Wadhwa, Professor Anagha Tambe and colleagues.



The Banality of Gender Violence: the everyday lives of women in Northern Nigeria



Image: Máiréad Dunne, Dauda Moses and Barbara Crossouard. Credit: Máiréad Dunne

Professor Moses Dauda joined Máiréad Dunne and Barbara Crossouard to present a new paper on the banality of gender violence in young women's lives in Northern Nigeria. This focused on the ways gender violence was normalised and unremarkable, a mundane part of these young women's lives and livelihoods. This paper has been developed collaboratively with Professor Dauda and Safiya Aliyu, the Nigerian research team for the British Academy WE-SAY project, which used participatory visual methods and life history interviews to explore how young women navigated education, work and family life. Since the initial project, Professor Dauda has collaborated with two of the project co-researcher participants to explore community perspectives on what might have changed in response to the young women's action briefs, and what needs to change. This was supported by a University of Sussex Knowledge Exchange Funding award.

New UKRI-Funded Project

UK Research and Innovation. The role of digital technology in social networks and wellbeing of unaccompanied young refugees (2025-2027). With **Professor Linda Morrice** (University of Sussex), Dr Linda Tip (University of Brighton), Prof. Ilse Derluyn (Ghent University) and Elaine Ortiz (Hummingbird Project, Brighton). Total grant £440,000

Starting in March 2025 we will be investigating the digital worlds of Unaccompanied Refugee Children and Young People (URCYP) and how their engagement with digital tools relates to their sense of belonging, integration and wellbeing. This is a multidisciplinary, participatory mixed methods project that adopts a longitudinal approach so that social networks and wellbeing of URCYP can be tracked over time.

The research takes place throughout the UK and addresses the following questions:

- How do UCYP in the UK engage with and experience digital technology, and how does this change over time and across context and place?
- How does UCYP's engagement with the digital world link to their social networks (online, offline, in the UK, and elsewhere), their sense of belonging, social risks, and their wellbeing?
- How can services and stakeholders better support and protect wellbeing of UCYP while they navigate the intersection of child protection and immigration control in an increasingly digital world?

Education, Peace, and Equity International Conference

17-19 February Erbil
(Kurdistan Region, Iraq)



By Dr Birgul Kutan

Image: Attendees at the EPP Conference. Credit: Birgul Kutan

I attended the Education, Peace, and Equity International Conference, organised by the Education, Peace, and Politics (EPP) Network, a collaboration between Koya University (Kurdistan Region, Iraq) and Ulster University (UK). I was an active member of the organising committee and had the opportunity to chair multiple sessions and present my work during the conference.

The conference brought together academics, early career researchers, and PhD students from around the world to explore the role of education in conflict-affected contexts, with a particular focus on the Middle East. It provided a valuable platform to engage with emerging research on how education can contribute to peacebuilding and equity in fragile settings.

As a result of this conference and the relationships developed through the EPP network, I have engaged in two collaborative projects with scholars from Palestine, Lebanon, the UK, Northern Ireland, Syria, and London — with a special focus on the Palestinian context.

The first project is a systematic literature review titled 'Generative AI in Sustaining Education during Crises and 'Educlide': A Systematic Literature Review'. It examines how AI can be integrated into education systems in conflict zones to help sustain learning amid crises.

The second project, led by Palestinian academics and involving colleagues from multiple countries, focuses on Higher Education and Solidarity in times of crisis. We are currently co-authoring a paper that we hope will serve as the foundation for a larger research initiative.



Making impact with the Faster Read

Julia Sutherland and **Jo Westbrook** have continued to work on their REF Impact Case study, spreading and monitoring the impact on students, teachers, schools and policy of their 'Faster Read' research (2014-the present). The Faster Read pedagogic approach to reading, based on original work in 2014-15 by Julia Sutherland (PI) Jo Westbrook (ESW) and Jane Oakhill (Psychology) aims to develop the reading comprehension and engagement of adolescent readers, including struggling readers and those from disadvantaged contexts. This has been supported by a HEIF grant for the Faster Read (2025). Thus far, a calculated 40,000 students have experienced the FR across the whole of the UK; 1000 teachers are using it (Impact study, 2022); and 12+ ITE courses support it on their English curriculum, including the Institute of Education, London. The research has been cited in the Ofsted report (2022): Research review series: English. UK Secondary and Primary schools also recommend the Faster Read to other schools on their websites, to raise reading levels and engagement, e.g.:

Image: Participants of the DSocSci Symposium, UCC, Cork, Republic of Ireland. Credit: Máiréad Dunne

Gloucester Road Infant & Primary teachers: <https://films.myattandco.com/programs/a-faster-read-primary-project-part-1> and the Scalby Secondary School, Huntingdon: <https://researchschool.org.uk/huntington/news/case-study-the-faster-read-programme-at-scalby-school>

Professor Máiréad Dunne gives keynote lecture at DSocSc Conference

Following her appointment as a Visiting Professor to the Institute of the Social Sciences for 21st Century (ISS21) at University College Cork, Professor Máiréad Dunne gave a Keynote Lecture entitled, Becoming a Researcher: struggles with position, power and process to the DSocSc Symposium Programme on 11th April 2025. This was followed by researcher presentations under three themes: International mobilities, migration and mixing; Changing power relations in the community, NGO and social care sectors; Youth and diversity in contemporary Ireland. Interestingly Máiréad met up again with Aoife Dare (pictured next to Máiréad in a stripped top) a former MAIED graduate now pursuing her doctorate in migration.

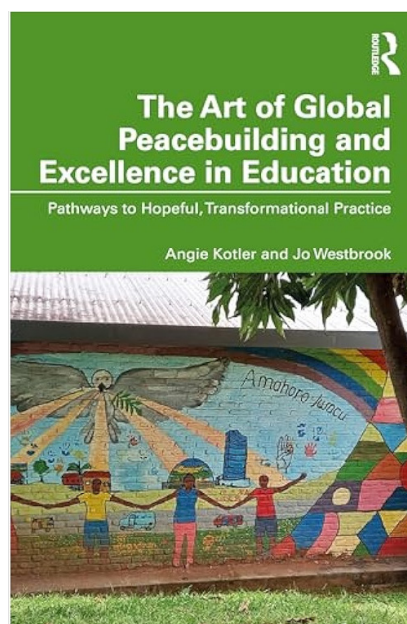


The Art of Global Peacebuilding and Excellence in Education

New book published: The Art of Global Peacebuilding and Excellence in Education: -pathways to hopeful transformational practice, London: Routledge, by CIE Research Fellow **Angie Kotler** and **Professor Jo Westbrook**.

This book is the culmination of multiple conversations between Angie Kotler, a PhD student and Professor Jo Westbrook, over the past ten years about the meaning and purpose of education in diverse contexts around the world. It explores the terms 'excellence' and 'peacebuilding' within education, illustrated through four case studies: a school linking network in Bradford; a model school for peace in Rwanda; critical pedagogies for out of school children in Ethiopia and Liberia; and an exploration of the increasing conflict between humans and nature and the more than human world. The book argues for both to be revisited and combined into a new paradigm which is urgently needed.

Attended by over 70 people, the book launched at Sussex on May 8th with an introduction by Sir Keith Ajegbo, Chair of the Stephen Lawrence Trust, who pointed to the urgent need for education to play a



larger role in peacebuilding both in the UK and globally. A second book launch took place in Cartwright Hall in Bradford on 5th July precisely where the school linking activities took place over 20 years ago. The Right Rev Toby Howarth, Bishop of Bradford and Chair of The Linking Network, gave a warm introduction to our book, which 30 attendees there, many of whom were involved in the original - and continuing - Linking Network.



Image: Jo Westbrook and Angie Kotler presenting. Credit: Eve Wilcox

FOBZU Annual Conference

Emergency Support for Palestinian Higher Education: The Role of the International Academic Community

27 June SOAS,
London



By Dr Birgul Kutan

On behalf of the Centre for International Education (CIE), I attended the FOBZU Annual Conference 2025, titled Emergency Support for Palestinian Higher Education: The Role of the International Academic Community, held in London on June 27, 2025.

The conference brought together Palestinian university leaders, academics, and international scholars to address the urgent challenges facing higher education in Gaza and the broader Palestinian context. The programme included powerful testimonies from senior academic leaders at Gaza's key universities — Islamic University of Gaza, Al-Azhar University, and Al-Aqsa University — who shared the devastating impact of the current crisis on students, faculty, and institutional operations.

Further sessions explored the broader political and structural conditions affecting Palestinian higher education and discussed how the international academic community can offer meaningful support. The conference highlighted practical examples of solidarity and partnership, including models for academic collaboration during times of conflict.

The event allowed me to engage with colleagues from academia and the NGO sector, deepen my understanding of the current situation, and consider how we can strengthen partnerships and support for Gaza-based academics. It reinforced the critical need for sustained international engagement, advocacy, and collaborative action in defence of academic freedom and education in times of crisis.



Image: attendees at the FOBZU Conference. Credit: Birgul Kutan

Research Spotlights

Mahidol-CIE Collaboration

CIE members have won funding from the Sussex-Mahidol Seed fund for interdisciplinary collaboration on research with ten colleagues at the University of Mahidol, Thailand, just west of Bangkok. Led by Professors Barbara Crossouard and Jo Westbrook from CIE and Dr Panchit Longpradit and Dr Arisara Leksansern, Deputy Dean of the Faculty of Social Sciences & Humanities at Mahidol, we are working with our respective Mahidol counterparts around three themes that centre on SDGs1, 4, 5, 8 & 13: Teacher Professional Development, Inclusion and Digital Technologies with a focus on AI (Professor Julia Sutherland and Dr Keith Perera); Education, Gender and Livelihoods (Professor Barbara

Crossouard and Dr Gunjan Wadhwa); Education and Climate Change (Dr Perpetua Kirby and Professor Jo Westbrook). The teams from both universities are also collaboratively producing a comparative policy paper on each country's progression against the SDG targets in these areas. Here we are ably supported by PhD student Marcela Gola-Boutros who works directly with her two counterparts in Mahidol. A key focus for both universities is to open out opportunities for ECRs and PGRs to be involved face to face and through hybrid means in the planned workshops and bidding process. This new collaboration also opens out new opportunities for CIE within Southeastern Asia. (cont.)



Image: Sussex-Mahidol Research Team at Mahidol University, Thailand. Credit: Jo Westbrook

Reciprocal visits to one another's universities have taken place this summer, with a first visit to Mahidol by Jo Westbrook, Julia Sutherland and Keith Perera from the Sussex team in May. Generously hosted by our Mahidol colleagues, amidst research discussions we also had field trips to the province of Sama Sakhon ('seariver') and the small fishing community of Thachalom on the river Tah Chin to investigate the fishing industry and the history of migration over many years from China, Myanmar and Vietnam. Impacted by environmental degradation and climate change, women and youth in these communities are increasingly playing a role in economic development and mitigation by, for example, identifying new markets for dried fish, planting mangroves and organising river clean ups. On the return visit in June, with Assistant Professor

Dr Jitsuda Limkriengkrai, Assistant Professor Dr Sovarithon Chansaengsee, Dr Jidapa Koomklang & Dr Patcharan Siriwat, we took a field trip to Newhaven to learn about the regeneration of the town and the depleted fishing industry. We also had a highly informative visit to Seahaven Academy to understand how young people are dealing with climate change and environmental degradation of the river Ouse and English Channel, beautifully organised by our alumna Dr Esi Amoono-Kuofi who is the lead teacher for STEM at the school. Other activities included a windy walk along Brighton sea front and a visit to Lewes Town Hall and discussions with another PhD alumni Dr Janet Baah, the first Black mayor of Lewes (2018-19) who works on issues around gender, development and climate change and action as a Lewes District Councillor.



Image: Sussex-Mahidol team on Sussex University campus. Credit: Jo Westbrook

BAICE Conference 2024

Co-chaired by then CIE Co-Directors **Jo Westbrook** and **Linda Morrice**, in September 3-5 2024 we were delighted to run the prestigious British Association of International & Comparative (BAICE) 24 conference in the Jubilee Building on campus. In recognition of continuing global conflict and the need to address the work and role of education and academics within this, the main theme of the conference was *"Transgression and transformation:(re)bordering education in a time of conflict and crises"*. The sub-themes reflected our themes within CIE, with the addition of a 'Borderless theme'. This put our own concerns and areas of interest at the forefront of the conference. Over 300 delegates attended the conference, with a large number of high quality and thoughtful papers, symposia and creative sessions as well as poster presentations.

Conference highlights included: keynotes from Omar Shweiki, Director of Fobzu (Friends of Birzeit University) in dialogue with Professor Arathi Sriprakash, with **Mario Novelli** as

discussant. The BAICE 2024 Presidential Address given by Professor Michelle Schweisfurth. We also had nature walks around the woods looking down onto Stanmer Park near Jubilee; two drinks receptions with the good weather giving attendees a fine balcony view of the University; a decolonial tour of Brighton's 'dolphin' imagery forged in its imperial past, thanks to our PhD scholar **Odi Oquosa**, followed by fish and chips on the beach; lunchtime music, poetry, comedy and a 'Human Library' encounter by a Ukrainian refugee now living in Brighton. A further highlight was the buffet curry followed by live music from Russian, Ukraine and Syrian refugees living in Brighton followed by energetic dancing to a World Music disco courtesy of Best Foot Music in Brighton. Our wonderful group of PGRs and MAIED student volunteers (pictured below) really made a splash in their turquoise t shirts and kept the whole thing rolling along smoothly – many thanks to you all!

MAIED and PGR volunteers! Credit: Hauwa Umar Aliyu



Laboratories of Learning: Re-engaging with Social Movements in Turkey

HEIF Knowledge Exchange Report

Project Period: 7-11 July 2024

With funding from the HEIF scheme, I travelled to Turkey (7-11 July 2024), where I organised a one-day workshop with social movement actors and conducted individual interviews with activists, academics, and representatives from various organisations, including a member of parliament.

The central activity of this short but impactful exchange was a highly successful one-day workshop in Istanbul, attended by 12 participants, including HDK Co-Chairs, members of parliament from the DEM Party, and other prominent activists. Building on our earlier ESRC-funded research (now published as *Laboratories of Learning: Social Movements, Education and Knowledge-Making in the Global South*), the workshop served both to share findings and to open space for critical reflections and explore future collaboration and areas of joint work. Structured in three parts (presenting the research, reflecting on its relevance, and identifying strategies for moving forward) it sparked deep discussions on the current political context in Turkey. Participants shared critical insights into the challenges facing social movements, including intensifying authoritarianism, the renewed peace process discussions between the PKK and the Turkish state, and the strategic responses of both HDK and HDP.

In addition to the workshop, I conducted individual interviews with feminist activists, academics, and other key contributors to the original study. All these engagements (individual and collective) enriched our understanding of the changing dynamics of



Spotlight on: Birgül Kutan

activism and knowledge-making in Turkey. They also explored local strategies in response to growing political repression, as well as opportunities for future collaboration, particularly the potential to develop an impact case focused on informing future campaigns, shaping policy engagement, and co-producing practical resources. Participants expressed strong interest in translating *Laboratories of Learning* into Turkish and publishing the HDK report locally to ensure the research is accessible and useful to activists, educators, and movements on the ground. Overall, the visit strengthened existing relationships and opened up new opportunities for engagement, including joint outputs, activist education tools, and cross-national dialogue with other social movements in Colombia, South Africa, and Nepal who took part in the research.

CIE Research Partnership with Savitribai Phule Pune University, India

In December 2024, Dr Gunjan Wadhwa visited the Department of Women and Gender Studies at Savitribai Phule Pune University (SPPU) to deepen research collaboration in India. This visit was supported by the CIE seed corn funding secured by Gunjan and built on ongoing knowledge exchange activities with SPPU.

The visit in December focused on the intersections of gender, work and education with a specific focus on the education and work trajectories of youth who are children of waste-pickers in Pune city. Predominantly located in the informal sector, waste-picking is considered “dirty” and stigmatised work which is invariably performed by marginalised social groups and carried out intergenerationally due to caste-based rigidities in India. In Pune, this informal sector occupation which is highly precarious has been professionalised due to efforts of the waste-pickers’ trade union KKPKP (Kagad Kach Patra Kashtakari Panchayat) and its cooperative movement Swach.

In a series of workshops at SPPU which involved founding members of the union, KKPKP, recent shifts in the waste economy were mapped out to understand the intergenerational mobility of youth associated with waste-picking. This involved an examination of the international development discourse around “quality education”, “just transitions”, “decent work” and “sustainability” which steers the development of “smart” cities (and citizens) in Global South contexts like India.

Spotlight on: Gunjan Wadhwa



The visit culminated in meeting trade union members who were waste-pickers themselves and following them as they collected, segregated, sorted, composted and recycled the waste, highlighting incredibly complex, demanding and multi-faceted dimensions of this work. Finally, the CIE team met youth who worked as second-generation in the waste economy while transitioning to ‘higher’ supervisory jobs in the Swach cooperative, indicating the complexities within youth trajectories and transitions which require further examination and form the basis of collaborative research with SPPU and the workers’ union. (Cont.)



**Image: project researchers with waste picker union members in Pune.
Credit: Gunjan Wadhwa.**

The research team included Dr Gunjan Wadhwa and Professors Barbara Crossouard and Máiréad Dunne from CIE, Dr Anagha Tambe, Dr Swati Dyahadroy, Dr Sneha Gole, Dr Lalit Bhaware, Ms Deepa Tak, Mr Sanjay Kumar Kamble, Ms Sayali Shankar, Ms Shubhanshi Dimri and Ms Sinu Sugathan from the Department of Women and Gender Studies at Savitribai Phule Pune University. Ms Poornima Chikarmane, Ms Laxmi Narayan and Mr Aditya

Vyas joined from KKPKP and the Swachh cooperative.

This visit was part of an ongoing partnership building exercise between CIE and Higher Education institutions in India through the lead partner institution SPPU in Pune. It builds on and feeds into existing research collaboration between Gunjan and the research team at SPPU.

Scholasticide in Gaza and the Necessity of Speaking out on Palestine

Mario Novelli, Professor in the Political Economy of Education went on a speaking tour to the United States during March 2025.

During the month he taught and presented his work at Stanford University, California; New York University, the University of Madison-Wisconsin and finally in Chicago at the Annual Comparative and International Education Society conference.

In his lectures he particularly focussed on the genocide in Palestine, and specifically the ongoing Scholasticide taking place – with all education institutions, communities and support services targeted specifically by the Israeli state in its attempts to erase the cultural and intellectual identity of the Palestinians, particularly, though not exclusively in Gaza.

He emphasised the complicity of Western nations in this process, including the USA and the UK, and praised the courage and resilience of the Palestinian people in Gaza and around the World who are resisting the genocide. He also critiqued the silence of the International Development and Education scholarly community around the world, and failure of its institutions to speak out and speak up about the ongoing scholasticide. He contrasted this with the valiant attempts of University students around the world to speak out and protest the ongoing genocide and the suppression of freedom of speech and academic freedom, particularly in the USA, but also in many parts of Europe.

The broader talk traced the rise and fall of the Post-Cold War Liberal Order and its relationship to education, exploring the downward spiral of post-Cold War US hegemony from its triumphalist and upbeat



Spotlight on: Mario Novelli

uni-polar incarnation in the wake of the collapse of the Soviet Union, where talk of (educational) freedom, democracy and peace was upbeat and widespread to its current 2025 iteration, where democracy has decoupled from capitalism, authoritarianism is widespread, war is prevalent, capitalism is fragmenting, and neoliberalism is failing to deliver broad enough benefits – even in its own Western heartlands.

Drawing on Gramsci's (1971) insights, at an earlier time, that 'the crisis consists precisely in the fact that the old is dying and the new cannot be born; in this interregnum a great variety of morbid symptoms appear', his talks reflected, through a critical political economy of education approach, what this all means for education in the twilight of US-led empire. He stressed the importance of the current genocide in Gaza, as illustrative of this imperial decay, and the importance of organising, protesting and working with Palestinians around the world to resist this inhumanity and brutality and to defend those speaking out for freedom, human rights and social justice in Gaza and beyond.



The above picture was drawn by Emily Nott, doctoral candidate at the University of Madison-Wisconsin, during the public lecture (3/19/25).

Using participatory action research in schools

Designing and piloting an equitable whole school approach to quality CPD: exploring conditions and support needed to succeed at scale in Rwandan Lower Secondary Schools

Jo Westbrook is PI for this project led by the British Council, with John Simpson and Ruth Bath, and Jolly Rubagiza, Delphine Mukingambeho and Pierre Barayagwiza from the University of Rwanda. The project is funded by the Canadian International Development Research Centre/Foundation for Information Technology - Education.

This 2.5 year process evaluation (2023-2026) explores Teacher Professional Development at scale in Rwanda through a Gender & Social Inclusion lens. Findings from earlier project phases showed that while there were clear benefits to practice through participation in donor-funded TPD, women teachers and teachers with disability, particularly those living and working in rural and border Districts, face specific challenges in accessing residential courses and online digital learning. This is despite adaptations put in place such as creches and assistive technology. Further challenges remain for these two teacher groups at the level of school based professional development where learning from external TPD can be shared, and embedded. To work towards improving teacher learning at school, we held a two-day workshop in Kigali, Rwanda, in November 2024. We brought together stakeholders across national, District, sector and school levels with many women in these roles and participants with disabilities to discuss and reimagine models of school based Continuous Professional Development (CPD) that explicitly addressed issues around gender and disability. Discussions were distilled into a co-constructed set of guidelines for schools.

Spotlight on: Jo Westbrook



In this last phase between March and June 2025, the research team drew on Participatory Action Research to work with school-based mentors to make school-level changes to CPD and other forms of teacher learning such as knowledge sharing and discussion, drawing on the guidelines developed at the workshop. Methodologically, this meant researchers rethinking their roles and relationships with schools, becoming collaborators who



Image: project researchers. Credit Jo Westbrook

reframed and mediated issues emerging from the in-school conversations. This was not always straightforward and illustrates the 'messiness' of real-world action research. But taking a risk in research methodology and confidence in the field team to develop those relationships in schools has reaped important understanding about the process of change in schools, showing that small changes made within a GESI framework can make a significant difference to teachers. Such small changes accumulate in the benefits they can offer over

time, changes such as giving time for women teachers to breastfeed at school in a quiet, private room; encouraging women to lead some of the CPD sessions; sharing learning via WhatsApp for any missed CPD sessions and importantly signifying the importance of senior management in attending and encouraging school based CPD.

The project is now in its final Phase 5 with a further workshop to be held with all participants and stakeholders to feedback, discuss and disseminate findings over the next year.

Education beyond aid: new possibilities in a contested and uncertain world (CIE Blog)

by Nimi Hoffman

In February 2025, the US government abruptly terminated 90% of USAID's foreign aid contracts, and in May proposed cutting the budget to humanitarian and development aid by \$11.5 billion or 18%, while increasing military spending by 13 percent to \$1.01 trillion. This is part of a broader trend. Before this, Australia, Canada, New Zealand and the United Kingdom had all reduced aid and folded their aid agencies into the administration of foreign policy and international trade. Preliminary data from the OECD indicates that aid was reduced by 71% in 2024, and may drop a further 17% in 2025. Aid flows have also been re-orientated to cover the costs of detaining and housing asylum seekers and refugees in donor countries, and preventing migration into donor countries. A large proportion of aid has shifted away from developing countries to support Ukraine, which received \$27.8 billion in 2023, or 13.1% of all aid disbursed worldwide. At the same time, donors have deprioritised education, reducing education spending from 7% of aid in 2018 to 5.2% in 2022.

It is not yet clear how the rapid decline of aid will affect education in developing countries. More than a third of donor funding is used for scholarships in donor countries, and up to 90% of aid in recipient countries is directed towards for-profit contractors and for-profit edu-businesses headquartered in donor countries. The remaining funds, a fraction of declared aid, have been channelled into girls' education and schooling for children displaced by conflict and climate crises. It is likely that the rapid decline of education aid, particularly in humanitarian settings, will disproportionately affect refugees, particularly girls. At the same time, developing countries have used humanitarian aid to strengthen and cross-subsidise the provision of public goods for non-refugee populations. The reduction in aid could therefore affect parts of the public education system that are not directly funded by donors.

While non-traditional donors, such as Saudi Arabia, Turkey, the United Arab Emirates, Qatar, South Korea and China have increased their focus on education in developing countries, it is unclear whether this can offset the decline in education aid from traditional donors. Countries that are dependent on a small number of traditional donors are especially vulnerable, particularly in humanitarian settings. In El Salvador and South Sudan, for example, the United States accounts for more than 68% of humanitarian aid.



Overnight reductions in aid will likely increase the incidence of severe hunger, illness and death, and weaken - perhaps fatally - humanitarian institutions in these countries.

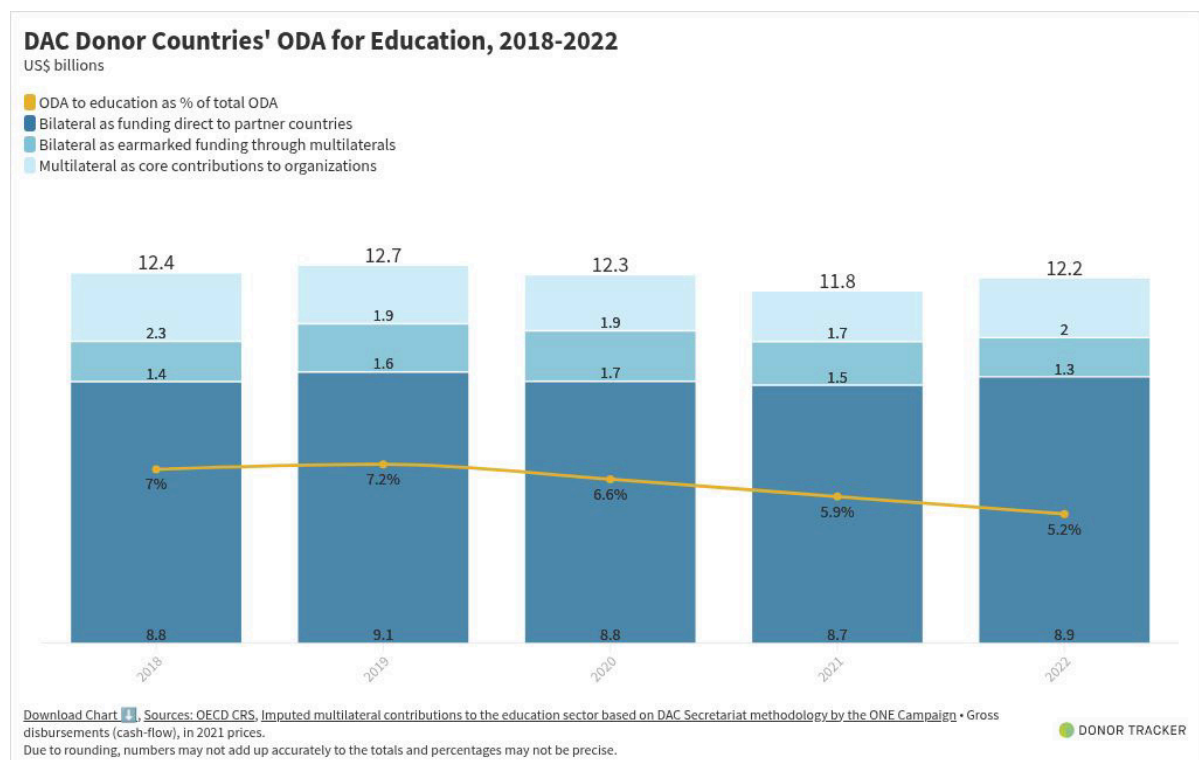
The end of USAID and its bilateral funding mechanisms is not the end of US aid. The United States International Development Finance Corporation (DFC) remains in operation and will likely continue using aid - in the form of equity and loans - to support the country's military and commercial objectives. Since the end of USAID could reduce the United States' soft power, such hard power mechanisms may become more salient. In this respect, the government's recent budget proposes to increase funds to the DFC by \$2.8 billion and establish an American First Opportunity Fund worth \$2.9 billion with the explicit aim of countering China.

All of this is occurring within a tumultuous international landscape. An estimated 54 countries are in debt crisis, having to allocate 15% or more of public revenue to servicing debt. The IMF has required many of these countries to reduce their public sector wage bill, which typically includes substantial cuts to public education and healthcare. More than 40% of the world's population, about 3.3 billion people, live in countries where governments spend more on debt interest payments than on health or education. Aid has contributed to this debt crisis: in 2022, 36% of aid was provided in the form of loans rather than grants.

Much of the decline in aid has been driven by a sharp fall in donor contributions to the core budgets of multilateral organisations, such as UNESCO and the WHO, leaving them increasingly vulnerable to special interest capture. This could weaken their capacity to function as institutions that are democratically accountable to all member states, and erode their capacity to enact policies that are informed by a commitment to human rights and the lived realities of the most vulnerable in our world. These pressures on multilateralism and international law, coupled with the ongoing reorientation of global trade, could potentially further erode public finances and reduce investment in public goods, especially in education. Doing so may weaken social contracts and catalyse social unrest domestically, while narrowing the scope for countries to engage in democratic cooperation in the international arena. As a warning of what might be in store, the economic shocks during the Covid pandemic have already been accompanied by increasing authoritarianism and conflict.

At the same time, the sharp decline in aid may inadvertently reduce some drivers of destabilisation and conflict. Aid has sometimes been used to harm people in developing countries. Donors have funded forced sterilisation in India and violent land dispossession in Ethiopia. They have used aid to extend and militarise European borders deep into Africa and to wage a war on drugs in Latin America. In some cases, aid has been used to ferment regime change and prop up dictatorships. The reduction in aid could potentially reduce the scope for donors and international NGOs to operate with what the UN humanitarian coordinator for Somalia describes as "humanitarian impunity."

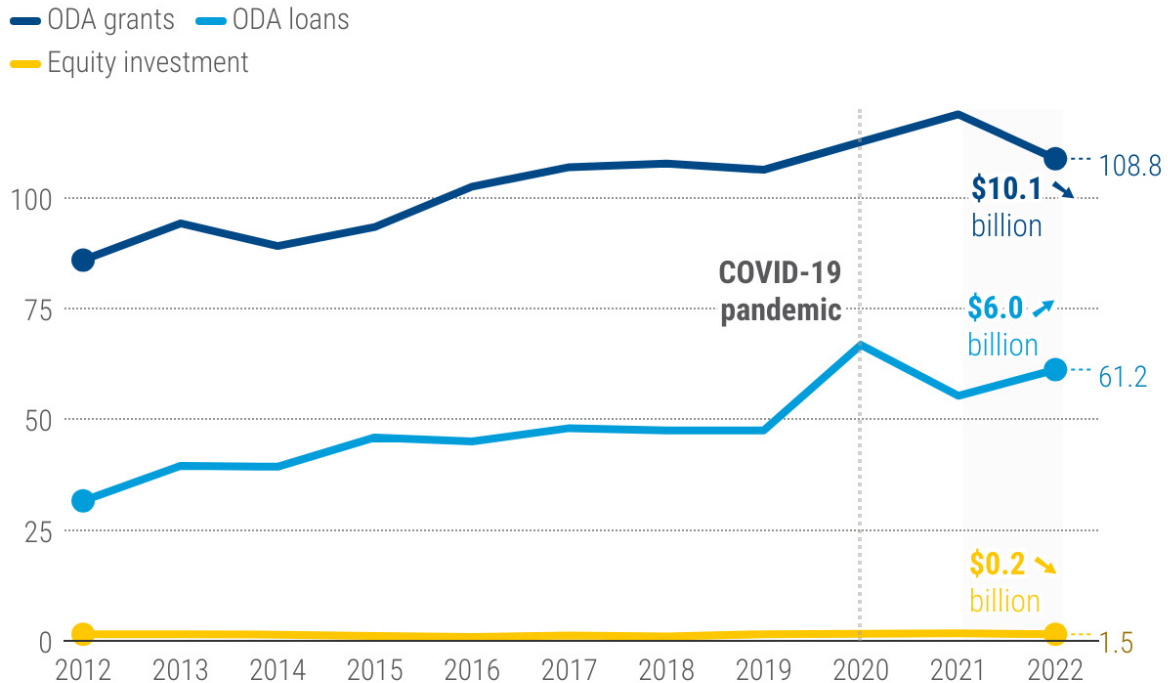
Such impunity is enabled by a system of aid driven by donor priorities, with little room for multilateral governance or democratic accountability. Nowhere is this clearer than in the ongoing genocides in Palestine and Sudan, during which donor countries have provided considerable military aid to aggressors while insisting they are powerless to stop enforced starvation through the blockade of humanitarian aid and targeted killing of aid workers.



Source: Donor Tracker

Aid shifts from grants to loans, increasing developing country debt burdens

Official development assistance (ODA) disbursements by instrument, billions US\$



Note: Sum of ODA grants, ODA loans and equity investment at constant 2021 US\$.

Source: UN GCRG based on OECD (Dec. 2023)

Source: **UNCTAD**

Amidst this, developing countries have also been charting their own path forward. Since the African Union's groundbreaking 2015 report on illicit financial flows, the Group of 77 developing countries in the United Nations, led by the Africa group, have increasingly pressed for international mechanisms to track and reduce substantial illicit financial flows from the global South to the global North, which are conservatively estimated to equal all international aid. Caribbean countries have organised around reparations from colonial powers for crimes against humanity, including genocide and slavery. Many of these countries are also involved in pressure to democratise multilateral institutions including the IMF, World Bank and the UN Security Council, all institutions in which a small number of countries have controlling votes. Latin America and Africa's main trading partners have shifted towards Asia, and the share of intercontinental trade in both regions has grown. All of this suggests that a complex multipolar world is emerging amid attempts by developing countries to engage in collective action to challenge the underlying causes of their dependency on aid.

As complexity and uncertainty deepen, it becomes more difficult to sustain definitive pronouncements. The current moment calls on us instead to engage in careful self-reflection and open enquiry. What are the immediate impacts for governments, teachers and students in aid-dependent economies? Who will experience the greatest harms? Which social actors and programmes are emerging to chart a different path forward? How will these contestations reshape education systems? What part can universities play in these unfolding debates and interventions? How has our proximity to power as researchers in the global North influenced our intellectual preoccupations in the past? Confronted with the decline of the aid sector, what opportunities are there for us to think in less-instrumentalised ways about education? What are our responsibilities as intellectuals in the current moment?

There are no easy answers. Seemingly fixed positions have come unmoored. But these uncertainties are also filled with possibility. Our unshakeable certitudes might give way to a recognition of our common fragility, an openness to the future, and the possibilities of human creativity and imagination.

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Global Engagement, Mahidol Sussex Seed Fund. Mahidol-Sussex collaboration on education and the challenges of meeting the SDGs: gender, inclusion, livelihoods and sustainability (Jan-Dec 2025). **Professor Jo Westbrook (CIE)**, Associate Professor Dr Arisara Leksansren (Mahidol University).

Awards and Recognition

In March 2025, Professor Máiréad Dunne was elected Fellow of the Academy of Social Sciences. Fellows of the Academy are elected for the excellence of their work and their outstanding contribution to social science, particularly in addressing major challenges facing lives, livelihoods, communities and societies across the world. Máiréad is the first member of CIE faculty to receive this prestigious award.

Máiréad's research has been focused on bringing sociological theories and methodologies to understandings of the reciprocal links between society and education in a wide range of local, national and international contexts. Her research explores the work of education in the production of identities (gender and sexuality, social class, race, ethnicity, nation and religion) and the intersecting hierarchies of difference

these implicate in multiple contexts of poverty, inequality and conflict. It also engages in historical and contemporary discourses of education, modernity, coloniality and international development and the ways these infiltrate and stagnate in the mundane assumptions and social relations of everyday life.

Máiréad was CIE Director from 2011 to 2017, during which time CIE was given recognition as a University Research Centre and became part of the Sussex Development Consortium, which has been ranked No 1 in the world for development for nine years. Under her directorship, CIE also developed its thematic specialisms, to encompass conflict and migration; gender, citizenship and identities; teacher education and pedagogies, and international policy and governance – which have proved enduringly productive for us.



Congratulations and thank you Máiréad!

Read the full article: [Professor Máiréad Dunne elected as Fellow of Academy of Social Sciences: Sussex Staff News .](#)

Emily Danvers awarded prestigious fellowship

Emily Danvers, Senior Lecturer in Education and CIE researcher has been awarded a prestigious National Teaching Fellowship from Advance HE.

Dr Danvers is one of just 61 higher education staff from UK-based institutions to have received the award in August 2025, recognising and celebrating the outstanding impact she has made on student outcomes and the teaching profession.

Emily has been at Sussex since completing her PhD here in 2016, and she is the course leader of the PGCert in Higher Education, as well as teaching on the MA in Education and BA in Childhood and Youth Studies. She has held a variety of diverse roles across the University, including: Equality, Diversity and Inclusion lead in the School of Education and Social Work (2021-2024), leading the School's successful Bronze Athena Swan award; Access and Participation Plan (APP) representative for the Social Sciences, Writing facilitator for the Sussex Researcher School, creating inclusive retreats for researchers to write



together, and Chair of the Centre for Teaching and Learning Research, Widening Participation Research and Practice network (between 2020-2024). In 2023, in partnership with Chris Derbyshire in the Widening Participation team, Emily led Sussex's application for The Pledge, a national charter supporting Gypsy, Traveller, Roma, Showman and Boater (GTRSB) students.

Congratulations, Emily!

University of Sanctuary team nominated for the Sussex Awards 2025



Linda Morrice was part of a team of academics and professional service colleagues nominated for the Inclusive Sussex Award. This was a group nomination for the University of Sanctuary team. The nomination highlighted that since 2020, a core steering committee and a wider network, have worked hard to try and improve the support available for students from refugee backgrounds and in the asylum process, through a variety of activities: student events, named points of contact for support, expansion of the scholarships scheme and language programmes.

Much of the work happens behind the scenes: advocating on behalf of students, drawing attention to specific concerns and campaigns, trying to improve policies and processes to fill support gaps, advising on university and sector-wide initiatives.

Congratulations, Linda and the wider team!

Julia Sutherland appointed to Advisory Groups

Professor Julia Sutherland has been appointed to two advisory groups:

Secondary English Advisory Group

"I am a member of the DfE's English Advisory Group for a project on Secondary Reading, called The English Hubs programme, which will offer support to secondary schools on how to develop their provision for reading (2025-2026)"

The Reading Comprehension Advocacy Network

"I was a member of the Advisory Group for The Reading Comprehension Advocacy Network, run by colleagues in Psychology, Prof Jane Oakhill, Meg Dixon and other academics nationally, e.g. Kate Cain. This network has been established to provide strategic direction and leadership to inform, challenge and influence education policy in England."

Congratulations, Julia!

Emily Danvers appointed external examiner

Dr Emily Danvers has been appointed an External Examiner for MA Learning and Teaching and the MSc Social Research Methods at the University of Westminster in Tashkent, Uzbekistan. This is a 4-year appointment and involves annual travel to Tashkent.

Congratulations, Emily!

Barbara Crossouard appointed to UKFIET Executive Committee

Professor Barbara Crossouard will become a member of the Executive Committee of UKFIET from September 2025.

Congratulations, Barbara!

P r e s e n t a t i o n s

Alejandro Farieta-Barrera

'Evaluation of policies for disability and social inclusion in Colombian higher education.'

Presentation at the 2025 Law and Inclusivity Postgraduate Law conference held by the School of Law, Queen Mary University of London, 18-19 June 2025.



Barbara Crossouard

Coloniality and Education: Gender, Race and Difference

Conference theme convenor, with Dr Jennifer Agbaire (Open University) and Dr Laila Kadiwal (University College London), BAICE Conference, University of Sussex, 2024.

Challenging the coloniality of gender: researching girls' education in the Global South Symposium

Symposium lead, BAICE Conference, University of Sussex, 2024.

Featured presentations:

'Disrupting gender binaries: evidence from Afghanistan'

Lee Rashid and Sara Humphreys

'Dropout of Girls from Rural Primary Schools in Northern Nigeria: complexity and contradiction'

Hauwa Umar Aliyu

'The mundanity of gender violence: young women's narratives from Northern Nigeria'

Barbara Crossouard and Máiréad Dunne



Barbara Crossouard and Máiréad Dunne

'The work of education in the production of the worker'

Presented at the BAICE Conference, University of Sussex, 2024.

'The banality of gender violence: the everyday lives of women in Northern Nigeria. '

with Dauda, M., & Aliyu, S.

Presented at the International Sociology Association, Rabat, Morocco, 2025.

'What of Gender Thirty Years on?: Plus ça change...?' Presented at the Forum of the International Sociology Association, Rabat, Morocco, 2025.

M a i r e a d D u n n e

'Becoming a Researcher: struggles with position, power and process' Keynote lecture at the DSocSc Symposium Programme, University College Cork, 11th April 2025.

'Cleaving the liberal subject: excavating the colonialities of gender, race, class and contexts' Presented as part of the UCC Futures - Collective Social Futures Seminar Series, University College Cork, 3 June 2025.

M a r c e l a G o l a - B o u t r o s

'Disrupting Colonial Structures: Experiences of Forcibly Displaced Students in Brazilian Higher Education.'

Presented at the 22nd International Migration, Integration and Social Cohesion (IMISCOE) Conference, Paris-Aubervilliers, France, 1-4 July 2025.

'Colonial legacies: unpacking coloniality within bordering practices in Brazilian higher education.'

Presented at the 20th International Association for the Study of Forced Migration (IASFM) Conference, Gadjah Mada, Indonesia, 21-23 January 2025.

"Ripples of activism': mapping the activities and impacts of seven UK Schools of Sanctuary in building a culture of welcome for refugee and newly arrived communities.'

with Kendall, A., Puttick, M-R.

Presented at the BERA Annual Conference, University of Manchester, 8-12 September 2024.

'Colonial legacies: unpacking coloniality within bordering practices in Brazilian higher education.'

Presented at BAICE Conference 2024, University of Sussex, 3-5 September 2024.



Linda Morrice

'Centring the construction of racialised borders in UK higher education'

Presented at the Decentring epistemologies and perspectives on Higher Education for refugees: a dialogue between case studies from UK, Jordan, Lebanon, Brasil and Sweden Symposium, at the 22nd IMISCOE Annual Conference: Decentring Migration Studies, Paris-Aubervilliers, France, 1-4 July 2025.

'Integration through different lenses, contexts and scales'

Panel presentation at the 22nd IMISCOE Annual Conference: Decentring Migration Studies, Paris-Aubervilliers, France, 1-4 July. 2025

'Racialised borders and the construction of deservingness in UK higher education'

Presented at the symposium Negotiating exclusion and belonging in higher Education, at the 20th International Association of Forced Migration Conference: Forced Displacement in an Urbanising World, Universitas Gadjah Mada, Indonesia, 21-23 January 2025.

'Walking a tightrope between policy and scholarship: reflections on integration principles in a hostile environment'

Presented at the symposium Integration through different lenses, contexts and scales, at the 20th International Association of Forced Migration Conference: Forced Displacement in an Urbanising World, Universitas Gadjah Mada, Indonesia, 21-23 January 2025.

'Where is the hope? Post-colonial logics and racialised borders in refugee access to Higher Education'

Keynote lecture at 6th International Conference of the ESREA Migration, Transnationalism and racisms Network. University of Graz, Austria, 22-23 May 2025.

Mario Novelli

'Social Movement Learning & Knowledge Production in the Struggle for Peace with Social Justice'

Presented at British Association of International and Comparative Education (BAICE) 2024 , University of Sussex, September 3-5, 2024.

'Researching in Times of Authoritarianism: Reflections from South to North'

Keynote lecture delivered at the Doing Research on Contested Paths in Authoritarian Contexts: Challenges, Experiences, Ethics and Methodologies' Workshop, Georg Eckert Institute, 20-22 November 2024.



Anastasia Papanastasiou

'An Investigation on the role of school History in students' perceptions of National Identity' Presentation at the History Educators International Research Network (HEIRNET) Conference, University of Stirling, 28-30 August 2024.



Julia Sutherland

'Why teacher agency and theory matter: a decade of teacher engagement with the 'Faster Read', an innovative reading pedagogy for struggling readers'

University of Manchester, 8-12 September, 2024 .

'The Faster Read: Turning all students into readers'

NATE Conference, Kingston University, 7 July, 2025

'What is the Faster Read?'

UKLA webinar supporting the professional development of Primary teachers, nationally, 9 July, 2025

'Pedagogies of Hope and Transformation'

Keynote for UKLA conference, University of Sussex 5-7 July, 2024

Julia Sutherland and Jo Westbrook

'Transgressing policy to re-envision reading as social practice in the UK'

with Pinnick, S., Upchurch, D.

Presented at BAICE conference, Sussex University 3-5 September 2024.



Gunjan Wadhwa

Global Education Policy and the Politics of Governance

Conference theme convenor, with Dr Abass Isiaka (University of East Anglia) and Dr Eva Bulgrin (University of Marburg), BAICE Conference, University of Sussex, 2024.



Jo Westbrook

'Social and gendered norms towards disability, pregnancy and motherhood within schools and the legacy both of colonialism and of past and ongoing conflict in Rwanda'

Presented at the Sussex Summer of Research within the seminar "The Value of Life Laid Bare during and after Conflict", 18th June 2025.

'Teachers with Disability in Rwanda (British Council Project)'

with Pierre Barayagwiza, University of Rwanda.

Series of three presentations at the UNESCO Teacher Task Force 'Inclusion and Equity in Teacher Policy and Practice', November 2024 - February 2025.

CIE Research Cafés 2024-2025

This year, we hosted 15 CIE Research Cafés.

Researchers and professionals shared their work with CIE members, either in person or over Zoom.



Above: MAIED students with Bishma Asare - our first speaker of the academic year! Credit: Máiréad Dunne

SUSSEX CENTRE FOR INTERNATIONAL EDUCATION

Young Women Navigating Discourses of Education and Marriage: A case study of the Dinka Community in South Sudan



Early forced marriage remains a pervasive challenge for the rights of young women in many parts of our world - particularly in South Sudan where, according to the UN, it is more likely for a girl to die in childbirth than to finish secondary education.

With Alan Neville

**November 6 | 1 - 2:30pm
Essex House EH18
& Online (Zoom)**

Right: our regular seminar room ready for the next Research Café! Credit: Eve Wilcox



CENTRE FOR INTERNATIONAL EDUCATION

Palestinian Land and Body: Between Incarceration and Liberation



With Sandie Hanna, Palestinian anti-imperialist feminist organiser, storyteller, writer, & political educator. Sandie is the founder of *Narwi* (Homonym: to water plants, to narrate stories), an Indigenous activist-led feminist collective dedicated to centring lived experiences in political narratives.

**Tuesday 25 February
11am - 12.30pm
Global Studies Resource Centre, Arts C**

Thank you to all those who participated, either as attendees or presenters!

There is a full list of this year's CIE Research Cafés on the next page...

Date Title

Speaker

10 Oct	A Black Man Stuck in a White Education System: An autoethnography of a Black British English teacher in the British Education System	Bhishma Asare
17 Oct	Educate, Organize, Empower: Transforming the Lives of Children in Tribal India	Kartika Bhatia (ASPIRE, India)
24 Oct	Voice, position and power: engaging with young women in Northern Nigeria through participatory visual methods	Barbara Crossouard, Mairead Dunne (CIE), Safiya Aliyu and Dauda Moses (Modibbo Adamu University, Nigeria)
31 Oct	Development and Education: Challenges of Holding the UK Accountable in a Shifting Policy Landscape	Hannah Frisch (Results UK)
6 Nov	Young Women Navigating Discourses of Education and Marriage: A case study of the Dinka community in South Sudan	Alan Neville (CIE)
29 Nov	Using Contextually Relevant MEL Approaches to Deliver Culturally Sensitive Programs in Support of Girls' Education across India, Pakistan, and Kenya	Khuzama Khan (Girl Rising)
4 Feb	Whatever happened to the black working class? Racism, legitimate grievance and social death	Professor Paul Warmington (Coventry University)
11 Feb	Dominant languages-of-instruction, epistemic exclusion and implications for sustainable development	Professor Lizzi Milligan (University of Bath)
18 Feb	Inclusion into what? Education provision for students with disabilities and additional learning needs in Papua New Guinea	Guy Le Fanu (Visiting Research Fellow, CIE)
25 Feb	Palestinian Land and Body: Between Incarceration and Liberation	Sandie Hanna (Narwi)
4 Mar	From Classrooms to Communities: The Multifaceted Lives of MAIED students	Janet Isesele, Lynda Nakaibale and Gaurav Thapa (MAIED Sussex)
18 Mar	Women's empowerment: a question of education?	Professor Anna Robinson-Pant (UEA and University of Sussex)
1 April	Barriers to Qur'anic education reform: findings from Senegal and Niger	Dr Shona Macleod (University of Nottingham)
8 April	How well do conventional theories of professional learning explain the learning lives of teachers in remote and peri-urban primary school contexts in Indonesia?	Dr Imelda Dwi Rosita Sari
8 May	Book Launch for The Art of Global Peacebuilding and Excellence in Education	Angie Kotler and Jo Westbrook (CIE)

Sussex Development Lectures

The Sussex Development Lecture series is run jointly by CIE, the Institute of Development Studies (IDS), the School of Global Studies, and the Science Policy and Research Unit (SPRU) at the University of Sussex.

The theme for the 2024-2025 series was **Power, Politics and Hope**.

This year's programme was as follows:

Power to the people: how to make this the century of the citizen

with Danny Sriskandarajah (New Economics Foundation).

Combatting Violence against Women: What's wrong with the global governance of a feminist agenda?

with Remi Hammami (Birzeit University) - this event was postponed.

Dismantling green colonialism: Energy and climate justice in the Arab region

with Hamza Hamouchene (Transnational Institute (TNI))

Hurling money at Edtech: Understanding public funding and private profit during Covid-19

with Kathryn Moeller (University of Cambridge)

Humanitarian diplomacy in a world gone mad with Martin Griffiths (former Under-Secretary-General for Humanitarian Affairs and Emergency Relief Coordinator of the United Nations)

The Caribbean reparation movement and the politics of responsibility: mapping new pathways

with Sonjah Stanley Niaah (University of the West Indies)

Find all information about this series here:
www.ids.ac.uk/event-series/sussex-development-lectures/

MAIED Updates

Academic and Research Skills Presentations

MAIED Alumni from the class of 23/24 presented on the Academic and Research Skills module in the joint lecture and in the MAIED workshop in the final week of Semester 1. Their presentations included an overview of their completed individual research projects as well as the 'ups and downs' of their experiences in the process. These included deciding on a research focus, shaping the proposal and design, developing research instruments, managing ethics clearance, accessing participants, generating data, analysis and writing. Their impressive, enthusiastic and 'masterful' accounts of their wide-ranging research projects provided important and informative insights as well as plenty of food for thought for the current students on the MAIED, MACY, MAE and our Bolashaq scholars.



Imisiayo Oloyede. Credit: Máiréad Dunne.



(Left to right) Chilufya Mulenga, Namse Udosen, Similoluwa Adefioye. Credit: Máiréad Dunne.

The newly confident social science researchers and successful MA graduates included, Namse Udosen, Similoluwa Adefioye, Sio Broh, Ali Aftab Ghias, Chilufya Mulenga and Imisiayo Oloyede. Their respective research dissertations focused on: Examination of Community Education for Out Of School (OOS) children in Nigeria; Exploring the Gender Identities of Yoruba Youths Living in the United Kingdom; A Biography of an un-schooled women in Liberia; Agonistic Identities: Decoloniality and the (mis)Gendered Student in Pakistan; Analyzing the effects of tax abuse on financing primary and secondary education in Zambia; Overlooked Voices: Evaluating the inclusivity and adequacy of safeguarding policies against child sexual abuse in Nigerian secondary schools from the perspectives of school leaders and diaspora Nigerian students.

Stanmer Park Picnic

The MAIED hosted a walk and picnic in the Stanmer Park on Sunday 13th October with the current (24/25) and outgoing (23/24) MAIED cohorts to welcome the new students and have a mixer with the old ones. This was followed by a friendly yet exciting football match between the MAIEDs.



MAIED picnic in Stanmer Park. Credit: Gunjan Wadhwa



MAIED students and colleagues. Credit: Gunjan Wadhwa

MAIED Visit to Westminster

On February 11, 2025, MAIED students Gaurav Thapa and Girwani Rana visited the House of Lords on the invitation of Baroness Sugg CBE, the former Minister for Overseas Territories and Sustainable Development at the (FCDO) to commemorate the 20th anniversary of Nelson Mandela's iconic "Make Poverty History" speech in Trafalgar Square. Representing Results UK, they asked questions about the UK's evolving role in global development, particularly considering recent reductions in Official Development Assistance.

The students described it as a surreal and inspiring moment sharing their voice and concerns in such a historic space and engaging directly with Members of Parliament on urgent issues of education and equity.

Their journey with Results UK began after attending a CIE Café seminar by Hannah Frisch, a former MA International Education and Development student. Her passion and experience inspired the current students to volunteer with Results, which has since become a deeply meaningful part of our current students' learning.

Gaurav said "I'm grateful to the MAIED faculty for always motivating students to take initiative and engage with the world beyond the classroom. It is inspiring to be part of the MAIED family that fosters such a supportive and globally minded learning environment. I'm excited about our collaborative plans for the new cohort of 2026!"

Gaurav Thapa in front of the Palace of Westminster (top), Hannah Frisch addressing the group (bottom). Credit: Gaurav Thapa



MAIED Student-Led CIE Research Café

FROM CLASSROOM TO COMMUNITIES: THE MULTIFACETED LIVES OF MAIED STUDENTS

On 4 March 2025, three MAIED students and Chevening Scholars - Janet Isesele, Gaurav Thapa, and Lynda Eunice Nakaibale facilitated the weekly Center for International Education (CIE) Café, moderated by Chevening Scholar Besmira Ibraimi. The students showcased transformative work they're leading in Nigeria, Nepal, and Uganda to advance education and learning opportunities for all.

Lynda Eunice Nakaibale presented Tujifunze Africa Foundation, her community-based organization in Kamuli district, Uganda, advancing gender-transformative and inclusive education. Through sponsorship programs and projects addressing period poverty and child marriage, she supports girls and children with disabilities, impacting over 500 beneficiaries.

Gaurav Thapa shared his work with FINLIT Nepal and FINLIT Foundation, organizations he founded to advocate for financial education across Nepal and the Asia-Pacific region. His initiatives support students, teachers, and communities in understanding financial well-being, building financially empowered communities nationwide.

Janet Isesele showcased Build A Child Initiative (BACI), her nonprofit in Southwest Nigeria supporting underprivileged children through education and advocacy. Since 2019, BACI has reached over 15,000 students across 40+ schools, providing mentorship, digital skills, and leadership development while dismantling systemic barriers.



MAIED presenters with Barbara Crossouard (centre). Credit: Lynda Eunice Nakaibale

The event attracted 25+ participants, inspiring collective action on education and demonstrating how MAIED students drive meaningful change through cross-cultural exchange and peer learning.

Storytelling for Change: How Education Shapes Our Future

On March 14, 2025, MAIED student **Nakaibale Lynda Eunice** organized "Storytelling for Change: How Education Shapes Our Future" as part of One World Week, after winning a grant from the University of Sussex Students' Union. This inspiring event brought together Sussex students, lecturers, and community members for an interactive storytelling experience centered on education's transformative power.

Four remarkable panelists shared their educational journeys, highlighting challenges, triumphs, and resilience:

Zohra Jalal, Chevening scholar and Afghanistan women's activist, emphasized the urgent need for global solidarity to support girls' education in Afghanistan.

Matt Pritchard, disability inclusion campaigner, shared his journey accessing education as a person with physical disability, highlighting the importance of creating inclusive environments and fostering empathy.

Issack Hussein Hasan, Chevening scholar and UNHCR senior education officer in Mogadishu, reminded participants that refugees deserve educational support and recognition of their fundamental rights, drawing from his experience studying in Dadaab refugee camp, Kenya.

Felisters Dobba Mudenda shared her inspiring transformation from a teenage mother who dropped out three times to founding Aim High School in her Zambian community, exemplifying education's ripple effects.

Participants left with renewed commitment to actively contribute to educational initiatives, underscoring our collective responsibility to make education accessible and inclusive for all.



Storytelling for Change presenters. Credit: Lynda Eunice Nakaibale



MAIED Summer Party

By Angie Basden & David Hmensa

What a way to end the school year! On May 31st, 2025, the MA International Education and Development students came together at Professor Jo Westbrook's house to celebrate the incredible year that we have had. We were treated to gorgeous spring weather in Lewes. Sunglasses were worn for the first time and we all had large bright smiles on our faces that not only mimicked the weather but also reflected our time spent on the MAIED course. Students and professors came together to celebrate with laughter, music, and great company. We even got to enjoy traditional dishes from everyone's hometown such as Becky's Ugandan Katogo and Chiara's handmade Italian pizza.

Some of our peers took time to share reflections on their feelings, expectations, and experiences before joining and whilst on the MAIED course. It was encouraging to hear how people had been impacted by the course content but also adapting to a new learning environment. The lessons we learned outside of our studies were just as important as the ones in the lectures and seminars. To the future cohorts of the MAIED, take time to get to know each other and lean on one another for wisdom and understanding. Through all the highs and lows of your academics remember: "You've got this!"

A Note from the Course Convenor!



"I took over course convening of the MAIED in September 2024 and have been very excited to lead this course, teach on it and work with an incredibly diverse cohort of students who bring in a wealth of experience to CIE and to Sussex!"

Gunjan Wadhwa

Below: MAIED students and lecturers enjoying the summer party. Credit: David Hmensa



MAIED Alumni Success!

Former MAIED student, **Azza Abumandeeel**, has been awarded a 'Doctoral Access Scholarship – Sanctuary' from the University of Warwick to pursue a PhD in Politics & International Studies, starting October 2025. Congratulations, Azza!

Former MAIED student, **Dr Namse Peter Udosen**, has attended:

- **The Centre for Black Civilisation and Arts Festival of African Literature**, Abuja, Nigeria, 30 January 2025, where he placed second in the storytelling competition.
- **KADA Edu PACT Summit**, 9-11 July in Kaduna, Nigeria, where he was a panellist, speaking on decolonisation and deconstruction of Foundational literacy and numeracy in Kaduna State. He also contributed to breakout sessions, emphasising the importance of epistemic justice and looking beyond data.
- **Association of Education Managers and Policy Practitioners Conference** in Calabar, Nigeria, where he presented: 'Assessment of the Application of the Equity and Analytical Principles of School Mapping to the Establishment of Non-Formal and Adult Education Centres in North-West Nigeria'

Congratulations on a successful year, Dr Udosen!

We are always happy to hear from former MAIED students!

If you are a former MAIED student who wants to platform their work through CIE channels - get in touch cie@sussex.ac.uk!

Postgraduate Researcher Updates

Congratulations to the CIE PGRs who have successfully passed their vivas this year:

Euralia Chisangano

Inclusive Education in Mainstream Secondary Schools: Meaning and Practice for Regular Teachers of Science in Zambia

Supervisors: Louise Gazeley, Jacqui Shepherd and Jo Westbrook

Aditi Desai

Education Policy and Teacher Education Reforms: Interrogating Initial Teacher Education in India's National Education Policy, 2020'

Supervisors: Yusuf Sayed and Jo Westbrook

Mohamed Osman

Self-Directed Professional Learning & Development in the Global South: A Critical Realist Case Study in Mogadishu, Somalia

Supervisors: Nigel Marshall and Barbara Crossouard

Hayley Preston-Smith

Reimagining the 'Quality Interaction' with Children: Early Childhood Practitioners' Experiences Pre- and Post-Pandemic in Southeast England

Supervisors: Rebecca Webb and Jo Westbrook

Congratulations to our CIE PGR graduates!

Pearl Boateng

"Free things are not quality": Exploring quality in Ghana's free Senior High School programme

Supervisors: Kwame Akyeampong and Jo Westbrook

Imelda Dwi Rosita Sari

A study of professional connectedness and isolation in the learning lives of teachers in remote and peri-urban primary schools in Indonesia

Supervisors: Yusuf Sayed and Jo Westbrook

Alejandro (Rene) Farieta-Barrera

Policy reforms for Initial Teacher Education courses in Colombia 2014-2018. A Critical Realist Impact Evaluation

Supervisors: Marcos Delprato, Lisa Holmes and Mario Novelli



Professor Lisa Holmes, Dr Alejandro Farieta-Barrera and Professor Mario Novelli at graduation. Credit: Alejandro Farieta-Barrera



Professor Jo Westbrook and Dr Imelda Dwi Rosita Sari at graduation. Credit: Jo Westbrook

Forging international connections

In addition to her work for Office of the United Nations High Commissioner for Refugees, Brasília, and assistance evaluating the UK Schools of Sanctuary programme, **Marcela Gola Boutros**, worked as the CIE research assistant for the Mahidol-Sussex research project. Her support helped the team forge this new international partnership.

Thank you, Marcela!



CIE PGR Research Spotlight

A Qualitative Investigation into the Effects of Prosocial Video Games upon Children's Behaviour in Saudi Arabia, with a focus on Technology, Development and Attachment

CIE PGR, Suha Alwabel's interdisciplinary research seeks to improve education policy in Saudi Arabia.

Suha's research investigates the impact of prosocial video games on the social behaviour of Saudi children aged 5-8, examining how attachment security, gender, and play duration influence educational outcomes. Set within Saudi Arabia's cultural and educational context, this study addresses a gap in literature that often focuses on violent games. Using the game Journey, chosen for its cooperative, non-violent design, the qualitative methodology includes structured observations, semi-structured parent interviews, and a modified Child Attachment Interview. The data collected will be

Spotlight on: Suha Alwabel

analysed using reflexive thematic analysis within the General Learning Model framework, which links repeated exposure to game "scripts" with behavioural change. Overall, the study encourages ethical engagement with families and children, with the aim of understanding whether prosocial behaviours learned in games can be sustained and how they interact with existing attachment patterns, ultimately informing culturally sensitive educational and developmental policies in Saudi Arabia.

Suha is supervised by: Nigel Marshall (Sussex) and Liam Berriman (Sussex).

Future Directions

The work of the Centre for International Education has never been more important, given the multiple, intersecting challenges confronting contemporary societies, including the ravages of conflict in so many parts of the world, the deepening consequences of climate injustice, migration, food insecurity and poverty, coupled with entrenched gender inequalities. As we noted earlier, the wider geopolitical landscape has shifted significantly since last year, in ways that show scant regard for human rights, have raised major questions about the very meaning of democratic citizenship and brought in their train deeply regrettable reversals in international aid and development priorities.

In response to these challenges, CIE will remain agile and responsive, redoubling its efforts to highlight the significance of education, and in particular its relevance for addressing global inequalities and historical/ colonial injustices. Through our six research themes, we will build on our key strengths, producing theoretically and methodologically nuanced research that speaks to the world.

Critical to this work will be our collaborative engagement with our research partners, whether through our alumni, other universities, non-governmental organisations, social movements or philanthropic trusts. These partnerships are vital to help us produce insightful and relevant research that is sensitive to context and to local voices, recognising the right of all to education and our commitment to decolonisation, at a point when wider political commitments to these seem dismally absent. Together, we remain committed to challenging educational inequalities between and within minority and majority world contexts, as an integral part of building more sustainable and socially-just societies around the globe.

Barbara Crossouard, CIE Director

CIE Members

Advisory Group

Chris Berry, Senior Education Adviser,
FCDO, UK

Dr Naureen Durrani, Professor of Education,
Nazarbayev University, Kazakhstan

Dr Robinah Kyeyune, Materials Development
Manager for the USAID-Integrated Child &
Youth Development Activity, Uganda

Dr Thabo Msibi, Deputy Vice Chancellor for
Teaching and Learning and Professor of
Curriculum Studies in the School of Education at
the University of KwaZulu-Natal, South Africa

Dr Rui da Silva, Deputy Director at Sheikh
Saud bin Saqr Al Qasimi Foundation for
Policy Research, Ras al-Khaimah, United
Arab Emirates

Dr Anagha Tambe, Head of Department of
Women and Gender Studies, Savitribai
Phule Pune University, India

Professor Simon Thompson, Deputy
Pro-Vice-Chancellor (International),
University of Sussex, UK

Postgraduate Researchers (CIE PGRs)

Hauwa Umar Aliyu, 'Drop out of Girls from
Rural Primary Schools in Northern Nigeria'

Suha Alwabel, 'A Qualitative Investigation
into the Effects of Prosocial Video Games
upon Children's Behaviour in Saudi Arabia,
with a focus on Technology, Development and
Attachment'

Alejandro Farieta Barrera, 'Incidences of
Globalizing Processes in Initial Teacher
Education in Colombia'

Peter Campling, 'An exploration of the
challenge facing the Tanzanian education
system of ensuring free access to quality
education at the lower secondary level,
through the experience and perceptions of
senior stakeholders'

Donna Comerford, 'What is the nature of
education during climate related and other
disruptions: Perspectives from a rural
community in Fiji'

Aditi Desai, 'Understanding education policy
mediation in India: Interrogating Initial Teacher
Education in National Education Policy, 2020'

Gillian Emerson, 'Hearing the Teacher's
Voice: First language-Tamil, mathematics
teachers' perspectives on navigating the
challenges of teaching in English medium
classrooms in Tamil Nadu, India'

Marcela Gola-Boutros, 'Exploring the
Experiences of Forcibly Displaced People in
Higher Education: A case study of Brasil'.

Tina Hyder, 'Perspectives on Early Childhood
Development Interventions for Young Refugee
Children and their Families'

Alan Neville, 'The Impact of Catholic
Education on Early, Forced Marriage among
the Dinka of South Sudan'

Matt Johnson, 'Beyond Formal Spaces:
Re-imagining Youth Participation in Urban
Zimbabwe'

Mohamed Yasin Osman, 'Understanding
Self-directed Teacher Professional
Development in the Global South'

Anastasia Papanastasiou, 'An investigation
on the role of school History in students'
perceptions of National Identity; case study
comparison of secondary schools in England
and Greece.

Daniella Rabino, 'Rural Youth in the Island's
Shadows: Rethinking sustainability in
Madagascar'

Contact Information



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