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Overview

The Centre for International Education (CIE) is a constitutive part of a cross university focus in Development Studies at Sussex - ranked no. 1 in the World (QS University World Rankings by subject 2016). Established in 1989, CIE is also one of only nine University Research Centres in Sussex. Its members include an interdisciplinary research group based in the Education Department in the School of Education and Social Work, with many others drawn from across the university as well as from a wider global network of associates, visiting fellows, alumni and friends.

CIE's central focus is on education and development within the Global South and its diaspora. Our aim is to contribute to international and national debates about policy, practice and global relations through research, teaching, publications, knowledge exchange and public engagement. Our work is driven by a philosophy that improved educational opportunities have important implications for social justice and equality, social and civic participation, improved wellbeing, health and economic growth. CIE is a centre of excellence, and recognised as a leading centre in the field of international education and development. Many of our members contribute to key global debates, act as advisors for major international organisations, and carrying out high profile internationally recognised, policy relevant research.

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

Our substantial research experience is used to inform our teaching at doctoral, masters and undergraduate levels. More than 150 CIE doctoral researchers have graduated from the Education PhD and the International Doctor of Education (EdD), and over 450 students have completed the International Education and Development MA. From 2014/15, CIE began leading a suite of modules for first and second year undergraduates from across the university that may be undertaken as individual electives or as part of the new International Education and Development pathway. The first year modules are, 'Education for Development: Aid, Policy and the Global Agenda' and 'Cross-Cultural Perspectives on Teaching, Learning & Assessment'. The second year modules 'Access, Equity & Gender' and 'Education, Peacebuilding and Conflict. In addition a second year option in International Education and Development for students in Global studies was successfully launched in 2015/16 and is going from strength to strength. Our graduates come from a wide range of countries and many occupy key positions in the field of education and development at local, national and international levels. They provide us with an extensive and influential network of alumni and contacts across the globe.

Research Themes

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

CIE applies its interdisciplinary, multiple methods approaches to researching the following five core themes:

Access and Equity

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

Conflict and Peacebuilding

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

Gender, Identities and Citizenship

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

Governance, Planning and Finance

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

Teachers and Quality

Research in this theme explores how the construction and delivery of the curriculum and classroom pedagogy can include and exclude the most disadvantaged learners in the Global South, and in the contribution that language of instruction makes in these processes. The theme also seeks greater understanding of the roles that teachers, their education, development and conditions of service play in increasing quality and equitable outcomes of the learning experience for all learners.

Research

Research Highlights



Professor Mario Novelli has secured a highly prestigious ESRC research grant on the theme of 'Social Movement Learning and Knowledge Production in the Struggle for Peace with Social Justice: Case Studies from Four Conflict-Affected Contexts'.

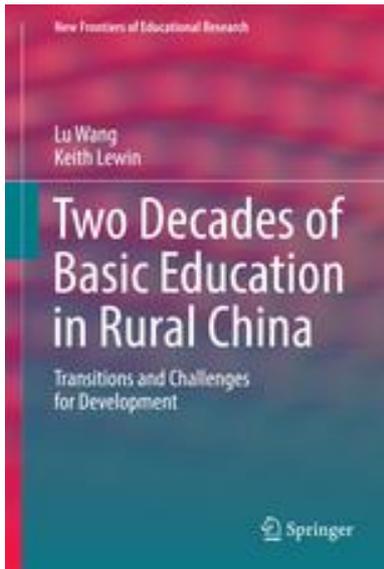
This participatory, co-produced research seeks to understand how social movements in some of the most complex and conflict-affected contexts in the world build knowledge, develop strategy and educate in the pursuance of peace with social justice. Four participatory case studies of four very different types of social movement – in Colombia, Nepal, Turkey and South Africa – will be explored through a process of participatory, collaborative research carried out with the respective social movements. The case studies will then be synthesized to draw out comparative insights on the learning and knowledge production strategies of social movements in contexts of conflict. The funding is worth £475,000 and will last for two years – from January 2018 – January 2020.



On behalf of the University of Sussex, and in partnership with the University of Ghana, CIE colleagues co-hosted the 2nd International Conference on Education Research for Development in Africa (ICERDA), 3rd-5th October, 2016 in Accra, Ghana. Professor Kwame Akyeampong directed the ICERDA conference, with Professor Keith Lewin, Professor Brian Hudson and Dr Simon Thompson. Dr Jo Westbrook presented research on 'Critical Possibilities for Pedagogy in Ethiopia' with Teketel Adane & Solomon Wolde, University of Hawassa, Ethiopia. Participants included senior policy and practice stakeholders and heralded the establishment of the Ghana Education Research Association, the first in sub-Saharan Africa. The 3rd ICERDA conference will be held at the University of Ghana in April 2018 [<http://www.icerda-africa.org>].

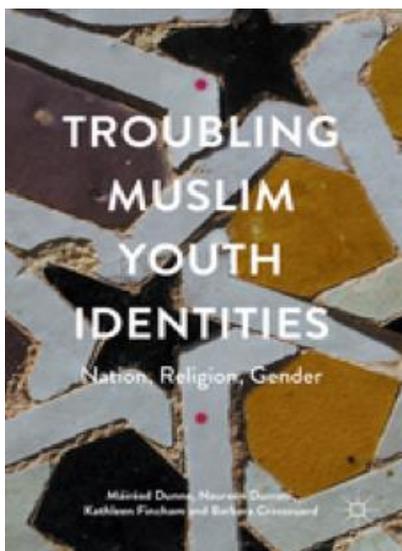
(Image: Professor Kwame Akyeampong, ICERDA, October 2016)

Professor Kwame Akyeampong (PI) was recently awarded a MasterCard Foundation research grant to research on the theme: *Increasing Efficiency and Improving Quality of Secondary Education in Sub-Saharan Africa*. This is the first time the University of Sussex has received a research grant from the Canadian Foundation. The research is intended to provide in-depth analysis of the inner workings of secondary schools in two sub-Saharan African (SSA) countries. The research will start with a comprehensive literature review on quality and efficiency issues in secondary education in SSA. Insights from this review will be used for constructing in-depth study of two countries through survey and case study analysis. Dr Marcos Delprato will be leading on the quantitative survey analysis of the study. The funding is worth \$250,000. The research is for a period of 7 months starting 1st September. Emeritus Professor Keith Lewin is a key member of the CIE research team.



In the first study of its kind, this book compares educational conditions and progress over a 25-year period in three areas of China. Based on extensive empirical research this analysis explores how educational change has unfolded during an unprecedented period of rapid economic growth. Contrasting insights emerge from peri-urban Beijing, in the northwest in Shanxi on the Loess plateau; and in the high plateau in Sichuan leading to Tibet. Central issues include the impact of large-scale demographic change and migration with increasing numbers of left-behind children in sending areas, and large increases in the numbers of inbound migrants in receiving areas; dramatic increases in the boarding of children in rural areas as a result of rural school merger on a huge scale; changing patterns of teacher deployment; recentralization of responsibilities for school financing; and growing concerns regarding horizontal and vertical inequalities in both access and participation.

Two Decades of Basic Education in Rural China; Transitions and Challenges for Development
 Authors: Wang, Lu, **Lewin, Keith**



Professor Máiréad Dunne, Dr Naureen Durrani, Dr Kathleen Fincham and Dr Barbara Crossouard, have released a new book that explores the production of Muslim youth identities, with respect to nation, religion and gender in Pakistan, Senegal, Nigeria and Lebanon. As Muslim-majority, post-colonial states with significant youth populations, these countries offer critical case studies for the exploration of the different grammars of youth identities, and ‘trouble’ the perceived homogeneity of Muslims in local and global imaginaries.

Troubling Muslim Youth Identities: Nation, Religion, Gender.
 Authors: **Mairead Dunne, Barbara Crossouard, Naureen Durrani** and Kathleen Fincham

The UNICEF Research Consortium on peacebuilding and education (2014-2016), led by the Universities of Amsterdam, Ulster and Sussex has in December, 2016 completed all of its outputs. Professor Mario Novelli, was the Co-Director, alongside Professor Alan Smith, University of Ulster and Dr Mieke Lopes University of Amsterdam. Sussex based co-researchers were Dr Naureen Durrani and Professor Yusuf Sayed. The outcomes of the four-country study (Pakistan, Myanmar, Uganda and South Africa) have been published widely in a range of academic and policy outlets, and available at <https://educationanddevelopment.wordpress.com/rp/research-consortium-education-and-peacebuilding/>



(Image: From left to right: Dr. Mieke Lopes Cardozo, Prof. Mario Novelli and Prof. Alan Smith)



Professor Yusuf Sayed was appointed Member of the *Ministerial Committee for the Review of Textbooks, South Africa*, serving as expert on the review of textbooks in South Africa focusing on issues of discrimination, equity, and social cohesion. He has been involved in the 2017 commission to explore education options for South Africa, a commission that is working towards policy options for education in South Africa, initiated by NECT and the Ministry of Basic Education. Yusuf, is the convenor of the thematic area of teachers.

(Image: Professor Yusuf Sayed)

Dr Naureen Durrani gave the keynote presentation, 'Official knowledge, citizenship identities and social cohesion in Pakistan', at the *4th International Conference on Research in Education*, Institute of Education and Research, University of the Punjab, Lahore-Pakistan, 23-25 November [<http://icore-ier.com/KeyNoteSpeaker/International>].



Dr Linda Morrice collaborated with colleagues from Psychology and Global Studies to hold a 3-day conference (14-16 September 2016) which focused on findings from their ESRC funded project "Optimising refugee resettlement in the UK: A comparative analysis". The event welcomed academics from across the globe, including representatives from the British Refugee Council, Refugee Action, Scottish Refugee Council, the UN Refugee Agency, the International Organisation for Migration, national and local government and refugees themselves.



(Image: Dr Linda Morrice with colleagues at refugee conference, September 2016)

Dr Jo Westbrook and Professor John Pryor travelled to Hawassa University in Ethiopia in May 2017 for the final phase of research on 'Accelerated Learning'. They worked with partners from the University to synthesize results from three years of empirical research on the impact of Speed Schools for Out Of School Children, funded by Geneva Global. With three reports already produced, the team worked on collaboratively written papers analysing the distinctive interactive and collaborative pedagogy experienced by Speed School graduates as they transition to mainstream school - and the preparation of teachers for the Speed Schools.



(Image: Dr Jo Westbrook and Professor John Pryor visit Hawassa University, Ethiopia, May 2017)

Professor Yusuf Sayed and Professor Mario Novelli, along with research partners from South Africa and Rwanda, presented UNICEF and ESRC funded research on teachers, social cohesion and peacebuilding at the South African Education Research Association (SAERA), in Cape Town, South Africa, 23-26 October 2016. They also presented a Colloquium on *Teachers and Social Cohesion in Diverse Contexts in the Global South*.

Acting as consultants, Dr Jo Westbrook and Dr Jacqui Shepherd travelled to Kampala, Uganda, in December 2016 to formally begin a four year project with the University of Kyambogo, funded by Sightsavers, to develop and deliver a Certificate in Inclusive Education to be taken by tutors in all 54 Primary Teacher Colleges. The project involves working closely with several Disabled Person's unions, College Principals, and the Ministry of Education and Sports to monitor the impact of the project on trainee teachers, Newly Qualified Teachers, and children with disabilities and their families over the duration of the project.

Professor Keith Lewin chaired two sessions on The New Education Agenda from an Aid Perspective on Tuesday 25th October at the Europe and North America Sustainable Development Goal 4 (SDG4) Consultation Meeting at UNESCO, Paris. The panel consisted of Alice Albright, CEO of the Global Partnership for Education, Cecilia Piemonte Development Cooperation Dept, OECD, Frances Godfrey DFID, and High McLean from the Open Society Foundations.

Professor Keith Lewin was the lead speaker at Africa Day hosted by the Trinity International Development Initiative (TIDI) which is the newly formed cross faculty group for development studies at Trinity College Dublin. The conference was on Investing in Youth: Harnessing Africa's Demographic Dividend. Keith gave a Keynote address on 'Demography and Education for Sustainable Development: Debates and Dilemmas'. Key issues discussed and analysed were whether development leads to demographic transition or demographic transition leads to development, what role investment in education may play in the process, and how the effects of demographic transition on education should be managed.

Funded Research

New Research

Title: Social movement learning and knowledge production in the struggle for peace with social justice: Case studies from four conflict-affected contexts

Researchers: Mario Novelli (PI), Tejendra Pherali, Birgul Kutan, Saranel Benjamin, Patrick Kane

Funder: ESRC Standard Grant

Research Period: 2 years (January 2018 – January 2010)

Title: Increasing efficiency and improving quality of secondary education in Sub-Sahara Africa

Researchers: Kwame Akyeampong (PI), Marcus Delprato, Keith Lewin

Funder: MasterCard Foundation (\$250,000)

Research Period: 1 year (July 2017-July 2018)

Title: Challenges and opportunities for rural youth employment in Sub-Saharan Africa: A mixed-methods study

Researchers: Barbara Crossouard, Máiréad Dunne (Education), Dorte Thorson (Global Studies) and led by Dr Jim Sumberg (IDS)

Funder: IFAD – International Fund for Agricultural Development (£41,607).

Research period: 3 years (April 2017 - March 2020)

Title: Higher education and youth citizenship in Pakistan

Researcher: Naureen Durrani (PI)

Funder: Research Opportunity Fund, University of Sussex (£1494.68)

Research period: 6 months (September 2016 – February 2017)

Title: Language in education policy in Pakistan: Developing policy recommendations and advocacy for implementation

Researcher: Naureen Durrani (PI)

Funder: ESRC Impact Acceleration Fund (£1350)

Research period: 1 week (May 2017)

Title: Understanding complimentary basic education in Ghana: a tracer and tracking study of out of school children in Ghana who have transitioned into the Public-School System

Researcher: Kwame Akyeampong (PI)

Co-Researchers: Pauline Rose and Ricardo Sabates (University of Cambridge)

Funder: DFID/iMC Worldwide (£134, 584)

Research Period: 2 years (Sept 2016-October 2018)

Title: The educational challenges of transition: Key issues for low and low-middle income countries and the global partnership for education towards 2030

Researcher: Keith M Lewin

Funder: Global Partnership for Education, Washington DC

Research Period: 1 year

Ongoing Research

Title: Reading to learn in Sub-Saharan African multilingual contexts

Lead Researcher: Jo Westbrook (Uganda)

Funder: British Academy International Partnership and Mobility Scheme (in collaboration with the University of Leeds and North West University, South Africa)

Research period: 2015-2018

Title: Engaging teachers in peacebuilding in postconflict contexts: evaluation of education interventions in South Africa and Rwanda

Lead Researcher: Yusuf Sayed

Co-Researchers: Mario Novelli, Naureen Durrani

Funder: ESRC-DFID

Research period: September 2014 - December 2017

Title: Expanding secondary schooling in India

Lead Researcher. Keith: Lewin

Funder: Ministry of Human Resource Development India and DFID

Research period: 2015- on going

Title: Global synthesis of teacher education policy: A synthesis report on education policies focusing on 27 countries in Latin, America, and MENA

Researcher: Yusuf Sayed (PI)

Funder: Task Team for Teachers for EDUCATION 2020, UNESCO

Research period: Sep. 2015-Oct. 2017

Title: Longitudinal study of the 'Speed Schools' project in Ethiopia

Lead Researcher: Kwame Akyeampong

Funder: Geneva Global Inc. USA

Research period: November 2014 – December 2017

Completed Research

Title: Planning to make rights realities

Lead Researcher: Keith Lewin

Funder: Institute for Educational Planning, Paris

Research period: 2016-2017

Title: Research consortium on education and peacebuilding

Lead Researcher: Mario Novelli

Co-Researchers: Naureen Durrani, Yusuf Sayed

Sponsor: UNICEF

Research period: June 2014- Jan 2017

Title: Education sector governance, inequality, conflict and peacebuilding in Kenya and South Sudan

Lead Researcher: Mario Novelli

Sponsor: UNICEF

Research period: September 2014- June 2017

Title: Refugee resettlement in the UK: A comparative analysis

Lead Researchers: Linda Morrice (Education), Mike Collyer (Geography) and Rupert Brown (Psychology)

Funder: ESRC

Research period: September 2013-February 2017



(Image: CIE out and about for International Language Day: 21 February 2017)

Keynote Addresses and Conferences

Professor Keith Lewin was nominated to represent the British Association for International and Comparative Education on the Executive Committee of the World Council for Comparative Education Societies (WCCES) at their meeting in Beijing in August. He was also the Theme Convenor on Equity and Efficiency for the XVI World Congress of Comparative Education (WCCES) Conference which is a tri-annual international Conference that attracts about 1000 delegates. The conference was hosted by Beijing Normal University where Keith has been an Honorary Professor since 1993.

Professor Keith Lewin gave the Keynote Address to the final conference of the Analytic and Capacity Development Partnership (ACDP) programme of the Government of Indonesia and the Asian Development Bank. This six year \$45 million programme has been supported by the Ministry of National Development Planning/ BAPPENAS, the Government of Australia, the European Union (EU), and the Asian Development Bank (ADB). The conference was held in the Ministry of Education and Culture with about 300 invited participants associated with the ACDP. Keith spoke on 'Educational Research, Policy Making and Practice in Development: Past, Present and Sustainable Futures'. Key questions discussed included why after 40 years of investment learning outcomes remain unsatisfactory across Indonesia and wide inequalities persist, how research can have more impact on evidenced based policy, and how can problem focused cycles of diagnosis, intervention and evaluation have more impact on practice.



(Image: Professor Keith Lewin at ACDP Conference)

In August, 2016 Dr Naureen Durrani attended the *XVI World Congress of Comparative Education Societies Conference: Dialectics of Education: Comparative Perspectives*, Beijing Normal University, Beijing, China. She gave a paper on 'Analysing educational decentralisation and social cohesion in Pakistan from the lens of sustainable peacebuilding'

Dr Linda Morrice attended the 2016 Triennial ESREA Conference *Imagining diverse futures for adult education: questions of power and resources of creativity*, 8-11 September 2016, Maynooth University, Ireland. She chaired a roundtable on *Migration and the emergence of new axes of power and inequality* with Hongxia Shan (University of British Columbia, Canada) and Annette Sprung (University of Graz, Austria) and gave a paper on 'Power Binaries and the Evacuation of Humanity from European Migration Debates'.

Professor Mario Novelli was invited to speak at the opening panel of the British Association of International and Comparative Education (BAICE) 2016 Conference, held at University of Nottingham, September 12-14th, 2016. Mario talk was on "*Equity & Quality in Education in Times of Inequality, Planetary Destruction and Conflict.*"

Professor Yusuf Sayed presented a paper on 'Teacher policy in South Africa; Valuing Teachers' at the *Valuing Teachers, Improving their Status World Teachers' Day (WTD) 2016 event* celebrating the 50th anniversary of the adoption of the 1966 ILO / UNESCO Recommendations concerning the Status of Teachers, UNESCO, Paris, 5th October 2016.

Professor Yusuf Sayed and Professor Mario Novelli, along with research partners from South Africa and Rwanda, presented UNICEF and ESRC funded research on teachers, social cohesion and peacebuilding at the South African Education Research Association (SAERA), in Cape Town, South Africa 23-26 October 2016. They also presented at [Colloquium on Teachers and Social Cohesion in Diverse Contexts in the Global South](#), Cape Town, 2016.

Professor Yusuf Sayed gave a panel presentation on Teachers and Social Cohesion in Diverse Contexts in the Global South and also gave papers on 'Teacher Governance – Reimagining Social Cohesion, Trust and Accountability' (with Salon. T.), 'Teachers and Social Cohesion in the diverse context of South Africa' (with Badroodien, A.), 'Ideology and the Good Society in South Africa: The Education Policies of the Opposition Democratic Alliance (DA) (with Van Niekerk, R., Sayed, Y., Browne, E. & Du Plessis U.) at the 4th South African Education Research Association (SAERA) on *Reimagining Education: Poetics, Practices and Pedagogies Conference*, Sun Hotel, Cape Town, 23-26 Oct 2016.

Professor Keith Lewin was part of a panel by invitation from Vicky Colbert the Director of the Escuela Nueva programme in Bogota, Colombia 10-11 November 2016. Escuela Nueva is the most well known rural education multi-grade programme which has been widely studied and replicated in many countries including Vietnam and Zambia. The panel was shared with Robert Arnove (Indiana), Eduardo Bustillo (World Bank) and Ernesto Schiefelbein (former Minister of Education, Chile).

Professor Kwame Akyeampong presented the Lead Paper on 'Learning Opportunities for All: The Role of Teachers' at *Nigeria's Annual Education Conference* in November 2016.

Dr Barbara Crossouard was invited to be part of the UK delegation at a tri-lateral workshop jointly organised by Australian Department of Industry, Innovation and Science (DIIS) in partnership with the Ministry of Science and Technology, India and the British High Commission (New Delhi) on *Women in STEMM* (Science, Technology, Engineering, Mathematics and Medicine) from 28-30 November 2016

in New Delhi, India. She gave two presentations, 'Women and STEMM in the UK: More questions than answers?' And 'Women as leaders of STEMM'.

Dr Barbara Crossouard gave invited presentations on the topic 'Youth as global citizens? Exploring the challenges of contemporary policy agendas' in both Ambedkar University Delhi, 1 December 2016 and Tata Institute of Social Sciences, Mumbai, India, 2 December 2016.

Anita Sharma gave a panel presentation on "The Bakkarwals of Jammu and Kashmir -- Engagements with the State" at the Living Lightly Conference on Pastoralism, Delhi, India, 2nd December 2016.

The British Council invited Dr Barbara Crossouard to present on Education for Peace and Sustainable Development in a conference entitled College Education for Women in the 21st Century: Opportunities and Challenges, at Sophia College, Mumbai, 1-2 December.

Professor Máiréad Dunne and Dr Kathleen Fincham presented papers on 'Troubling Muslim Youth identities: nation, religion, gender' with specific reference to Lebanon and Nigeria at the Religion, Identity and Conflict Conference at St Mary's University, London, 2nd-3rd December 2016

Dr Barbara Crossouard and Professor Máiréad Dunne presented a paper entitled '*Youth as global citizens? Reflections on emerging agendas at the Global Youth Futures: Perspectives and Prospects*' at the International Sociology Association and the European Sociology Association, Joint Conference of Youth Research Networks Ericeira, Portugal, 15-18 January 2017.

Professor Keith Lewin and Professor Kwame Akyeampong provided inputs to the Commonwealth Scholarship holder retreat in Windsor Great Park in February 2017. This annual event convenes all Commonwealth PhD candidates and provides an informal arena for cross disciplinary discourse.

Professor Mario Novelli presented at two major conferences during February and March: Education, War & Peace: Going Beyond Securitization, Counterinsurgency & CVE. International Studies Association Annual Conference, Baltimore, USA, 22-15 February 2017; and two papers entitled Education & Countering Violent Extremism: Western Logics from South to North, **and** Education, War & Peace: *Securitization & its Discontents*, at the Comparative & International Education Societies, Atlanta, USA, 5-9 March 2017.

Professor Yusuf Sayed contributed to the 'Teacher Agency and Peacebuilding and Social Cohesion in post-conflict Contexts, *Symposium*, University of Sussex, 27 March 2017.

Dr Barbara Crossouard was invited to give a paper at an open seminar on Youth Sexuality in Senegal: the right to silence? At University of Portsmouth, 29 March 2017.

Professor Máiréad Dunne, Dr Naureen Durrani and Dr Barbara Crossouard presented a symposium entitled Troubling Muslim Youth Identities at the BSA Annual Conference 2017 Recovering the Social: Personal Troubles and Public Issues, University of Manchester, 4-6 April 2017.

Professor Kwame Akyeampong presented a paper on Learning to Teach in Ghana: Local Lessons for Teacher Education in Sub-Saharan Africa at the American Educational Research Association (AERA) Conference, 8-12 April 2017, Washington DC. USA.

Dr Naureen Durrani gave two invited seminars to disseminate the findings of UNICEF funded Consortium on Education and Peacebuilding at the University of Amsterdam on Gender justice and

social cohesion in and through education (10th April 2017) and Teachers as agents of peace? Exploring teacher agency in social cohesion in Pakistan (12th April 2017). This was funded by the GLOBED Programme, in turn co-sponsored by the Erasmus + Programme of the European Union.



(Dr Naureen Durrani)

Professor Yusuf Sayed organised the conference 'Contextualising Public-private partnership: Setting the education policy contexts (inter)nationally and in South Africa', *Public/Private Schooling Symposium*. CPUT, Cape Town, SA.

Professor Kwame Akyeampong gave a seminar at the School of Education, University of Nottingham on 8th May 2017. His topic was 'A vision of successful pedagogy in the African context: The case of speed schools in Ethiopia'.

Dr Linda Morrice gave a paper: *Inter-culturalism and the contestability of culture: eroding the binaries of integration discourses* at the European Society for Research on the Education of Adults, University of Lower Silesia, Wroclaw, Poland, 25-27 May 2017.

Dr Barbara Crossouard was invited by the British Educational Research Association to be discussant at the South East Regional Post-Graduate Research Event, Portsmouth University, 14 June 2017.

Professor Kwame Akyeampong gave a paper at a one day conference at the Research for Equitable Access and Learning (REAL) University of Cambridge. The conference, which was held on the 28 June 2017 was on the theme: Inclusive learning and teaching: Lessons from the last two decades, where he spoke on 'Assessing teacher quality for inclusion'.

Professor Máiréad Dunne and Dr Barbara Crossouard presented a paper entitled: 'Gender inequality in youth discourses of nation and religion in West Africa' at the 7th European Conference on African Studies, 29 June – 1 July 2017, Basel, Switzerland.

Professor Kwame Akyeampong gave a key note address at the European Conference on Education (ECE) in Brighton on 30th June 2017. The theme of the conference was Education for Change. The topic of his address was: 'Transforming the educational experience of the African child through emancipatory research.'

Impact

In 2016, **Professor Yusuf Sayed** was appointed Member of the *Ministerial Committee for the Review of Textbooks, South Africa*, serving as expert on the review of textbooks in South Africa focusing on issues of discrimination, equity, and social cohesion.

In the autumn of 2016, **Dr Jo Westbrook** worked as a consultant with Professor Jophus Amanuah–Mensah on the development of National Teachers’ Standards for Ghana, as part of the Transforming Teacher Education & Learning (T-TEL) in Ghana team. T-TEL presented at this conference, declaring that the Standards have now been fully validated and look set to shape a new generation of high quality teachers who teach inclusively and sustainably as part of a community of practice. (see: <http://www.t-tel.org/hub/leadership-and-management.html>)

In 2017, **Professor Keith Lewin** was invited to develop an analysis of countries transitioning from low to low middle-income status and the implications of this for aid to education. The Global Partnership for Education, which is collectively responsible for most external assistance to these countries, and which is seeking about USD 2 billion in replenishment funding, will reprofile its support to reflect changing realities. This work develops from the research of the Consortium for Research on Access and Equity on expanded secondary schooling which was funded by DFID and located at the CIE. Marcos Delprato, newly appointed to CIE, contributed an analysis is inequality to the study.

Professor Keith Lewin was part of an invited panel convened by the World Bank on Results Based Financing (RBF) at the Oslo Education Event in June 2016 sponsored by Norwegian Aid. His presentation focused on problems arising from the application of motivational propositions that relate to individuals being applied to organisations, and the contradictions of withholding funding contingent on performance that requires funding. The panel members included Karen Mundy, Chief Technical Officer, Global Partnership for Education; Peter Holland, World Bank, Senior Education Specialist; Isaac Mbiti, Professor, Frank Batten School of Leadership and Public Policy; Petra Vergeer – Senior Health Specialist, World Bank; and Piet Vroeg – Director, Cordaid Director of Education and Economic Opportunity. The Director of Policy for Norwegian Aid, the largest bilateral donor to education, described the contribution as game changing with a real impact on subsequent thinking.

Dr Naureen Durrani attended a two-day conference on Language and Learning on 19th-20th May 2017, organised by the Society for Advancement of Education (SAHE) in league with the British Council, The Open Society Foundation, IDEAS and I-SAPS. Linguists, educationists and researchers from Pakistan and abroad sat down on the first day of the conference to determine the role of first language; regional, national and global languages in the education system of Pakistan; the current practice of teachings of languages and to identify key gaps and challenges that ultimately contribute to poor student learning. The event was attended by Punjab Assembly’s Standing Committee on Education Members, Lubna Faisal (Nawaz League); Saadia Sohail Rana (PTI) and Shunila Ruth (PTI) and Additional Secretary Education Balochistan, Aziz Ahmad Jamali. The event was also attended by representatives of DFID, USAID, UNESCO, The British Council and civil society organisations. Naureen presented a paper, ‘Language-in-education policy in multilingual, postcolonial contexts: International insights’. Her participation was supported by an Impact Acceleration Award for impact activity relating to the Research consortium on education and peacebuilding. Naureen is producing a policy brief based on the conference proceedings and deliberations which SAHE will use in its engagement with the different provincial governments.

آداری ہول میں 2 روزہ لینگویج اینڈ ٹریننگ کانفرنس

ایگزیکٹو ڈائریکٹر سماجی عباس رشید، ڈاکٹر کاکیرل پنشن، ڈاکٹر طیبہ نعیم کی شرکت
 ملہ روز (سجھوت) آداری ہول میں 2 روزہ لینگویج اینڈ ٹریننگ کانفرنس کا افتتاح کیا گیا۔
 رنگ کانفرنس کا افتتاحی تقریب اور بین الاقوامی ماہرین علم و
 زبان نے شرکت کی کانفرنس کا افتتاحی تنظیم سماجی اور
 برقی ٹیبل پاکستان کے باہمی تعاون سے کیا گیا۔ کانفرنس
 کے پہلے روز زبان کو نگینا طیبہ نے کلاس میں پیش کیا۔
 اسٹیل ہول پاکستان کو ہر سے مالک سے کچھ سیکھتی
 لایف ٹیٹ سے متعلقہ شرکت کی (تصویر ہر مشعلی)



ڈاکٹر کاکیرل پنشن



ڈاکٹر طارق رحمان خطاب کر رہے ہیں، عائشہ شاہ، ڈاکٹر بارہا اور سعید زہرا بیٹھے ہیں



عائشہ رشید حسن شاہ



ڈاکٹر لائل اشٹنگ، ڈاکٹر کاکیرل پنشن، ڈاکٹر سلطانیہ دوہریگ پنشن



ڈاکٹر طیبہ اور ڈورین درانی



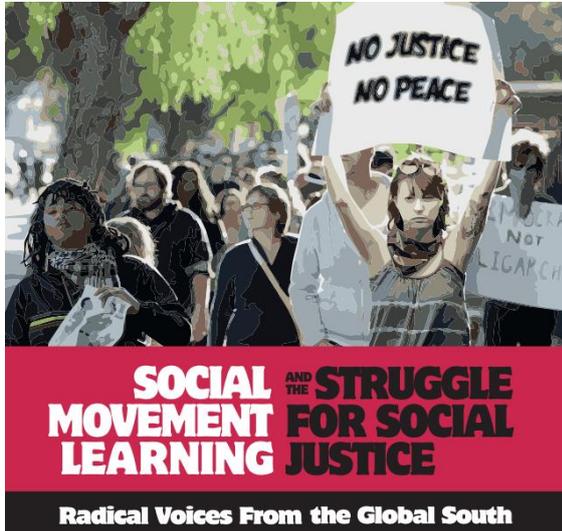
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Knowledge Exchange and Public Engagement



This seminar brings together social movement leaders and activists from Nepal, Colombia, South Africa and Turkey to reflect on how their movements build knowledge, develop strategy and organize in the pursuit of social justice in conflict affected contexts. The seminar will explore lessons learned, possibilities for South-South solidarity and what social movements in the UK can learn from those on the frontline of conflicts around the world.



Centre for International Education - CIE

Featuring Speakers:
Aziz Choudry McGill University, Canada
Ertugrul Kurkcu HDP/People's Democratic Party, Turkey
Faeza Meyer Housing Assembly, South Africa
Berenice Celeyta NOMADESC, Colombia
Mr Tula Narayan Shah Nepal Madhesh Foundation, Nepal

Wednesday 19th October 2016
 1-7pm
Fulton Lecture Theatre B
 University of Sussex
 Falmer, Brighton

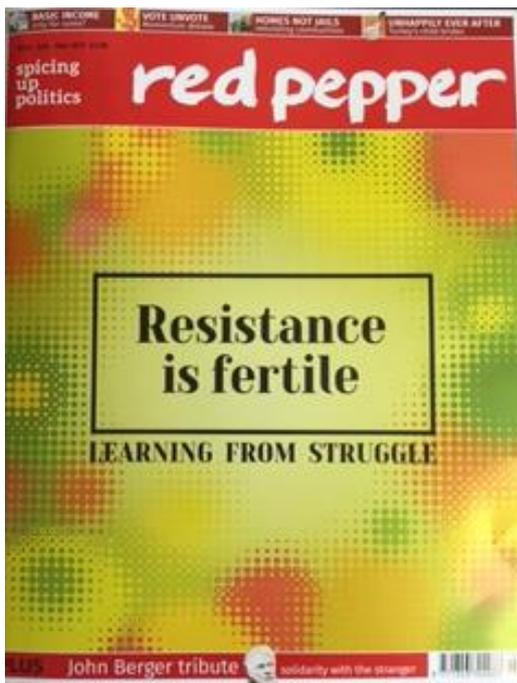
Free entry All welcome!

Learning in Social Movements

In November, Professor Mario Novelli organised a public workshop, which brought together 4 social movement leaders and activists from South Africa, Turkey, Nepal and Colombia to discuss the challenges each of the movements faced and the way that their movements and supporters learned, developed strategy and tactics. Over 100 people attended, to listen to a series of inspirational speakers, including Aziz Choudy, McGill University and author of *Learning Activism: The Intellectual Life of Social Movements*; Berenice Celeyta, Colombian Human rights activist and founder of NOMADESC; Ertugrul Kurkcu, Member of Parliament for the People's Democratic Party (HDP), Turkey; Faeza Meyer, a housing rights activist and founding member of the South Africa based movement the "Housing Assembly" and Tula Narayan Shah, a Nepali Human Rights activist working on the defence of the Madhesh Community in Nepal.

The meeting then led to the production of a Special Issue of the UK popular magazine RED PEPPER, released in February 2017, under the title 'Resistance is fertile: learning from struggle.'

The meetings also led to the production of an ESRC grant application, which has now been funded and will begin in January 2018.



British Council

Dr Barbara Crossouard was an invited participant in a meeting on Transnational Higher Education hosted by the Chairman of the Pakistani Higher Education Commission and the British Council in Manchester on 7 October and invited participant at the launch of a British Council report entitled Gender Equality and Empowerment of Women in the UK: Meeting the Challenge of the Sustainable Development Goals at the House of Lords, London, on 24 October.

Education Equity

An interview with Professor Yusuf Sayed was published in 'Education Policy and the Pursuit of Equality: perspectives from South Africa' in Vivek Vellanki and Poonam Batra (eds.) (2016) *Dialoging Education*, RRCEE: India. Professor Sayed also gave various interviews for *South African radio*: Radio 702, SAfm on education equity and policy change in South Africa.

Feminist perspectives on global social relations - public reading group

An outreach reading group developed from the GIC reading group that meets monthly in Brighton to include interested members from the local community beyond Sussex. Readings and critical discussion in these meetings focus on approaches to understanding social relations and difference across global contexts to cover feminism, post-colonialism and post-modernity.

Global Monitoring

Professor Keith Lewin chaired the UK Forum meeting with the Director of the UNESCO Global Education Monitoring Report Aaron Benevot, in London on May 22nd, 2017. This was an opportunity for the UK community of practice to reflect on the current report and flag important issues for the forthcoming report in 2018 on accountability issues. The World Education Blog includes a contribution for Keith Lewin on 'Making space for more and better aid to education'.

Keith has also contributed to UNESCO's World Education Blog as part of their Global Education Monitoring Report with a post on 9 June 2017 entitled '*Making space for more and better aid to education*'.

Globalisation and Education

Professor Mario Novelli was discussant for the *Globalization and Education Annual Lecture*, at the Comparative and International Education Society Conference, Atlanta, USA, March, 2017. The lecture was given by Professor Fazal Rizvi on '*Comparative and International Education in Times of Brexit and Trump*'. The full event can be accessed at <http://www.freshedpodcast.com/fazalrizvi-2/>

Resettled Refugees

Dr Linda Morrice's research featured in a [full page article in The Guardian](#) in November 2016, which to date has been shared via social media 1,636 times and attracted over 550 comments. In May 2017 the [Huffington Post](#) published a report on free University courses for Syrian refugees, Linda was interviewed for the article which cited her research on refugee resettlement. A Policy Briefing on English Language for Resettled Refugees, which reports on the findings of the ESRC funded research project, is available via the [Policy@Sussex](#) blog. Linda is an invited member of a UK Home Office Steering group revising the Government's framework and indicators of refugee integration.

Speed Schools

Professor Kwame Akyeampong and Dr Sara Humphreys presented findings of Qualitative Research on Speed School Project, Ethiopia to Geneva Global Inc. Philadelphia, USA 18th – 21st October 2016

Teachers and Peacebuilding

Research Partners from the University of Rwanda-College of Education and the Centre for International Teacher Education (CITE), Cape Peninsula University of Technology, South Africa (CPUT), joined UK partners from the University of Sussex and the University of Bristol for a 5-day workshop at the Falmer campus between 22 -25 March, 2017. The workshop explored emerging findings, exchanged knowledge and made plans for the final publications and dissemination of research related to the ESRC funded two country study on “Engaging teachers in peacebuilding in post-conflict contexts: evaluating education interventions in Rwanda and South Africa”.

A public seminar ‘*Teachers as Agents of Peace and Social Cohesion: Insights from Rwanda and South Africa*’ was held, on 22nd March to engage with a broader audience and to share the emerging findings and engage in critical debate. The seminar was opened by Dr Simon Thomson, Head of Education, and was followed by input from Professor Yusuf Sayed, University of Sussex – the Principal Investigator of the research project, Professor Eugene Ndabaga (*University of Rwanda*), Prof. Azeem Badroodien (*CPUT, South Africa*), Dr Naureen Durrani, University of Sussex, Dr Angeline Barrett, University of Bristol and Professor Mario Novelli, University of Sussex. Inputs were followed by a lively discussion and a drinks reception at IDS.

Online knowledge exchange

CIE colleagues have been involved in a variety of online knowledge exchange initiatives over the year.

Professor Yusuf Sayed’s work, for instance, features in Op-Ed: The crisis of public education – when the solution might become the problem, *Daily Maverick*, 23 June 2017,

<https://www.dailymaverick.co.za/article/2017-05-29-op-ed-the-crisis-of-public-education-when-the-solution-might-become-the-problem/#.WU0XGDOZM3g>. He has had three articles published in *The Conversation*;

‘Teachers have a crucial role to play in building social cohesion’, *The Conversation*, August 29, 2016, <https://theconversation.com/teachers-have-a-crucial-role-to-play-in-building-social-cohesion-60823>, ‘Pupils deserve applause for demanding a just school system’, *The Conversation*. September 1, 2016

<http://theconversation.com/pupils-deserve-applause-for-demanding-a-just-school-system-64615> and ‘Changing what universities teach is a process, not a single event’, *The Conversation*. June 6, 2016, <https://theconversation.com/changing-what-universities-teach-is-a-process-not-a-single-event-59327>.

Blogs that mention his work include: <http://www.younglives.org.uk/content/ethics-research-teacher-effectiveness-why-we-should-be-supporting-teachers-not-questioning> & <http://www.heart-resources.org/blog/ethics-research-teacher-effectiveness-supporting-teachers-not-questioning-ability-teach/>

Seminars and Events

Open Research Seminars

22nd October 2016

Anjum Halai, Aga Khan University, Karachi, Pakistan

Education for social cohesion and harmony: New questions for the role of teacher and teacher education in Pakistan

20th October 2016

Dr Aziz Choudry, Associate Professor, International Education, McGill University, Montreal, Canada

Informal and non-formal education and learning in an immigrant workers centre

24th November 2016

Dr Bruce Collet, Associate Professor, Social Foundations of Education, Bowling Green State University, Ohio, USA

Migration, religious security and public schooling within the Liberal Democratic state

6th December 2016

Prof Robbie Van Niekerk & Nimi Hoffmann, Rhodes University, SA & Prof Yusuf Sayed, Sussex

Fees Must Fall': Decolonisation and higher education in post-apartheid South Africa

9th Feb 2017

Dr Jonathan Dean, Senior Lecturer in Politics and Sociology, Sheffield Hallam University

The Ethics of Representation: Fundraising, charities and images of need

16th March 2017

Fiona Leach, Professor Emerita in International Education, University of Sussex

Alternative Facts: A cautionary tale from history on the use and mis-use of secondary sources

Research Cafés

CIE host these events every Thursday, in term-time, between 1-2pm

29th September 2016

Dr Sara Humphreys, Visiting Research Fellow, CIE. University of Sussex

Speed Schools in Ethiopia

13th October 2016

Dr Dorte Thorsen, Gender & Qualitative Research Theme Leader, School of Global Studies

Migrating Out of Poverty Research Consortium,

3rd November 2016

Jeff Allen, One World UK

Youth and Citizenship

10th November 2016

Dr Mariz Tadros, Power and popular politics cluster co-leader, IDS, University of Sussex
Democratisation in the middle East and international education

17th November 2016 (joint with CIRCY & CORTH)

Dr Caine Rolleston, UCL Institute of Education and Padmini Iyer, Sussex and Young Lives Project, Oxford

'Whose Future? Skills for the 21st century in low and middle income countries

12th December 2016

Nimi Hoffmann, Rhodes University, Cape Town, South Africa

Challenging Northern hegemony? Pan-African intellectual work in the era of structural adjustment

2nd Feb 2017

Joanna Härmä, Research Fellow, CIE, University of Sussex

Exploring Low-Fee Private Schooling in Developing Countries

16th February 2017

Mark Doidge, Senior Research Fellow, University of Brighton

The Importance of Collaborative Networks when Engaging Refugees with Sport

23rd February 2017

Dr Tamsin Hinton-Smith, Dr Emily Danvers & Tanja Jovanovic, Department of Education/CHEER, University of Sussex

Roma Students' Experiences in European Higher Education: Exploring gender, identity and marginalization

2nd March 2017

Kourosh Kouchakpour, Doctoral Researcher, CIE

Students' gendered experiences of participation in learning: A case study of the BSc Civil Engineering programme in an Iranian university

9th March 2017

Dr Mariam Attia, Lecturer in Education, Centre for International Education

Teachers Cognition and Technology Use in a Context of Higher Education in Egypt: Implications for Teacher and Researcher Development

23rd March 2017

Marta Paluch, Doctoral Researcher, CIE

Collective Construction of Knowledge through Systematization of Experiences

30th March 2017

Yasamin Alkhansa, Doctoral Researcher, CIE

You Don't See Me, I Won't See you! Teaching History in the Islamic Republic of Iran

6th April 2017

Dr Jo Westbrook & Professor John Pryor, Department of Education, University of Sussex

A Collective Pedagogy: A different approach to teaching and learning in Ethiopia

4th May 2017

Naheem Jabbar, Senior Lecturer, Sociology, University of Portsmouth

Making Citizenship in Lahore: The prospects for community cohesion through education

Sussex Development Lectures

29 September

Duncan Green, Strategic Adviser at Oxfam GB

How Change Happens

6th October 2016

Mick Moore, Professional Fellow at the Institute of Development Studies

Learning from the Easy (Again): China and Good Governance

12th October 2016

Mariana Mazzucato, University of Sussex

Rethinking Capitalism

4th May 2017

Dr Antoni Verger, Autonomous University of Barcelona, Spain.

The Geopolitics behind Alternative Forms of Educational Provision in the Global South: the case of low-fee private schools

Special Seminars

15th February 2017

Malvika Gupta, Researcher & UNESCO consultant, Delhi and Felix Padel, Anthropologist and author on tribal issues in India

Politics of Adivasi education in India: The evolution (or not?) of tribal education policy

22nd March 2017

Various speakers

Teachers as Agents of Peace and Social Cohesion: Insights from Rwanda and South Africa

South Africa Discussion Group

Sussex Africa Centre

This new, informal discussion group, formed across the South Africa Centre, IDS and CIE, was set up by Professor Yusuf Sayed (Sussex) and Merle Lipton (Visiting Research Fellow, King's College London) in March 2017. In the first meeting, the group welcomed Dr Hayley McGregor who presented 'Chronic Lifelong Conditions: Challenges for health policy and re-engineering primary health care in South Africa' with discussion focused on South Africa's controversial new health care policy. In subsequent meetings, the group heard from: Yusuf Sayed and Azeem Badroodien on 'Recent Conflicts and Challenges in South Africa's Tertiary Education Sector'; Ruth Hall (University of Western Cape) and Professor Michael Lipton (Sussex) on 'Is Consensual Land Reform in South Africa Possible?'; Stephen Devereaux (University of Western Cape) and Yanga Zembe (IDS and University of Western Cape) on 'South Africa's Social Protection System: From success story to crisis'.

Gender, Identities and Citizenship Reading Group

This reading group is organised by CIE research group of the same name and has met regularly throughout the year. Taking up the suggestions of the group, it has focused on poststructural and postcolonial theorists from a range of disciplines whose work is relevant in a broad way to a consideration of gender and the production of citizen identities. Readings in focus recently have included texts by Judith Butler, Bev Skeggs, Doreen Massey, Julian Go, Jacques Rancière and Gayatri Spivak. An extension reading group that includes researchers from outside Sussex also meets in Brighton.

Critical Theory Reading Group

The reading group explores the relationship between critical theory and critical engagement in the academy drawing on a plurality of thinkers linked to traditions of critical theory and engaged academic scholarship such as Edward Said, Michael Burawoy, Nancy Fraser, Michael Apple, Paulo Freire, Antonio Gramsci, Boaventura de Sousa Santos, Judith Butler, Roy Bhaskar among others. The reading reflected on the role of academics as public intellectuals, the role of theory and methodology in social transformation and the challenges and possibilities for academics to engage with the world in which they inhabit and the strategies they deploy to transform it.

Research-In-Progress Seminars

26TH January 2017

Albert Tarmo (Education PhD)

Science teachers' constructions of scientific knowledge

Suvasini Iyer (Education PhD)

Ease, entitlement and 'intelligence': classed practices in an elite, private school in India

10TH May 2017

Christine Wanjala (Education PhD)

A Different Rhetoric and Methodology for Educational Leadership: Regenerative Leadership for Sustainability of Students' Achievement in Kenyan Schools

11TH May 2017

Gunjan Wadhwa (Education PhD)

"They are like that only": Deconstructing 'backwardness' in an area of civil unrest in India

Marta Paluch (Education PhD)

'Participants in a literacy programme: three cases, three theories?'

6th July 2017

Jennifer Agbaire (Education PhD)

Access to university in Nigeria: Exploring the impact of admission policy and practices

Doctoral Researchers

Completed

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

Name: Anita Sharma,

University of Delhi (with CIE participation supported by split site Commonwealth Scholarship)

Supervisors: Professor Keith Lewin / Professor John Pryor

Research title: Pathways of access to education: A case study of the Bakkarwals of Jammu and Kashmir

Education PhD

Name: Hajeej Alhawsawi

Supervisors: Professor Yusuf Sayed / Dr Jo Westbrook

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

Name: Nihad AM Al-Zadjali

Supervisors: Dr Barbara Crossouard / Professor John Pryor

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

Name: Ann Emerson

Supervisors: Professor Mario Novelli / Professor Máiréad Dunne

Research title: Educating Pakistan's Daughters: The intersection of schooling, unequal citizenship and the reproduction of violence

Name: Ahmed Abdulaziz Sager

Supervisors: Professor Yusuf Sayed / Dr Barbara Crossouard

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

International Doctor of Education

Name: Michela Alderuccio

Supervisors: Professor John Pryor / Dr Jo Westbrook

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

Name: Susan Delali Doe Berdie

Supervisors: Professor John Pryor / Dr Naureen Durrani

Research title: Facilitation of adult literacy: A case within the Ghana National Functional Literacy Programme

Name: Robert A Ghanney

Supervisors: Dr Louise Gazeley / Professor Máiréad Dunne

Research title: A case study of parental involvement in basic education in rural Ghana

Name: Altaf Md Hossain

Supervisors: Professor Yusuf Sayed / Dr Nigel Marshall

Research title: Parents', teacher's and headteacher's perception of the Primary Education Stipend Programme (PESP) in ensuring access to quality education in Bangladesh

Name: Michel Auguste Tchoumbou Ngantchop

Supervisors: Dr Jo Westbrook / Dr Julia Sutherland

Research title: "...Nothing's lost. Or else, all is translation. And every bit of us is lost in it..." Informal collaborative learning amongst university students in Cameroon: A case study

Current

Education PhD

Name: Jennifer Agbaire

Supervisors: Professor Máiréad Dunne / Dr Louise Gazeley

Research title: Access to university in Nigeria: Exploring the impact of admission policy and practices

Name: Yasamin Alkhansa

Supervisors: Professor Mario Novelli / Professor Yusuf Sayed

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

Name: Haitham Ali Hamed Althubaiti

Supervisors: Professor Yusuf Sayed / Dr Andrew Blair

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

Name: Janet Baah

Supervisors: Professor Gillian Hampden-Thompson / Professor Kwame Akyeampong

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

Name: Sayanti Banerjee

Supervisors: Professor Máiréad Dunne / Dr Linda Morrice

Research title: Impact of Social Exclusion on Second Generation Migrant Black and Minority Ethnic Women in the Deprived Areas of England: The role of self-help as a strategy to combat the barriers to promote gender equality

Name: Farzana Bardai

Supervisors: Professor Yusuf Sayed / Professor Mario Novelli / Professor Gillian Hampden-Thompson
Research title: The role of the political, economic, social and cultural factors influencing education state capacity development by INGOs: A case of AKF in Afghanistan

Name: Eva Bulgrin

Supervisors: Professor Kwame Akyeampong / Professor Yusuf Sayed
Research title: The effects and the impact of the decentralisation policy on pre- and primary education in Benin

Name: Gabrielle Daoust

Supervisors: Professor Mario Novelli / Professor Jan Selby (International Relations)
Research title: A critical analysis of discourses of inclusion in education and contributions to peacebuilding in South Sudan

Name: Fawzia Haeri Mazanderani,

Supervisors: Professor John Pryor / Dr Barbara Crossouard
Research title: 'A map without direction?' The experiences, perceptions and practices of previously disadvantaged youth navigating post-school opportunities in South Africa

Name: Suvasini Iyer

Supervisors: Dr Barbara Crossouard / Professor Kwame Akyeampong
Research title: Exploring the subjectivities of middle class young people in an elite, private Indian school

Name: Patrick Kenneth Kane

Supervisors: Professor Mario Novelli /Dr Linda Morrice
Research title: Popular education and social movements in South West Columbia

Name: Kouros Kouchakpour

Supervisors: Dr Louise Gazeley / Professor Kwame Akyeampong
Research title: Higher Education of 21st Century, Accredited Clients and Unattended Talents? An analysis of students' experiences of participation in learning in higher education in Iran

Name: Paula Alejandra Leal Tejada

Supervisors: Professor Kwame Akyeampong / Professor Yusuf Sayed
Research title: Students understandings about citizenship education in selected public and private secondary schools in Chile

Name: Norina Melati Mohd Yusoff

Supervisors: Dr Jo Westbrook / Professor John Pryor
Research title: Understanding the Synergies of Malaysian Multi-lingual Students' Literacy Practices In and Out of School: An ethnographic case study

Name: Wezi Mwangulube

Supervisors: Professor Yusuf Sayed / Dr Hayley Macgregor (IDS)

Research title: Understanding HIV Education in a Developing Country Context: A critical discourse analysis of life skills based HIV curriculum in one Malawian junior secondary school

Name: Gilbert Omware

Supervisors: Professor Yusuf Sayed/Professor Kwame Akyeampong

Research title: Regulation of low fee private schools in Kenya, Uganda and South Africa

Name: Marta Paluch

Supervisors: Professor John Pryor/ Dr Julia Sutherland

Research title: Exploring Professional Development with Adult Literacy Facilitators in Guatemala

Name: Joseph Christopher Pesambili

Supervisors: Professor Mario Novelli / Professor John Pryor

Research title: An Investigation into the Encounter between Indigenous and Western Education among the Maasai Pastoralists in Tanzania

Name: Daniella Rabino

Supervisors: Professor Máiréad Dunne/Dr Rebecca Webb

Research title: Social Construction of Children's Living Landscapes: Emerging Identities around Madagascar's Rainforest

Name: Ruslin Ruslin

Supervisors: Professor Yusuf Sayed Dr Ricardo Sabates

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

Name: Albert Tarmo

Supervisors: Professor Kwame Akyeampong/Dr Naureen Durrani

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

Name: Gunjan Wadhwa

Supervisors: Professor Máiréad Dunne/Dr Naureen Durrani

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

Name: Christine Wanjala

Supervisors: Professor Colleen McLaughlin/Professor Gillian Hampden-Thompson

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

Name: Anna Wharton

Supervisors: Dr Linda Morrice/Dr Jo Westbrook

Research title: Syrian refugee children and the relationship between education and community development

International Doctor of Education

Name: Obaapanin Oforiwaa Adu

Supervisors: Professor Máiréad Dunne/Dr Barbara Crossouard

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

Name: Elizabeth Akua Amoako

Supervisors: Professor Louise Morley/Professor Kwame Akyeampong

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

Name: Iris Amponsah-Efah

Supervisor: Professor John Pryor

Research title: Private Schooling in Ghana

Name: Dzigbodi Ama Banini

Supervisors: Professor Brian Hudson/Professor Kwame Akyeampong

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

Name: Abaidoo A Edzii

Supervisors: Professor Yusuf Sayed

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

Name: Akiko Hanaya

Supervisors: Professor Yusuf Sayed/Dr Naureen Durrani

Research title: Quality Assurance of Teacher Education Providers in India

Name: Lynne Heslop

Supervisors: Professor Mario Novelli/Professor Yusuf Sayed

Research title: Higher education, conflict and peacebuilding in Burma

Name: Fern Levitt

Supervisor: Dr Jo Westbrook/Dr Nigel Marshall

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

Name: Kathleen Moriarty

Supervisors: Professor Yusuf Sayed/Dr Naureen Durrani

Research title: Global Citizenship Education

Name: Maida Pasic

Supervisors: Professor Mario Novelli/Professor Yusuf Sayed

Research title: Post-Conflict Education and Decentralisation in Bosnia

Name: Joel Reyes

Supervisors: Professor Yusuf Sayed/Professor Mario Novelli

Research title: Resilience in Conflict-Affected Countries

Name: Boon Seong Woo

Supervisor: Professor Louise Morley

Research Title: Higher Education in Singapore



(Image: Professors Kwame Akyeampong and John Pryor at Summer Graduation 2017)



(Image: CIE faculty with graduates at Winter Graduation 2016)

Teaching

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

Courses

Teaching associated with CIE includes:

- International Education and Development Undergraduate Pathway and Electives
- MA in International Education and Development
- PhD in Education

International Education and Development Undergraduate Pathway

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

The first year modules are:

- ‘Education for Development: Aid, Policy and the Global Agenda’
- ‘Cross-Cultural Perspectives on Teaching, Learning & Assessment’.

The second year modules are:

- ‘Access, Equity & Gender’
- ‘Education, Peacebuilding and Conflict’

In addition, in 2016, CIE faculty successfully launched a stand-alone second year undergraduate option in ‘International Education and Development’ for students in Global studies

International Education and Development MA

A one-year (or two-year part-time) course with core modules on theories and policy issues in international education and development, as well as optional modules. The course also involves research methods training and a dissertation.

Education PhD

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



(MAIED Summer Party, May 2017)

Teaching Awards

Pearl Boateng was awarded the CIE prize for best overall performance and Kimiko Ito was awarded the Luke Akaguri Prize for the Best Dissertation from the MAIED cohort.



(Images: (left) Pearl Boateng, MAIED prize winner, with Professor Máiréad Dunne and Dr Naureen Durrani / (right) Kimiko Ito: winner of Luke Akaguri prize)

2016/17 Appointments and Recognition

Dr Barbara Crossouard has been promoted to Reader in Education in recognition for her significant contribution to the Department of Education and to CIE in particular.

Professor Mario Novelli was appointed as Scientific Advisor, NORRAG (Network for international policies and cooperation in education and training) a Geneva based think-tank on International Education and Development. July 2016- June 2017.

Professor Mario Novelli was elected as a Trustee and member of the Council of Management for War on Want – a UK based NGO working on issues related to poverty, international development and social movements.

Professor Kwame Akyeampong was appointed co-chair of the Teacher Alliance for Global Education and Skills Forum. As co-chair he is responsible for producing a global report in teachers who teach disadvantaged groups. The report is due on 1st December 2017.

Professor Brian Hudson was appointed Guest Professor at Karlstad University, Sweden. He commenced the post in January 2017.

Dr Naureen Durrani has been appointed external examiner at Aberystwyth University for a period of four academic years, commencing from the academic year 2017/18. She will be assessing the BA in Education and International Development in the School of Education.

Professor Yusuf Sayed was guest editor for a special issue of the journal *Education as Change*, 20 (3) entitled 'Teachers and Social Cohesion in Diverse Contexts in the Global South'

CIE Alumni, **Dr Cesar Guadalupe** (International EdD) has been appointed Chair of the Peruvian National Council for Education. This body is an independent advisory board created 15 years ago to promote and ensure educational policies are sustained in Peru (rather than being modified by each new government, risking discontinuity). The main purpose is to promote national consensus on the most important challenges and the main organising principles used to address them.



Dr Mariam Attia joins the School of Education and Social Work, and CIE, to lead the Postgraduate Diploma in International Teacher Education. Mariam is interested in educational research which aims to cultivate wellbeing, support capacity building and promote the furthering of human potential. She has worked with teachers in Egypt and Palestine and recently took part in a researcher development event in Ghana.

(Image: Dr Mariam Attia, Lecturer in Education)

Future Developments

The following are key elements of CIE's future strategy for 2017/18, which will be further developed as the academic year unfolds.

Research Activity

CIE members continue to be very research active. Current research grant acquisition has been concentrated within our research themes: Access and Equity; Teachers and Quality; Governance, Planning and Finance; and Conflict and Peacebuilding. In the coming period we also hope to secure more funded research in the area of Gender, Identities and Citizenship. As we head towards REF 2021, it is crucial that we balance grant acquisition with the need to produce high quality research outputs and develop potential impact case studies for research already undertaken. We are also ready to respond to calls from our external funders: DFID; the EU etc., where research calls match our expertise.

Research Culture

Our CIE community has enjoyed another vibrant and productive year. With cross-university collaboration we have supported over 50 seminars in the last academic year. These include the weekly CIE Research Cafes, regular CIE sponsored ESW Seminars, CIE-led lectures as part of the Sussex Development Lectures, themed workshops (Social Movement Learning), and Research in Progress Seminars. We have also led two innovative reading groups: one on Gender, Identities and Citizenship and the other around Critical Theory and Critical Engagement. Our vibrant internal research culture is enhanced by our global engagement in the fields of International Development and Education and Comparative Education. Members of CIE, regularly attend the annual North America based Comparative and International Education Society (CIES) conference; the biennial British Association of International and Comparative Education (BAICE) conference and the UK Forum on International Education and Training (UKFIET) – the 'Oxford' Conference. Several of our members also attend Sociology conferences, International Studies Conferences, Development Studies Conferences and Area Studies Conferences. This national and international engagement help to strengthen our networks ensure our members are at the cutting edge of their fields of expertise and promote research collaboration. We shall continue to engage in these intellectual spaces in the coming year.

Cross and Inter-University Networks

CIE continues to strengthen its links with academics and centres across the University of Sussex. These include Global Studies, IDS, SPRU, the Sussex Africa Centre, the Sussex Asia Centre, Gender Studies, Migration Studies, the Sussex Centre for Conflict and Security Research (SCCSR), the Centre for Cultures of Reproduction, Technologies and Health (CORTH), and the Middle East & North Africa (MENACS). CIE will again collaborate with Global Studies, IDS and SPRU in the Sussex Development Lectures in 2017/18. In addition we will continue to extend our reach by co-hosting research events with other Research centres across the campus. These links will also be deepened by ongoing developments in undergraduate teaching described in a section below as well as in collaborative research.

We will continue in 2017/18 to develop our international links with key strategic partners. In 2015/16 we developed a partnership with the College of Education, University of Ghana, Legon, Ghana. This was further strengthened during this academic year with a Pan-African Conference held in Ghana in September 2016 and the setting up of a pan-African network for research on International Education and Development, led by Professor Kwame Akyeampong. Building on recent collaborations, we will also seek to strengthen our links with Universities in South Africa, including Rhodes University, Grahamstown and the Cape Peninsular University of Technology (CPUT) Cape Town. These contacts have been facilitated by our CIE colleague, Professor Yusuf Sayed and we are currently exploring new ways to develop research collaborations over the coming years. Professor Mario Novelli, has also been working hard on developing a network of relationships between several social movements based in Turkey, South Africa, Nepal and Colombia who work on issues of social justice, with CIE and the UK based charity War On Want. We are currently exploring ways to work with these movements to support theory learning and strategy development through processes of research and knowledge exchange.

Communications and Impact

CIE web site and presence has been positively acclaimed but the next phase of development will include an upgrading to make our web presence more dynamic, interactive and outward facing. This will require the development and operationalization of a communications plan and impact strategy that is subscribed to by all CIE members. The focus of the impact strategy will be related both to new activity and to the history of CIE research and impact spanning the reference period defined in the next Research Excellence Framework (REF). This is anticipated to include research and impact back to 2000 and in specific cases perhaps earlier. Impact and communications have been part of our annual CIE Planning Awayday since 2014. In the forthcoming CIE away day we intend to revamp/tweak our research themes and develop a much sharper communications strategy to speak back to our multiple and global audiences, and to better represent the cutting edge research undertaken in CIE.

Teaching

Teaching has a highly significant and reciprocal relationship with CIE's research and global impact. Our focus on undergraduate modules since 2015/16 has resulted in four undergraduate (UG) electives in an International Education and Development (IED) pathway open to students across the university and an IED option for second year students from Global Studies. This year we will reflect on the success of these and consider how we might further develop and integrate our suite of International Education and Development modules into broader (minor) degree courses. The MAIED is a flagship programme in CIE and continues to flourish. Our focus for the coming year will include a closer engagement with target marketing; a communications strategy to improve applications and more systematic communications with applicants under offer to convert these into registrations. The Sussex experience for international students will require sustained efforts within the school environment and more widely with a range of social activities on and off campus.

Members and Visitors

Research Centre Directors

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

Kwame Akyeampong, Professor of International Education and Development (Deputy Director)

Advisory Group

Brian Hudson, Professor of Education

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

Keith Lewin, Emeritus Professor, CIE Research Adviser

Elaine Sharland, Professor of Social Work Research

Support

Jane Shepard, Administrative Officer

Gunjan Wadhwa, Graduate Teaching and Research Assistant

Faculty: Department of Education

Dr Mariam Attia, Lecturer in Education

Dr Barbara Crossouard, Reader in Education

Dr Marcus Delprato, Lecturer in International Education and Development

Máiréad Dunne, Professor of Sociology of Education

Dr Naureen Durrani, Senior Lecturer in International Education and Development

Dr Louise Gazeley, Senior Lecturer in Education

Dr Tamsin Hinton-Smith, Senior Lecturer in Education

Dr Linda Morrice, Senior Lecturer in Education

John Pryor, Professor of Education and Social Research

Yusuf Sayed, Professor of International Education and Development

Dr Jacqui Shepherd, Lecturer in Education

Dr Rebecca Webb, Lecturer in Education

Dr Jo Westbrook, Senior Lecturer in Education

Faculty: Cross-University

Rupert Brown, Professor of Social Psychology, School of Psychology

Dr Mike Collyer, Senior Lecturer in Geography, Global Studies

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

Andrea Cornwall, Professor of Anthropology and International Development

Dr Naomi Hossain, Research Fellow, Institute of Development Studies

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

Dr Anuradha Joshi, Research Fellow, Institute of Development Studies

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

Melissa Leach, Professor and Director, Institute of Development Studies

JoAnn McGregor, Professor of Geography, School of Global Studies

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

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

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

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

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

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

Professor Alison Phipps, Director of the Centre for Gender Studies, University of Sussex.

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

Visiting Fellows

Professor Robert van Niekerk, Rhodes University, South Africa.

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

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

Dr Sara Humphreys, Independent Researcher

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

Dr Shireen Motala, Director of the Wits, Centre for Researching Education and Labour, University of Witwatersrand

Dr Mark Richmond, Ex-Director of Protect Education in Insecurity and Conflict (PEIC) and UNESCO

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

Dr Ricardo Sabates, Reader, University of Cambridge

Tony Somerset, Independent Researcher

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

Dr Oscar Valiente, Lecturer in Education, University of Glasgow

Associates

Dr Akunu Agbeti, Assessment Specialist, WAEC, Ghana

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

Dr Kingsley K D Arkorful, University of Ghana

Dr Stuart Cameron, Education Advisor, Oxford Policy Management

Dr Kathleen Fincham, Education Consultant

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

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

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

Dr Matthew Karikari-Ababio, Ministry of Education, Ghana

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

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

Dr Juliet McCaffery, Independent Researcher

Dr Kate Nielsen, Education Consultant

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

Dr Michela Profeta, Independent Researcher, Kenya

Dr Yukiko Okugawa, Japan International Cooperation Agency, Ethiopia

Dr John Rutayisire, Director General, Rwandan Education Board
Dr Najwa Saba 'Ayon, Lecturer in Languages and Humanities, Hariri Canadian University, Lebanon
Dr Francesca Salvi, Lecturer in Childhood Studies, University of Portsmouth
Dr Swadchet Sankey, Senior Reading Program Manager, Research Triangle Institute
Dr Mariko Shiohata, Save the Children, Nepal
Dr Armando Simões, Public Policies Advisor to the Secretary of Evaluation and Information Management, Ministry of Social Development and the Fight Against Hunger, Brazil
Dr Yoel Siegel, Director of the Metro-Jerusalem, Urban Biosphere Initiative, Israel
Mr Eric Slade, Director of International Programs, CORE, Ottawa, Canada
Dr Chisato Tanaka, Chief Advisor, Ministry of Education, Science and Technology, Malawi
Professor Rosemary Wildsmith-Cromarty, ETDP-SETA Research Chair in Early Childhood Education, North-West University, Potchefstroom, South Africa

LOCATION

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

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

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

Centre for International Education (CIE)

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School of Education and Social Work
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www.sussex.ac.uk/education/cie

