

CIE

(Centre for International Education)

Annual Report 2025/26

Education Research for a Better World



Cover photo by Barbara Crossouard of International Education and Development MA students participating in an anti-racist march in Brighton. From left to right: Anju Morita, Vanessa Kolingba, Salma Mnebhi-Loudyi, Hyunjeong (Rebecca) Kim, Hatsune Watanabe

CONTENTS

ABOUT THE CENTRE	1
DIRECTORS' WELCOME	2
CIE LEADERSHIP	3
CIE UPDATES	4
CIE FACULTY MEMBERS	8
RESEARCH THEMES	9
RESEARCH HIGHLIGHTS	10
RESEARCH SPOTLIGHT	12
Spotlight on Dr Emily Danvers	
RESEARCH SPOTLIGHT	13
Young Women in Northern Nigeria: Participatory visual research and social change?	
RESEARCH SPOTLIGHT	15
Life Mapping with Unaccompanied Refugee Children: Reflections on method	
RESEARCH SPOTLIGHT	17
Critical Pedagogy for Peace and Social Justice in Diyarbakir	
RESEARCH SPOTLIGHT	18
Eminent Indian Academic Delivers CIE Inaugural Lecture on Education for Progressive Futures	
RESEARCH SPOTLIGHT	19
Nari Kamakshi reflects on her first year as a CIE Doctoral Researcher	
RESEARCH SPOTLIGHT	21
Supporting and Learning from Universities in Times of Conflict: Towards resilience and resistance in higher education	
MAIED UPDATES	23
CIE PUBLICATIONS 2025/26	26
CIE PRESENTATIONS 2025/26	27
AWARDS AND RECOGNITION	28
RESEARCH EVENTS	29
CIE DOCTORAL GRADUATES	30
CIE POSTGRADUATE RESEARCHERS	31
FUTURE DIRECTIONS	32
CIE ADVISORY BOARD	33

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 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 Department of Social Work, Education and Childhood and Youth Studies within the [School of Education and Social Work](#) and is a constitutive part of a cross-university focus on Development Studies that has ranked no.1 globally for 10 consecutive years (2017-2026) by the *QS World University Rankings*.

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 180 scholars have completed their doctoral research in CIE, and over 600 students have completed the International Education and Development MA. CIE members also teach on a range of modules offered to undergraduates from across the University.

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

As we come to the end of our first year as CIE Director and Deputy Director, there can have been few years more challenging in the world of international education and development.

The repositioning of the US, from being a defender of liberal freedoms and human rights, to an overt and highly unpredictable pursuit of its national interests has compounded global insecurities and multiplied the horrendous conflicts endangering peoples around the world. UNESCO has recently estimated that the education of around 258 million children is affected by conflict or displacement. UN Women have also called attention to the ways the proliferation of conflict and democratic backsliding are leading to increased gender violence, pushback against gender equality and regression of women's rights. The development sector has also witnessed a radical reduction in aid budgets, as national priorities shift away from poverty alleviation and humanitarian development to accommodate increased defence spending. With 2030 now only a few years away, it is not a surprise that progress towards many Sustainable Development Goals is recognised as stalling, or even reversing.

CIE is also changing in response to internal pressures. While we say goodbye to valued colleagues at the end of this year, we welcome [Dr Alejandro Farieta-Barrera](#) and [Dr Fezile Sibanda](#) as new members of faculty.

This year has also seen CIE engage proactively with our new Faculty of Social Sciences, as well as the [Sussex School for Progressive Futures](#). In conjunction with this new school, Dr Anagha Tambe, Director of the [Department of Gender and Women's Studies at Savitribai Phule Pune University, India](#), gave CIE's Inaugural Lecture on Education for Progressive Futures. We look forward to this being an important annual event in our calendar. We also welcomed new doctoral researchers and another brilliant cohort on our flagship [International Education and Development Masters course](#) (MAIED).

Over the course of the year, we also launched the first and second volume of [Global Research Insights](#), a collection of stellar MAIED dissertations that address education and development questions around the world in an in-depth, nuanced way. More generally - both through the formation of new partnerships and the consolidation of previous relations - CIE's commitment to international collaboration in the pursuit of more equitable futures has also been sustained. More of all this in this report. We hope you enjoy it!

Barbara and Gunjan

CIE LEADERSHIP



Director: Professor Barbara Crossouard



Deputy Director: Dr Gunjan Wadhwa



Senior Research Officer: Clare Ferguson

CIE UPDATES

Professor Máiréad Dunne moves on after almost 30 years

In December, CIE hosted an event for current students, faculty and alumni from around the world to celebrate long-standing colleague, Professor Máiréad Dunne.

When Máiréad joined the University of Sussex almost 30 years ago, she already had extensive experience in international education having worked on curriculum development in Kenya (her 'African birthplace') at the University of the South Pacific in Fiji, and in Australia. From her first position at Sussex as a post-doctoral researcher on a project on social class and maths education, she went on to become a Professor of Sociology of Education with an international reputation. This was recently recognised through the award of Fellow of the Academy of Social Sciences.

Máiréad's concerns have always been to bring sociological theories and methodologies to understand the reciprocal links between society and education across a range of local, national and international contexts, always in a contextually located way, always in conjunction with local partners, with an overriding concern for social justice, questioning the normative work of education and its entanglement with modernity and coloniality.

Alongside significant methodological contributions, Máiréad is particularly renowned for her research into gender and sexuality and their intersections with the diverse social relations and differences through which our identities are produced, such as social class, race, ethnicity, nation and religion. Her different research projects have been funded by DfID, FCDO, UNESCO, UNICEF, FAO, national governments and a range of INGOs.

In regard to CIE, Máiréad has contributed hugely to our research and teaching. As

CIE's first woman Director, it was during Máiréad's tenure that CIE became integral to the Sussex Development Consortium that achieved No 1 for Development Studies, which has been sustained to this day. She has also played a major part in our school's flagship course, the International Education and Development MA, in the development and delivery of undergraduate pathways, and doctoral courses. She has supervised circa 50 doctoral researchers - many of whom have taken up senior positions themselves across many different contexts around the world.

Both at a personal and a professional level - and as many recognised during the celebratory event - Máiréad has played what can only be described as a transformative part in our lives. Our heartfelt thanks to Máiréad for all her multiple contributions to CIE and more widely. We wish her well as she takes up her new position as Adjunct Professor at the Institute for the Social Sciences, University College Cork, Ireland.



Goodbye also to Professor Linda Morrice

Current and past faculty came together on 24 July to celebrate the many contributions of Professor Linda Morrice to CIE.

When Linda joined the University of Sussex, she initially taught within the Centre for Continuing Education, a unit committed to adult lifelong learning – something that would inspire Linda's emerging interests in the [education of refugees in England](#). After completing her doctorate in education, she would go on to establish herself as an expert researcher in this field, working tirelessly across disciplines with colleagues in geography, psychology, law and migration studies, as well as with local community groups committed to supporting refugees, such as Brighton's [The Hummingbird Project](#), [Sanctuary on Sea](#) and [The Network of International Women](#).

Linda was a key instigator in the process of Sussex becoming a [University of Sanctuary](#) which became a vital avenue for the University to support scholars from contexts of conflict. Linda's work in establishing this important connection was recognised this year by her inclusion in the team who were awarded a [Spirit of Sussex Award](#) for 'Civic Engagement'. The significance of Linda's research was also underlined in the last Research Excellence Framework for which a case study representing her research was given the highest possible ranking. Within our Masters teaching, Linda's module on ['Refugees, Education and Development'](#) has enjoyed strong appeal.

Linda has also served as Co-Director of CIE – along with Jo Westbrook – notably at the point where it was possible to become a "Centre for Excellence". Linda and Jo were successful in making the case for CIE, which continues to enjoy the accolade.

Linda has always been ready to embrace new challenges, which we see in her ongoing research on the use of digital methods (see more below!).

Linda: We extend our heartfelt thanks for all you have done for CIE and wish you all the very best in the future!



Welcome to New Faculty

At the beginning of this academic year, CIE welcomed two new faculty members.

Dr Fezile Sibanda completed her Education PhD from Sussex, successfully defending her thesis 'Echoes of Empire: A Collective Story of Black British Academics Working in Higher Education Institutions in England' with no corrections. Her research explores race, coloniality and higher education through Ubuntu-inspired methodologies and storytelling.

Building on her doctoral work, Fez is currently developing a number of publications, including forthcoming chapter, 'The Black Bodymind: Institutional Reproductions of Racial Trauma Among Black British Academics in Higher Education'.

This year, Fez has presented her research at the '[Holding the Space Conference](#)' at the [University of Westminster](#) and at the [Relational Design Practices Symposium](#) (UAL), sharing her work on anti-colonial research methodologies, relationality and collective knowledge-making.



Dr Alejandro Farieta-Barrera recently finished his International Education and Development PhD in at Sussex. His dissertation was a mixed-methods critical realist policy evaluation of new regulations for teacher education courses in Colombia.

Alejandro's areas of interest are policy evaluation, initial teacher education, and philosophy of education and social sciences - using both quantitative and qualitative research methods.

Alejandro was a teacher in Colombia for nearly 15 years and at Sussex has been teaching modules on quantitative research, international education and development, and educating children and young people.



SENIOR RESEARCH OFFICER UPDATE

CIE members have been agile and persistent in responding to the challenges of this year's funding landscape.

The UK government's overseas development budget has been repeatedly cut and education has been one of the sectors that has been badly affected. This has meant reduced opportunities for research funding from the government's Foreign, Commonwealth and Development Office (FCDO), as well as tighter budgets for CIE's regular partners - such as the [British Council](#). Internal Sussex funding has also been cut and there is more competition for the opportunities that do exist.

One way CIE has responded to these challenges has been to explore the possibility of philanthropic funding. In addition to well-established research funds - such as the [Leverhulme Trust](#) and [Wellcome](#) - there are a few smaller organisations and professional societies that provide occasional grants.

[UK Research and Innovation](#) (UKRI) is also changing the way it allocates grants. There will be reduced funding for 'curiosity' driven awards - open grants for established researchers and Early Career Researchers - and more money for larger, multidisciplinary projects that address the UK's industrial strategy. CIE is well placed to respond to these shifts; education, at different levels and locations is central to the green and digital economies. Bids in development are already moving in this direction with, for example, proposals on AI and education, as well as education and sustainability. CIE's contacts across the University will be useful in building on this foundation and developing larger scale applications for collaborative projects. CIE's partnerships with universities in, for example, India and Thailand also provide opportunities for international cooperation on these agendas.

The [Economic and Social Research Council](#) (ESRC) has introduced new grants for network-building in innovative areas and for research which supports urgent policy issues in public services. These are both quick turnaround grants that focus on partnerships. Again, CIE is in a good position to respond to these opportunities with its faculty having well-established track records of generating cutting-edge, as well as policy-relevant, research.

CIE's international partnerships continue to provide a strong basis for developing research and capacity projects. Our partnership with [Mahidol University](#) in Thailand - built on last year's successful bid for internal funding - resulted in two further funding applications this year; one on migration and education, and another on AI and education. The recently signed Memorandum of Understanding with [Pune University in India](#) will also make it easier for CIE members to develop research and capacity projects.

Building partnerships with UK public sector institutions will also be important in the coming years. These connections will enable CIE to respond to the increased focus from, for example, the ESRC on international lesson learning relevant to the UK's industrial strategy and priorities.

Professional Services support for research has undergone a number of changes this year. I'm continuing to work with Barbara and Gunjan to see how we can best fill some of the gaps that have been left, and support CIE's research applications and agenda.

Clare Ferguson, Senior Research Officer

CIE FACULTY MEMBERS



[Professor Barbara Crossouard](#)



[Dr Emily Danvers](#)



[Dr Alejandro Farieta-Barrera](#)



[Professor Louise Gazeley](#)



[Professor Tamsin Hinton-Smith](#)



[Dr Nimi Hoffmann](#)



[Dr Perpetua Kirby](#)



[Dr Birgul Kutan](#)



[Professor Linda Morrice](#)



[Professor Mario Novelli](#)



[Dr Keith Perera](#)



[Dr Fezile Sibanda](#)



[Professor Julia Sutherland](#)



[Professor Simon Thompson](#)



[Dr Gunjan Wadhwa](#)

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

Higher education is a place of increasing global policy significance, which necessitates critical, theoretically informed analyses of its knowledge, practices and pedagogies. This 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

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, Masters 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 successfully completed our flagship International Education and Development MA. 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, and many have gone on to occupy key positions in the field of education and development at local, regional and national 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 institutions, as well as other formal and non-formal education and policy organisations.

RESEARCH HIGHLIGHTS

Closing the Gender Gap?

On the 70th anniversary of the creation of the [UN Commission on the Status of Women](#), Máiréad Dunne, Adjunct Professor at University College Cork and Professor Barbara Crossouard, Director of the Centre for International Education at the University of Sussex, contributed to an International Sociology Association panel on Sociological Approaches to Gender Justice at the CSW NGO Forum held in March in New York.

Their presentation, "Plus c'est la même chose ...", highlighted that, despite major policy initiatives since CSW was created in 1948, closing the global gender gap is still estimated to take 123 years. They argued that international development efforts to address gender inequalities are constrained by their over-reliance on quantitative comparison and ranking. Importantly, this reproduces a modern gender binary that ignores context, conflates gender, sex and sexuality and misrecognises the work of institutions such as education in the production of the gendered subject. They pointed to the need for deeper understandings of gender that can attend to the banal ways that gendered hierarchies are reproduced in our everyday lives.

Podcasting

[Professor Mario Novelli](#) has appeared twice over the past year on the influential [FreshEd podcast](#) hosted by Dr Will Brehm, contributing to global debates on education, conflict and social change.

- **FreshEd 416:**
[Mario Novelli with Savo Heleta](#)
Higher education in conflict, exploring universities as spaces of resilience and resistance, based on a recent special issue of *Globalisation, Societies and Education*.

- **FreshEd 410:**
[Mario Novelli with Susan Robertson](#)
A 2025 year-in-review examining key developments in comparative education and future directions for the field.

Library Exhibition: "WE ARE STILL HERE"

Along with Library Exhibition Team members, Dr Jake Norris (Middle East and North Africa Centre) and Professor Zahid Pranjol (Brighton and Sussex Medical School), CIE was one of the organisers of the "WE ARE STILL HERE" exhibition located in the University of Sussex Library. The exhibition paid tribute to scholars and writers from Gaza, drawing on a rich array of materials held at the Library. The exhibition also highlighted how academic life in Gaza has been subjected to systematic destruction since 2023 with all 12 of its universities either partially or completely destroyed and in-person teaching completely suspended.

See the 'MAIED Updates' item to learn about the participation of these students in the launch of the ["WE ARE STILL HERE" anthology of poems and stories](#) by Gazan scholars.



CIE Welcomes International Visitors

Over the course of this academic year, CIE has welcomed many visitors from around the world. These included **Dr Anagha Tambe** - Director of the Department of Gender and Women's Studies at [Savitribai Phule Pune University](#), **Dr Andrea Lizama** - a postdoctoral researcher at the [Pontificia Universidad Católica de Chile](#) in Santiago, and **Professor Nilay Çabuk Kaya**, a Professor of Sociology at [Ankara University](#) in Turkey.

We also look forward to welcoming visiting scholars who share our engagement with international education and development next year. These will include:

- **Dr Minyeon Kim**, Adjunct Professor in the Department of General Education at [Ewha Woman's University](#) in Seoul, South Korea, who will be visiting CIE from July 2026 for a year to undertake a comparative research project on equity-oriented mathematics teacher education in South Korea and the UK with a particular focus on pre-service and in-service teacher development. Minyeon will be supported by Professor Barbara Crossouard.

- **Dr Hanying Yan**, Associate Professor at the College of Marxism, [University of South China](#), has been awarded a China Scholarship Commission visiting scholar grant to join us from March 2027 for one year. With support from Barbara, Hanying's research project will focus on 'Gender, Education and Employment Equity in Chinese and British Universities from a Cross-Cultural Perspective'.

- **Olakunle (Kay) Atanda** is an international development and climate policy specialist at the [World Bank](#). He will be visiting CIE from October 2026 due to his interest in how climate and sustainable development priorities are translated into national systems in practice - particularly in vulnerable and resource-constrained contexts, including small island developing states.

The Future of Higher Education post-2030

In her capacity as UKFIET Executive Committee member and invited expert on higher education, Professor Barbara Crossouard attended a one-day workshop in March on higher education post-2030. The event was jointly organised by [the Education and Development Forum](#), [UKFIET](#) and the [Comparative Education and International Development \(CEID\) Research Group](#), [University of Edinburgh](#).

The workshop provided the occasion for vigorous discussions of [UNESCO's](#) newly published 'roadmap' for higher education, "Transforming Higher Education: Global Collaboration on Visioning and Action". Debates centred around decolonising higher education around the world, and also highlighted the need for deeper theorisation, including with respect to gender.

Global Research Insights: Voices from Across the Globe

This year saw CIE launch the first and second volumes of [Global Research Insights: Voices from Across the Globe](#). These edited collections bring together essays that were originally developed as dissertations from graduates of the International Education and Development MA course. They offer important research insights into pressing concerns about education and development across a wide range of national contexts. In contrast to much mainstream research in the field, the collections are distinctive for their in-depth, granular focus and rich, contextually-located analysis.

Congratulations to all the authors - and huge thanks to editors [Dr Namse Udosen](#), [Professor Máiréad Dunne](#) (Volume 1), [Janet Isesele](#) and [Dr Gunjan Wadhwa](#) (Volume 2). With your help, we are delighted to bring new voices into global conversations about the inadequacies of education policy and practice!

RESEARCH SPOTLIGHTS

Spotlight on Dr Emily Danvers

Dr Emily Danvers, Associate Professor In Education, presented at the [Society for Research in Higher Education](#) (SRHE) conference in Nottingham in December on “What University Signs might tell us about Contemporary Pedagogic Practices” with Dr Susanne Strömberg Jämsvi from the [University of Borås](#) in Sweden. Their work [got picked up by Times Higher Education](#) and a paper they subsequently submitted is currently under review.

On 20 January, Emily was an invited speaker at the SRHE’s EDI summit on ‘Gypsies, Roma and Travellers in Higher Education’. She presented with Chris Derbyshire, Eloise Goodman-Thompson, Beth Harri-Lirette and Shannon Phillips - representing rich expertise of education professionals and former Sussex students - on “Mainstreaming Decolonisation for those of Gypsy, Roma, and Traveller Heritage: Working towards a whole university approach”. The presentation built on a book chapter of the same title written collaboratively with Sussex students, activists, academics and education professionals. It is due to be published later this year.

Emily also accepted her [National Teaching Fellowship](#) from AdvanceHE in September. This prestigious national award recognises, rewards and celebrates individuals who have made an outstanding impact on students’ outcomes and the teaching profession. Previous fellows from the School of Education and Social Work include Professor Michelle Lefevre, Professor Simon Thompson and Dr Tab Betts. CIE wishes Emily its warmest congratulations.



Young Women in Northern Nigeria: Participatory visual research and social change?

Participatory visual methods can be a powerful way of supporting marginalised groups in making sense of their lived experiences and developing their agendas for change. How has this played out in the WE-SAY project?

Funded by the British Academy (2020-23), this project investigated how young women in rural contexts of Adamawa State in northern Nigeria navigated the challenges of combining education and work. Overall, this is a context characterised by high levels of poverty and precarity, where most young women do not complete schooling, and where early marriage is prevalent (see Crossouard et al, 2025)

To explore and challenge these dynamics, two groups of young women, one in Girei that was Muslim and one in Numan that was Christian took part in an extended series of participatory visual methods workshops. The workshops culminated in each group of young women developing an action brief that outlined their agendas for change.

In these deeply patriarchal communities, where women typically have no voice, the young women boldly presented their action briefs to community leaders, first within their own communities, and then again in a larger youth summit held in Yola, the State capital.

Two years later, internal funding from the University of Sussex supported Professor Dauda Moses in exploring what changes had taken place following the research. The follow-up study involved two focus group discussions with eight of the co-researcher participants (CRPs) from each context, and eight semi-structured interviews with Christian and Muslim community leaders, involving three teachers, two youth leaders, two religious leaders and the Permanent Secretary for Women's affairs for Adamawa State.

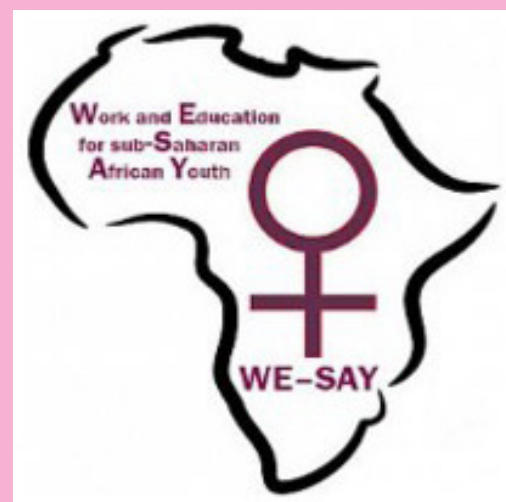
Strikingly, all CRPs spoke very positively about the research. The young women were vocal about their sense of finding a voice:

The important message is that young women have say, and they need to be listened to.

Rabi, Girei

I learnt from the research that young women have a say; we have a say. Before this research, I felt our voice would not be heard but after this research I know that my voice is important and can be heard.

Gunoshi, Numan



The different community leaders also highlighted the value of the research for their communities, commenting on it being 'superb', 'impressive', 'impactful', 'really reflecting our realities.'

While more still needed to be done, the research was described as having challenged gender hierarchies:

... the issues of men dominance pointed out in our action brief have reduced very well and I am very happy about it.

Humpiya, Numan

There is a reduction in gender discrimination, young men and young women are treated equally.

Hassana, Girei

Changes in the community were highlighted by both the CRPs and the community figures. These included changes in domestic divisions of labour; changes in attitudes to women's education, resulting in increased enrolments; improved treatment of married women in schools; reductions in sexual violence in their communities; changes in paid work that was available to women. For more details, see the ["Follow-up Study for Youth, Gender and Education: Changing Landscapes of Work in Rural Sub-Saharan Africa \(WE-SAY\) in Nigeria"](#).

The discussions also addressed what still needed to change – this highlighted the need for sustained attention to gender discrimination and gender violence, and for the research to be repeated but with young men.

The Permanent Secretary highlighted the need to take the research into other communities. She noted that since the research, Adamawa State had ratified Nigeria's Child Labour Act and that more sensitisation needed to be done about this across the State.

While efforts towards more equal gender relations in this context clearly need to be sustained, and more research is also needed, congratulations to all the CRPs as well as to CIE's partner in this context, Professor Dauda Moses [and his research team](#) for this impactful research.

*Professor Barbara Crossouard,
WE-SAY Principal Investigator*



Life Mapping with Unaccompanied Refugee Children: Reflections on method

Our ESRC-funded research explores how refugee children and young people arriving in the UK without an adult carer or guardian use digital technology, including their online social networks and how this relates to their wellbeing. In order to understand how young people engage with digital technology once in UK, it's necessary to understand something about how they used it in their home country, if they did, and how they've used it along their journey to UK. It is one of our three research 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?*

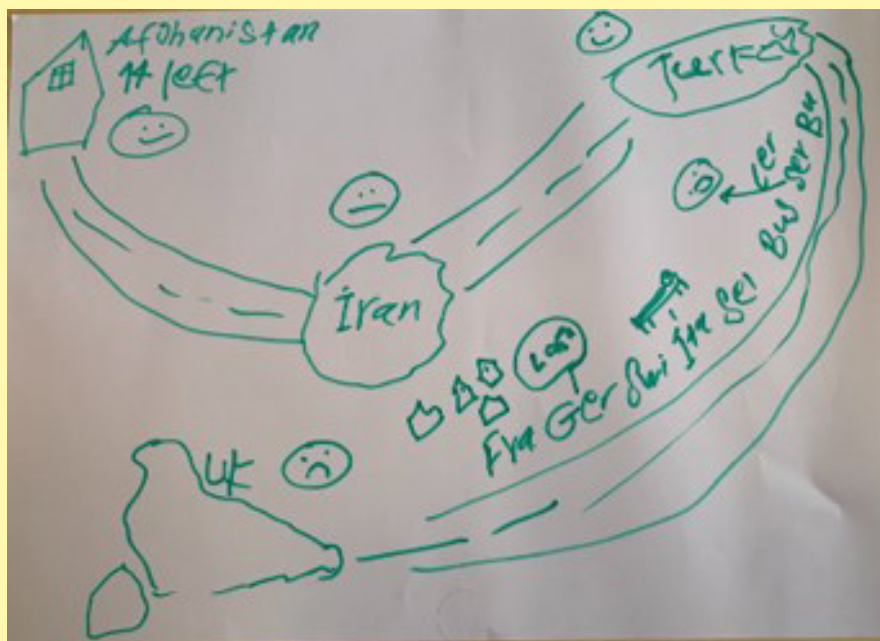
Leaving home, your family, friends and everything you know, is painful. Journeys are invariably dangerous, often times traumatic and can take many months and years. So, asking children and young people to think about their journey requires a strong ethical framework and an appropriate method. Life mapping, which combines biographical and visual approaches, is recognised as particularly beneficial when conducting sensitive research as it focuses attention on mapping and drawing, rather than the formality of the traditional interview which can be quite intense when you're looking at each other the whole time. It's also a good method for capturing complexity and fluidity in participants' lives. At the end of the process you have a material artefact which you can discuss together, and in the case of journeys, it provides the opportunity to go back to various stages and ask questions which might have interrupted the flow of the narrative.

Below is an example of one of the life maps. Lemar left Afghanistan one month before his 14th birthday. He's drawn emojis to express his emotions at various points on the journey. We can see that he was unhappy in Iran where he spent 10 months working in a factory, and he was very happy in Turkey where he spent a year and a half working in a kitchen and then as a waiter. He learnt Turkish, had many friends and would happily have stayed there if the Turkish authorities had not started deporting people. His uncle decided that he should move through Europe to the UK.

When discussing his map, he talks about the importance of having phone, saying that young people without one are incredibly vulnerable because they're 'just following'. He uses a Shock emoji for a point he lost his phone in woods in Serbia, and ended up being chased by police and dogs. He describes his sense of vulnerability when he got to Germany and his phone had no charge, leaving him without contacts and unable to communicate as he had no access to Google Translate.

Overall, life mapping through a combination of biographical and visual approaches are eliciting extremely powerful narratives that depict the complexities and dangers to which these refugee children have been exposed. The project is set to make an important contribution to our understanding of how digital technologies are used on refugee's journeys and how they contribute to their welfare.

Linda Morrice, Professor of Education and Migration



Lemar's journey takes him from Afghanistan, to Iran, then Turkey, Bulgaria, Serbia, Croatia, Italy, Switzerland, Germany, and France.

Critical Pedagogy for Peace and Social Justice in Diyarbakir

From 11-16 May, Dr Birgül Kutan, Professor Mario Novelli, and Professor Fatma Gök - a prominent Turkish academic and retired professor in the Department of Educational Sciences at Boğaziçi University in Istanbul - led a two-day workshop at the Societal Peace and Freedom Forum in Diyarbakir, Eastern Turkey: an international gathering focused on advancing democratic dialogue and societal approaches to peace for the Kurdish movement.

The workshop, "Critical Pedagogy for Societal Peace, Social Justice and Collective Freedom", created a highly participatory learning space in which participants engaged critically with the role of education in contexts of conflict and repression. A central factor in its success was the outstanding facilitation of Birgül Kutan, who led the workshop bilingually in Turkish and English. Her skilled and inclusive approach enabled meaningful dialogue across linguistic and cultural differences, ensuring broad participation and strong collective engagement.

Drawing on Kutan and Novelli's longstanding work on social movement learning, participants explored how education can act as both a site of resistance and a resource for peacebuilding. Discussions connected lived experiences in the Kurdish context with comparative insights from Colombia, South Africa, Nepal and Turkey, including the example of the Inter-Cultural University of the Peoples in Colombia, a grassroots "popular university" that emerged in the midst of civil war.

The workshop brought together participants from local government, civil society and community organisations, fostering dialogue across diverse perspectives. It enabled participants to move beyond reflection to begin articulating practical responses, including community-based youth education initiatives and locally grounded, participatory pedagogical programmes. Despite its short duration, the workshop highlighted the transformative potential of critical pedagogy in conflict-affected contexts and the importance of inclusive, dialogical educational spaces for building sustainable peace.



Eminent Indian Academic Delivers CIE Inaugural Lecture on Education for Progressive Futures

Dr Anagha Tambe delivered CIE's Inaugural Lecture on Education for Progressive Futures as part of the [Summer of Research programme](#) jointly hosted with the [Sussex School for Progressive Futures](#).

Dr Tambe is the Director of Women and Gender Studies at [Savitribai Phule Pune University](#) (SPPU) in India and spoke on "Higher Education and Hope in Times of Uncertainties". Anagha's lecture, which sought to interrupt hierarchies of caste, class and gender, was based on action research into the nexus of education and work. An agreed key take-away from the lecture was the significance of worker's organisations in supporting marginalised youth in negotiating the intransigent spaces of higher education.

Anagha is being hosted as a Visiting Research Fellow at CIE following a robust multi-year history of collaboration with SPPU's Women's Studies Centre, primarily led by CIE's Co-Director, [Dr Gunjan Wadhwa](#).

Earlier this year, Gunjan was hosted by SPPU as part of her study leave to begin collaborations on a large-scale research grant with informal workers' organisations and youth transitions. During this visit, Gunjan delivered a lecture to Masters students on "Gender and Employability" in relation to higher education in India, and on "Writing from Data" for doctoral researchers. During her visit, Gunjan also deliberated with workers' unions, faculty and researchers.

Anagha's visit to Sussex will culminate in the signing of a Memorandum of Understanding (MoU) between SPPU and the University of Sussex to formalise the long-standing academic links between the two institutions; provide a foundation for upcoming research bids and postgraduate teaching collaborations; and formulate a baseline to develop Masters-level teaching collaborations - starting with the International Education and Development MA - opening doors for wider transnational teaching, research and staff-student exchange across other Sussex faculties.



Nari Kamakshi reflects on her first year as a CIE Doctoral Researcher

When I arrived at Sussex, I carried both excitement and uncertainty. I was eager to begin my PhD, focused on the intersections of gender, caste and class in India, but I also wondered whether the intensity of doctoral research would leave room for creativity. A year later, I realise how profoundly this experience has shaped me - not only as a researcher, but also as someone who continues to seek new ideas, embrace collaboration, and think creatively. Sussex has given me both the space and the community to deepen my academic thinking while nurturing my creativity through learning, dialogue, and reflection.

One of the most meaningful parts of my first year has been leading the PGR Roundtables. Together, we developed engaging themes, invited inspiring speakers, and created a space for researchers to reflect on their work. These roundtables fostered thoughtful discussions, encouraged collaboration across disciplines, strengthened my confidence, and reminded me that research flourishes through shared learning rather than an individual endeavour.

Being critical has always been part of who I am, and participating as a respondent panellist at the CIE's Inaugural Lecture on Education for Progressive Futures given by Dr Anagha Tambe, was particularly meaningful. It was one of the moments when I truly felt that my critical perspectives and questions were welcomed rather than simply tolerated. The discussion reinforced my sense that Sussex is a community where curiosity, respectful challenge, and collective learning are genuinely valued. It reminded me that academic growth comes not only from seeking answers but also from asking thoughtful questions and engaging in open dialogue.

Presenting my work at the Sussex Asia Centre Annual Conference and the Anti-Caste Futures Conference, organised by the Dr Ambedkar Society, University of Leeds, and the Anti-Caste Discrimination Alliance (ACDA), was equally significant. Sharing my research, engaging with diverse perspectives, and receiving constructive feedback challenged me to refine my ideas. Listening to other researchers also broadened my understanding of how questions of identity, inequality, and social justice are explored across different contexts.

Alongside these academic experiences, I continued to pursue my creative interests. I performed one of my poems at the Brighton Book Festival, and several of my poems were published in a zine. These experiences reinforced my belief that research and creativity enrich one another. At the same time, I remained involved as a trustee of my NGO, supporting young people in my community back home. Staying connected to them keeps me grounded and reminds me why my research matters beyond academia.

Perhaps the greatest transformation, however, has been internal. This year has taught me the importance of slowing down, embracing uncertainty, and allowing myself time to think deeply. Through conversations with peers and supervisors, extensive reading, and preparing for fieldwork, I have become more reflective about my positionality as both a researcher and someone whose lived experiences are closely connected to my research. I have learned that rigorous research is not only about finding answers but also about asking better questions with humility and openness.

As I prepare to begin my fieldwork, I feel deeply grateful for the supportive academic community at Sussex. My first year has provided not only a strong intellectual foundation for my PhD but also the confidence, curiosity, resilience, and creativity to move forward. I look forward to carrying these lessons into the next stage of my research journey.



PGR ROUNDTABLE

Dear PGRs,

The PGR Roundtable is pleased to invite you to a session on:

FEMINIST REFLEXIVITY AND DECOLONIZING EMPATHY IN FIELD RESEARCH

18th June 2026 | **GSRC** | **2pm - 4pm**

ABOUT THE SESSION

How do you address the question of gender in field research in more productive ways? How do you reflect empathy as decolonial empathy in the field? This session will work with the field notes and reflective notes of researchers participating in a research project with the first generation students in India to discuss their effective-reflexive practice of decolonizing empathy in the field.

ABOUT THE SPEAKER

Angela Tandon teaches at the Department of Women and Gender Studies, University of Toronto. Her research interests include the field of research in higher education, decolonizing histories of Women's Studies, and sexual/cultural violence from the lens of gender and caste.

REFRESHMENTS PROVIDED

We look forward to an engaging and thought-provoking discussion with you all!

Fieldnotes: Rationalities and Emotions

With Isabella Zhong

4th PGR Roundtable

June 2026

2:00 PM - 4:00 PM

Isabella Zhong will lead a session on the importance of knowing what you know in the field. She will discuss the importance of knowing, doing, and thinking in the field of research. She will also discuss the importance of knowing, doing, and thinking in the field of research.

Supporting and Learning from Universities in Times of Conflict: Towards resilience and resistance in higher education

A significant CIE achievement this year was the publication of the special issue ["Supporting and Learning from Universities in Times of Conflict: Towards resilience and resistance in higher education"](#) in *Globalisation, Societies and Education*. The special issue was co-edited by Dr Birgul Kutan and Professor Marion Novelli, alongside colleagues from an international network of scholars working on higher education, conflict, and social justice.

The special issue addresses a critical yet under-explored area of research: the role of universities in contexts of conflict, crisis, and post-conflict recovery. Bringing together 24 papers and more than 40 authors from across Africa, the Middle East, Asia, Europe, and the Americas, it highlights both the challenges faced by universities and their remarkable capacities for resilience, resistance, and social transformation.

The project originated from an international symposium hosted by the [Political Economy of Education Research \(PEER\) Network](#) at the University of Sussex in 2023. Contributors explored how universities are affected by war, political repression, displacement, and social upheaval, while also examining their role as spaces for critical dialogue, knowledge production, solidarity, and peacebuilding.

A key contribution of the special issue is its challenge to the longstanding marginalisation of higher education within the field of Education in Emergencies (EiE). While international policy and research have traditionally focused on basic education in conflict-affected settings, this collection argues that universities are essential institutions for recovery, democratic participation, and the rebuilding of societies. The papers demonstrate how universities are often deliberately targeted during periods of conflict because of their social, political, and cultural significance, yet continue to serve as sites of hope, resistance, and intellectual leadership.

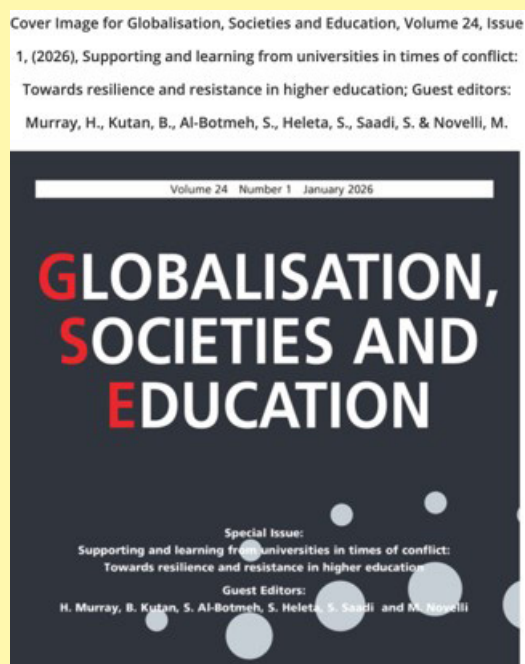
The special issue advances four major themes:

- Repression, persecution, and local/transnational solidarities in higher education
- Universities as spaces of resilience and resistance
- The politics of international aid and knowledge production in higher education and conflict
- Universities, post-conflict recovery, and peacebuilding.

This publication reflects CIE's ongoing commitment to research that addresses pressing global challenges and promotes more equitable and inclusive approaches to education and development. It also reinforces the Centre's growing international leadership in the fields of higher education, conflict, and social justice.

Reference

Murray, H., Kutan, B., Al-Botmeh, S., Heleta, S., Saadi, S., & Novelli, M. (2026): [Supporting and learning from universities in times of conflict: Towards resilience and resistance in higher education](#). *Globalisation, Societies and Education*, 24(1), 1–14.



MAIED UPDATES

MAIED supports WE ARE STILL HERE book launch

MAIED students attended the launch of the book ["WE ARE STILL HERE": An anthology of resilience, grief and unshattered hope](#) by Gazan university students" on Wednesday 22 Oct. The book features powerful short and long stories, poems, essays, and testimonies written by students from Gaza's universities who are cut off, not only from their universities, but from their dreams and futures. Despite this unimaginable trauma, many are still writing.



House of Lords Lecture on British Reparations for Trans-Atlantic Slavery

A group of MAIED students participated in the annual House of Lords lecture presented by Professor Alan Lester, a distinguished specialist in British colonial history from the School of Global Studies with tutor, Dr Nimi Hoffman.

The team engaged in a rigorous Q&A, posing critical questions that facilitated a deeper discussion on social justice and the UK's agency regarding reparations.

Picnic in the Park

The MAIED cohort held a walk and picnic in Stanmer Park on 9 November, keeping alive the course's social tradition for the students to get to know each other and the local Sussex community better.

The group walked through woods and ended up in Stanmer Park for a picnic and games of badminton and football.



MAIED student attends Education Summit in Paris

On 10 July, MAIED student and course rep, Vanessa Kolingba, attended the 'Transforming Education Summit +4: System Transformation and Resilience for SDG 4' at UNESCO Headquarters in Paris. Four years on, the focus had shifted beyond commitments towards examining the conditions required for meaningful educational transformation, placing teachers, youth agency and the political economy of sustainable education financing at the heart of the conversation. The summit offered an opportunity to engage with these debates, paying attention not only to how policy problems were framed, but also to whose perspectives shaped the conversation and how different visions of

educational transformation were articulated, contested and translated into practice.

One of Vanessa's strongest reflections from the summit was recognising how closely its intellectual exchanges mirrored those she had engaged with throughout the MAIED. Although taking place on a global stage, they echoed the intellectual environment fostered throughout the programme, where diverse professional, disciplinary and cultural perspectives are brought into dialogue and ideas are continually questioned, challenged and debated. Experiencing those discussions firsthand gave Vanessa the intellectual confidence to engage in conversations with policymakers, researchers and practitioners as an emerging researcher rather than simply as an observer.

Vanessa Kolingba, MAIED student



MAIED Student receives Chevening Award for Volunteering

On 15 June, MAIED student and course rep, Saraswati Efua Arthur, received a Bronze Certificate for volunteering as part of the 2025/26 Chevening scholars, recognising contributions across multiple sectors in England.

Between January and June, Efua undertook a range of volunteering roles: as an online English tutor for Year 6 pupils across four UK cities, before supporting Year 10 students at Hove Park School in Brighton through Action Tutoring, a national education charity operating in 11 hubs.

Efua also organised a fundraising food sale at the University of Sussex in support of the Inclusive Reading and Arts Festival. This annual initiative led by The Reading Factory, a non-profit founded by Efua in 2021. The organisation provides supplementary learning support for children with learning challenges, and the festival promotes inclusion, literacy, and creative expression.

As noted by Andrew Chadwick, Director of the Chevening Secretariat, scholars collectively contributed over 3,800 volunteering hours, which amount to over three years of work. Reflecting on this award, these hours reflect more than time; they represent empathy, care, and a shared commitment to inclusive advocacy.

Efua Arthur, MAIED student



Beach Volleyball

The volleyball session at [Yellowwave](#) in Brighton started as a one-hour timeslot. Slowly but surely we all arrived and switched in and out playing volleyball. I use “playing” loosely here as none of us were professionals, by any means! I don’t think I have ever laughed as hard as I did that day! Between Aki diving headfirst into the sand, seeing Hatsune and Adama’s pro athlete outfits, and the friendly competition between teams “Mario” and “Birgul”, this was easily the most fun I had all year with our cohort.

After the first hour, we took an ice cream break and ended up booking a second session. We were none of us volleyball players and none of us from Brighton, but here we all were, laughing at ourselves, at each other, not keeping score, releasing assignment frustration into the sand, and making core memories that we will tell our kids about one day. This was our final hoorah - the product of a year well spent.

Samantha Bartell, MAIED student



CIE PUBLICATIONS 2025/26

Crossouard, B, Dunne, M, Moses, D, & Adamu, S. 2025: [“Deconstructing deficit in development discourses: Young rural women in Northern Nigeria navigating work and education.”](#) *COMPARE: A Journal of Comparative and International Education*: 1-18.

Crossouard, B. (2026): “Reimagining education for progressive futures”. In Eds: Reshal Dmello, Em Hazelton, Prasanjit Jagtap, Alexander Berke Kastner, and Bella Pinney. *Sussex School for Progressive Futures Professorial Lectures*, University of Sussex, UK.

Danvers, E., Ashton, J., Buck, T., Derbyshire, C., Goodman-Thompson, E., Harri-Lirette, B., Hinton-Smith, T., Kruger, K., Law, S., McGourty, A., Phillips, S., Piazza, R., Ruebain, D., Vice-Holt, D. (2026). In Morgan, J., Marsh, H., & Clark, C. (Eds): *Gypsies, Roma, and Travellers in Higher Education: Contemporary Critical Perspectives*. London: Routledge.

Dunne, M, Crossouard, B, Moses, D and Adamu, S. (2026): “Mundane violence and gender politics: young women’s narratives from Northern Nigeria.” In *The Emerald Handbook of Family and Social Change in the Global South: A Gendered Perspective*, edited by A. Akpinar and N. Ammar, 301-318. Emerald.

Dunne, M, and Crossouard, B. In press: “The work of education in the production of the worker.” In *Decolonizing work, workers and workplaces*, edited by Banday, M, Dixit, A, Purtschert, P and Amacker, M. Palgrave.

Isesele, J. and Wadhwa, G. (2026): [“Global Research Insights II: Voices from across the Globe”](#). *Centre for International Education*, University of Sussex, UK.

López Gómez, C., Farieta-Barrera, A., & Sarmiento, M. P. (2025): [“Evaluation of policies for disability and social inclusion in Colombian higher education”](#). *International Journal of Educational Research: Open*, 9, 100454.

Morrice, L (2025): [“Racialised borders in refugee access to higher education in the UK: post-colonial logics in contemporary borders and bordering practices”](#). *International Journal of Lifelong Education*, 1 – 19.

Morrice, L., & Salem, H. (2025): [“Jordanian teachers of refugee students: street-level bureaucrats and decision-making through](#)

[practices of care”](#). *COMPARE: A Journal of Comparative and International Education*, 56(4), 549-566.

Wadhwa, G. (2026): [“Negotiating difference, \(un\)contesting temporalities: education as a site of struggle in Adivasi identities in India”](#). *COMPARE: A Journal of Comparative and International Education*, 56(1), 144-162.

Murray, H; Kutun, B; al-Botmeh, S; Heleta, S; Saadi, S; Novelli, M. (2026): “Supporting and Learning from Universities in Times of Conflict: Towards Resilience and Resistance in Higher Education”. *Journal of Globalisation, Societies and Education: Globalisation, Societies and Education*, Volume 24 Issue 1.

Novelli, M; Kutun, B; Shanks, K; Durrani, N; Thibault, H; Badroodien, A (Guest Editors) (2025): “The Political Economy of Education in Conflict and Complex Contexts: Insights from Africa and Central Asia”. *Education and Conflict Review*. Issue 6: October 2025.

Novelli, M (2027 in press): “Education in Emergencies : From ‘Education For All’ to Scholasticide”. Bristol: *Bristol University Press*. (open access)

Novelli, M (Ed) (2026): [“The Geopolitics of Education in Conflict-Affected Contexts: Understanding International Assistance and Intervention”](#). *Palgrave Studies in Educational Futures* (open access)

Novelli, M. (2027, forthcoming): “From Education For All to Scholasticide: The Rise and Fall of the Global Liberal Education Order”. *Comparative Education Review*. Special Issue: Educating in the Face of Authoritarianism, Democratic Backsliding, and Rising Illiberalism.

Novelli, M (2026): “Historicising the Geopolitics of Education and the SDGs: From Western hegemony to a multi-polar world?” in Edwards Jr. D.B ; A Webb; M N Asadullah and H Kenayathulla (Eds) *The Global Governance of Education and Sustainable Development*. London: Springer.

Novelli, M (2026 in press): “The Global Governance of ‘Education in Emergencies’: From Pacification to Transformation?” in Shuayb, M & Bruin, C (2025): *Education for refugees: theorising the field. Proceedings of the British Academy*. Oxford: Oxford University Press.

CIE PRESENTATIONS 2025/26

Crossouard, Barbara (2026): 'Reimagining education for progressive futures'. *Human Flourishing Professorial Lecture Series*, Sussex School for Progressive Futures, University of Sussex, 22 April

Crossouard, Barbara (2026): 'Gender and education: disrupting or reproducing inequalities'. Presentation at *Sustaining Science in Crisis: Physics, Conflict & International Cooperation*, Sussex Summer of Research, 25 June.

Crossouard, Barbara and **Dunne, Máiréad** (2026): 'Higher Education post-2030: promises, pitfalls and aporia'. *British Association for International and Comparative Education*, University of Glasgow, 3-5 September.

Danvers, Emily (2026): 'Thoughtful Pedagogies: Orienting to Care, Complexity and Criticality'. Invited Keynote at the *International Conference on English Language Education*. Tashkent, Uzbekistan, 6-7 May.

Danvers, Emily and Strömberg Jämsvi, Susanne (2025): 'What University Signs Might Tell Us About Contemporary Pedagogic Practices'. Presentation at the *Society for Research into Higher Education Conference*. Nottingham, 2-4 December.

Danvers, Emily; Derbyshire, Chris, Goodman-Thompson, Eloise, Harri-Lirette, Beth and Phillips, Beth (2026): 'Mainstreaming decolonisation for those of Gypsy, Roma, and Traveller heritage: Working towards a whole University approach'. Invited Speakers at the *Society for Research into Higher Education Policy Network*. London, 20 January.

Dunne, Máiréad, and **Crossouard, Barbara** (2026): "'Plus c'est la meme chose...'" Sociological Approaches to Gender Justice', *International Sociology Association Panel at 70th Anniversary Forum of UN Commission on Status of Women*, UN Women, New York, 13 March.

Farieta-Barrera, Alejandro (2026): 'Attainment gaps due to EdTech. Evidence from PISA 2022. Is it worth the investment?'. Presentation at [BERA-TEAN Conference](#), Sheffield Hallam University, UK, 20-21 May

Gola-Boutros, Marcela (2025): 'Higher education and forced displacement: dynamics in the Latin American and Caribbean region'. Presented at the symposium 'Socially Just Refugee Education: Global challenges and promising practices', at *WERA-ANPEd 2025 Focal Meeting: Neoconservatism in the world and education in the face of socio-political-environmental violence*, Federal University of Paraíba, Brazil, 26-30 October.

Liu, Frank (2026): 'Self-Regulated Strategies and Difficulty Alleviation in AI-Assisted L2 Academic Tasks: A mixed-methods study of engineering postgraduates in Sino-Foreign Cooperative Education'. *International Conference on Multidisciplinary Research on Education and Learning*. Aarhus, Denmark, 19-20 June.

Liu, Frank (2026): 'Self-Regulated Strategies and Difficulty Alleviation in AI-Assisted L2 Academic Tasks: A mixed-methods study of engineering postgraduates in Sino-Foreign Cooperative Education'. *The 7th CSEE 2026 (International Conference on Computer Science, Engineering, and Education)*, Barcelona, Spain, 16-18 September.

Wadhwa, Gunjan (2025): 'Gender and Employability in India's higher education'. Roundtable on *Youth, Higher Education and Aspirations in Liberalising India*, O.P. Jindal Global University, 24-25 October.

Wadhwa, Gunjan (2026): 'Becoming a (paid) worker in Indian higher education'. Lecture at *Women and Gender Studies*, Savitribai Phule Pune University, 14 January.

Wadhwa, Gunjan (2026): 'Writing from Data'. Presentation at PGR Roundtable, *Women and Gender Studies*, Savitribai Phule Pune University, 14 January.

AWARDS AND RECOGNITION

CIE Alumna Receives Prestigious Academic Award

CIE alumna and former faculty member, [Professor Naureen Durrani](#), has been awarded an Outstanding Career Achievement Research Excellence Award 2025 at [Nazarbayev University](#) in Kazakhstan where she works in the Graduate School of Education. The prestigious honour recognises a full professor whose work exemplifies the highest standards of research quality and real-world impact.

In 2024, Naureen was awarded a national medal by [Sayasat Nurbek](#), Minister of Science and Higher Education for the Republic of Kazakhstan, in recognition of her outstanding contributions to education and research in the country.

Since moving to Nazarbayev University in 2018, Naureen has maintained a close and active research relationship with CIE. This includes her involvement in a £2 million Arts and Humanities Research Council (AHRC)-funded collaborative project – jointly led by Professor Mario Novelli – which has played a significant role in building the research capacity of early career scholars across Central Asia.

Warmest CIE congratulations to Professor Durrani!

University of Sanctuary Scholar joins MAIED

CIE is delighted to have Faten Sweeden join this year's International Education and Development MA cohort thanks to the support of a highly sought after University of Sanctuary Scholarship for scholars from Gaza. Faten has made strong contributions across our modules, rising magnificently to all the challenges she has had to face. We wish her well in realising her ambitions to continue her studies.

Novelli appointed Visiting Professor at University of Johannesburg

Professor Mario Novelli has been appointed a Visiting Professor for the [National Research Foundation's South African Research Chairs' Initiative](#) as 'Chair in Community, Adult and Workers' Education' at the [University of Johannesburg](#) in South Africa (2025–30). Mario has also been appointed as a Member of the Senior Expert Group on [UNESCO's 'Education Beyond 2030' consultations](#) for which 50 global education experts have been selected.

Mario served as a member of the awards committee for the RAK Excellence Awards 2026 (RAK Award for Excellence in University Research and Innovation), hosted at the American University of Ras Al Khaimah (AURAK), which successfully concluded in May 2026. The awards were led by the [Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research](#).

Spirit of Sussex award for Professors Linda Morrice and Mario Novelli

In May, Professors Linda Morrice and Mario Novelli [received a Spirit of Sussex award for their contributions to the team responsible for getting the University official recognition as a 'University of Sanctuary'](#). The award recognised the team's exceptional civic engagement through a wide-ranging, collaborative programme of support for refugees and sanctuary-seeking students spanning scholarships, language programmes, widening participation initiatives, and partnerships with local government.

Their work exemplifies Sussex's commitment to combining academic research, advocacy, and practical action in support of some of the world's most vulnerable communities.

RESEARCH EVENTS

CIE Research Cafes and Summer of Research

9 October 2025

Dr Andrea Lizama-Loyola,
Pontifical Catholic University of Chile:
"Living the gender gap within everyday
schooling: empirical insights from Chile"

23 October 2025

Peter Campling,
CIE postgraduate researcher
"Education in Tanzania: a systems theory
approach"

6 November 2025

Dr Uvanney Maylor,
University of Bedfordshire
"Developing inclusive, anti-racist art CPD for
teachers"
*Jointly hosted with the Centre for Teaching
and Learning Research*

20 November 2025

Dr Chris Millora,
Goldsmiths, University of London
"Bureaucratic literacies, community
volunteering and social change in the
Philippines"

3 February 2026

Professor Saida Affouneh,
Birzeit University, Gaza
"Education as a Tool for Existence: The
Pedagogy of Hope in Palestine"
*Jointly hosted with the Middle East and North
Africa Centre*

3 March 2026

Boris Kilgarof and **Guarav Thapa**,
Independent research consultants
"Curriculum Development in Nepal"

21 April 2026

Professor Anita Sundari,
University of Sheffield
"Gender violence in intimate partner
contexts in India: implications for education"

22 May 2026

'Finding Each Other' interdisciplinary
research day
Jointly organised with the Sussex Africa Centre

24 June 2026

Dr Anagha Tambe,
Phule Pune University India
"Higher education in times of hope and
uncertainties" with interdisciplinary
respondent panel from UNESCO, the School of
Global Studies, University College Cork and CIE.
Inaugural Lecture on 'Education for
Progressive Futures' in conjunction with the
Sussex School for Progressive Futures as part of
Summer of Research.

25 June 2026

Partner in Summer of Research Event with
Dr Kate Shaw (Astronomy and Physics) on
"Girls' Education in Physics in Contexts of
Conflict".

Sussex Development Lectures

21 October 2025

[Decade Zero: The fight for justice for people and
planet](#)
Asad Rehman, Chief Executive,
Friends of the Earth

4 November 2025

[Caste: A global story](#)
Dr Suraj Yengde, University of Pennsylvania

3 December 2025

[The need for more inclusive, equitable tax and
multilateral systems](#)
Chenai Mukumba, Executive Director of Tax
Justice Network Africa (TJNA)

17 February 2026

[EuroBorderWalks: Walking borders, risk and
belonging](#)
Maggie O'Neill, Professor of Sociology and
Criminology & Director of the Institute for Social
Sciences and Collective Social Futures,
University College Cork, Ireland.

21 April 2026

[Global Value Chains or Capitalist Value Chains?
Connecting worker exploitation, environmental
destruction and geopolitical conflict](#)
Benjamin Selwyn, Professor of International
Relations and International Development,
School of Global Studies, University of Sussex.

CIE DOCTORAL GRADUATES

Congratulations to all the wonderful CIE doctoral researchers who successfully completed their PhDs - and graduated - this year.

Dr Sayanti Banerjee

"Narratives of Identity: The lives and experiences of second-generation Bangladeshi women in Brighton"

Supervisors:

Máiréad Dunne / Linda Morrice



Dr Aditi Desai

"Education Policy and Teacher Education Reforms: Interrogating initial teacher education in India's National Education Policy, 2020"

Supervisors:

Yusuf Sayed / Jo Westbrook / Rachel Thompson / Nigel Marshall



Euralia Chisangano

"Inclusive Education in Mainstream Secondary Schools: Meaning and practice for regular teachers of science in Zambia"

Supervisors:

Jo Westbrook / Louise Gazeley / Simon Thompson



Mohammed Osman

"Self-Directed Professional Learning and Development in the Global South"

Supervisors:

Nigel Marshall / Barbara Crossouard

Fezile Sibanda

"Echoes of Empire: A Collective story of Black British academics working in higher education institutions in England"

Supervisors:

Tamsin Hinton-Smith / Máiréad Dunne / Tam Cane



CIE POSTGRADUATE RESEARCHERS

Hauwa Umar Aliyu

'Drop out of Girls from Rural Primary Schools in Northern Nigeria'

Peter Campling

'An Exploration of the Challenges 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'

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'

Nehaal Bajwa

'Constructions of Care-giving by Fathers in Lahore, Pakistan'

Tshwetso Chimbombi

'Education for Seriti: Evaluating the Botswana Top Achievers' Scholarship Programme through endogenous capabilities and realist inquiry'

Donna Comerford

'What is the Nature of Education during Climate Related and other Disruptions: Perspectives from a rural community in Fiji'

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'

Nari Kamakshi

'Dreams and Boundaries: Dalit youth experiences of education, dignity and partner choice in India'

Frank Liu

'Self-Regulated Strategies and Difficulty Alleviation in AI-Assisted L2 Academic Tasks: A mixed-methods study of engineering postgraduates in Sino-Foreign Cooperative Education'

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'

Anastasia Papanastasiou

'An Investigation into the Role of School History in Students' Perceptions of National Identity: A case study comparison of secondary schools in England and Greece'

Daniella Rabino

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

FUTURE DIRECTIONS

In the current global conjuncture where the effects of climate crisis, conflict and displacement continue to intensify, CIE's central research focus on the contribution of education to societies around the globe takes on heightened significance.

Through sustained interdisciplinary engagement, CIE research can provide vital insights to the significance of education to sustainable development, opening this up to decolonial critique, and proposing different, more collective imaginaries. It is also vital that we continue to address through our research the ways these deepening crises are inextricably bound up with enduring inequalities related to gender, race, ethnicity, religion, sexuality, nation, in ways that fracture societies around the world. What part is education playing in compounding these differences? What part can it play in addressing them? It is vital that CIE continues to call attention to the wider work of education not only in the production of knowledge, but new social imaginaries, and different ways of being.

As before, we will sustain our excellence in research through securing research projects on education in fields of critical global concern, building on our commitment to interdisciplinary engagement and to international collaborations and partnerships.

We will bring our research together with our teaching, through our sustained commitment to doctoral scholars as well as our students on our flagship International Education and Development MA course. We will embrace emergent possibilities to develop new programmes, for new cohorts of students. Through collective engagement and learning from all of our students, we look forward to developing new generations of scholars who can share and carry forward a commitment to education that makes a difference in the majority and minority worlds.

In all of the above, CIE will continue to embrace the challenge of ensuring education works in support of social justice, attending in contextually-sensitive ways to the voices of the most marginalised around the globe.

*Barbara Crossouard and Gunjan Wadhwa,
CIE Director and Deputy Director*

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Dr Robinah Kyeyune

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