

CIE

CENTRE FOR INTERNATIONAL EDUCATION



UNIVERSITY
OF SUSSEX

CONTENTS

Overview	1
Research Themes	2
Research	3
Keynote Addresses and Conferences	9
Impact	13
Knowledge Exchange and Public Engagement	17
Social Events and Farewells	20
Publications	21
Seminars and Events	23
Doctoral Researchers	26
Teaching	29
Appointments and Recognition	30
Members and Visitors	31
Future Developments	33

OVERVIEW

The Centre for International Education (CIE) is one of only nine University Research Centres at the University of Sussex and was established in 1989. The research its group undertakes is interdisciplinary, and reflective of a membership that is drawn from across the university and its wider network of associates and friends. CIE is based within the Department of Education – part of the School of Education and Social Work. The Centre is also a constitutive part of a cross university focus on Development Studies at Sussex which is ranked No.1 globally (www.topuniversities.com).

CIE's central focus is on education and development within the Global South and its diaspora. Our aim is to contribute to international and national debates about policy, practice and global relations through research, teaching and publications. Our work is driven by a philosophy that improved educational opportunities have important implications for social justice and equality, social and civic participation, improved wellbeing, health and economic growth. CIE is a centre of excellence, it is recognised as a leading centre in the field of international education and development with many of our members contributing to key global debates.

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

We encourage institutions, potential research partners and students to contact CIE for more information about our work.

Our substantial research experience is used to inform our teaching at doctoral, masters and undergraduate levels. More than 150 CIE doctoral researchers have graduated from the Education PHD and the International Doctor of Education (EdD) and over 400 students have completed the International Education and Development MA (MAIED).

In 2014/15, CIE developed a suite of modules for first and second year undergraduates from across the university that may be undertaken as individual electives or as part of the new International Education and Development pathway. The first year modules are, 'Education for Development: Aid, policy and the global agenda' and 'Cross-Cultural Perspectives on Teaching, Learning & Assessment'. The second year modules 'Access, Equity & Gender' and 'Peacebuilding and Conflict' began in 2016/17. In addition a second year option in International Education and Development for students in Global studies was successfully launched in 2015/16.

Our graduates come from a wide range of countries and many occupy key positions in the field of education and development at local, national and international levels. They provide us with an extensive and influential network of alumni and contacts across the globe.

RESEARCH THEMES

CIE's research 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 six core themes relating to education:

- Access and Equity
- Teachers and Quality
- Education, Peace and Conflict
- Identities: Citizenship, Gender and Youth
- Governance, Finance and Planning
- Refugee Education

Access and Equity

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

Teachers and Quality

This theme tackles a range of issues, including the construction and delivery of the curriculum, pedagogy, teacher training and continuing professional development, and the quality and outcomes of the learning experience for pupils.

Education, Peace and Conflict

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

Gender, Identities and Citizenship

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

Governance, Planning and Finance

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

Refugee Education

This research theme examines asylum seeker, refugee and IDP education policy and practice in the global north and south, in a wide range of settings and at different stages of the life cycle. It also explores concerns relating to the integration of refugees and issues of social cohesion.



RESEARCH

HIGHLIGHTS

**CIE Director, Professor Mario Novelli, co-leads panel cluster
'Social Movements, Unions, and Youth Resistance'
at Comparative & International Education Societies Annual Conference 2018,
Mexico City**

A Conversation with Leaders from the Mexican Democratic Teachers Movement

**Sunday, March 25, 2018
11:45 am - 2:45 pm**



COMPARATIVE & INTERNATIONAL EDUCATION SOCIETY
RE-MAPPING GLOBAL EDUCATION
South-North Dialogue | CIES 2018 | Mexico City



During the 2018 Comparative Education Societies (CIES) Annual Conference in Mexico City, 25-29 March (the biggest annual comparative education conference) **Professor Mario Novelli**, CIE Director, and Rebecca Tarlau of Pennsylvania State University hosted a panel cluster on 'Social Movements, Unions, and Youth Resistance: Grassroots Struggles Around Education Learning'. The goal of the panel cluster was to thematically connect papers and panels that touch on the role of mobilization and organizing for achieving educational justice.

The panel cluster began with a three-hour workshop on Sunday 25 March 2018, with the presence of the National Coordinator of Educational Workers (la CNTE), from the states of Oaxaca and Michoacán, Mexico. Around 30 people attended the workshop, listening to six CNTE activists talk about their struggle for democracy within their union and against the Mexican government's neoliberal educational reforms.

There were five panels in the panel cluster throughout the week. In the first, a range of scholars discussed the topic of social movements and learning, exploring diverse cases from the South African student movement, to refugees organizing in Tijuana, the

Boycott, Divest, and Sanction (BDS) movement, and other movements in Turkey, Colombia, South Africa and Nepal. In a second session, four faculty members from the University of San Francisco presented their research on engaged scholarship, and how academics can cross borders between the academy and their community.

A third panel comprised four young scholars who talked about youth movements in Brazil, Colombia, and Chile, exploring the different strategies that youth employ to demand a voice in their educational trajectories.

Another panel focused on a discussion about teacher movements and their unions, and how teachers resist neoliberal reforms in Mexico, Brazil, Argentina, and Sweden.

Finally, the last of the panels discussed the connection between refugee education and union advocacy. The CIES 2018 panel cluster was a huge success, bringing students and scholars together throughout the week to debate one of the most pressing issues of our time: strategies for collective resistance and organizing to achieve educational justice. The conversation between social movement activists and academics helped illustrate the continued importance of studying how grassroots movements shape educational reform.

HIGHLIGHTS

CIE Members are currently collaborating with Global Studies and the Institute for Development Studies at Sussex on a project designed to expand our knowledge of the livelihoods and employment dynamics of young men and women in rural contexts of Sub-Saharan African countries.



The International Labour Organisation recently predicted that 25 million youth aged 15–29 will enter the labour market between now and 2030, and that most of this increase in the youth work force will happen in Africa. It is also clear that urban job creation lags far behind contemporary levels of rural-urban migration in Sub-Saharan Africa (SSA). Together, this means that it has become vital to expand our knowledge of the livelihoods and employment dynamics of young men and women in rural contexts of SSA countries.

To address this key area, Education Reader - **Dr Barbara Crossouard**, Professor of Sociology of Education - Professor **Máiréad Dunne** (both CIE) and Dr Dorte Thorsen (Global Studies) are currently collaborating with the Institute of Development Studies (IDS) on a three-year project funded by the International Federation of Agricultural Development (IFAD) entitled 'Challenges and Opportunities for Rural Youth Employment in Sub-Saharan Africa'.

The collaboration is the fruit of a series of events and discussions around shared interests in youth in Africa over the last few years.

Dr Jim Sumberg (IDS) is Principal Investigator for the project. Máiréad leads its Research Reference Group, which brings together experts from universities and

INGOs in both the UK and Africa to advise on research methodology and monitor the progress of the research.

The three year project uses a mixed-methods approach.

The first stage involves quantitative analysis of World Bank household panel data for six countries in East and West Africa (Ethiopia, Tanzania, Uganda, Burkina Faso, Nigeria and Niger). The qualitative strand of the research involves in-depth case studies in four SSA countries, including Nigeria, Ethiopia and Uganda. In each country, youth perspectives on their livelihoods and imagined futures will be explored in four different rural locations through focus group discussions, individual interviews and photo elicitation methods. Throughout, the project has a strong focus on the gendered dynamics of youth livelihoods in the different rural contexts. All case studies will be conducted with the support of local researchers.

CIE's contributions to the research activities are particularly focused on the role of education and the family in the construction of rural youth futures. Dr Maryoke Oosterom (IDS) has recently led the first of the Ugandan case studies. Dr Barbara Crossouard will initiate the Nigerian case study work later this year, in conjunction with Dr Bela Teekin of the International Institute of Tropical Agriculture (IITA) in Ibadan, Nigeria.

HIGHLIGHTS

Improving the Efficiency and Effectiveness of Secondary Education in Africa Research Project

This research project was led by CIE Deputy Director, Professor of International Education and Development - **Kwame Akyeampong** (PI), Lecturer in International Education - **Dr Marcos Delprato, Emeritus Professor Keith Lewin** and Research Fellow - **Dr George Mindano**, and ran from September 2017 to May 2018.

A fundamental objective of the project was to develop an explanation of the school-level efficiency factors that impact on learning outcomes and for which types of secondary schools in Malawi and Uganda. Thus, the research was designed to provide insights into how different types of secondary schools within and across the two countries make use of all their resources (human, financial and physical) and to what end. Based on the findings we proposed internal school and national level changes that might result in improved efficiency to make universal access to quality secondary education equitable and more affordable for young people in the study countries, and in similar country context in SSA. A final research report has been produced and submitted to the funder, the Mastercard Foundation.

Building Resilience Amongst Refugees

Professor Yusuf Sayed and **Dr Marcos Delprato** were awarded major new funding through the European Union for research into 'Building Resilience: Education opportunities in fragile and crisis affected environments'. The research will take place in Ethiopia and Somalia.

The research project began in 2018 and will continue for three years.

Research to improve understanding of Complementary Basic education in Africa

Professor Kwame Akyeampong is leading a DFID funded research grant to investigate transition of Complementary Basic Education (CBE) graduates into government public schools in Ghana.

Although the expectation is that CBE graduates in Ghana will continue to make progress and complete their basic education, the precise nature and wider benefits, in terms of school retention, reduced drop out, learning outcomes, and successful transitions into further schooling or the labour market have yet to be investigated. This research seeks to improve understanding of the impact of CBE in Ghana and its wider implications for improving access to out-of-school children in Africa. The 2-year research is by supported IMC Worldwide and ends in December 2018

SPOTLIGHT

Visiting Research Fellow: **Mónica Almanza-Marroquín**, Universidad de los Andes, Bogotá (January – June 2018)

My name is **Mónica Almanza-Marroquín**. I am Colombian, and a Doctoral Researcher in Education at the Universidad de los Andes, Bogotá. I am particularly interested in the intersection between education, conflict and peacebuilding. Specifically, I am interested in the pedagogical uses of personal, collective and historical memories of the Colombian internal armed conflict, in higher education.

During a meeting on 'Transitional Justice and Education' in September 2017 in Bogotá, I met **Professor Mario Novelli**, to whom I expressed my interest in visiting the Centre for International Education to learn more about his work on education and conflict, as well as to contribute to the academic discussion from my experience as a university lecturer and researcher.

During my stay at CIE, I was mainly learning from Mario and the students on the International Education and Development MA course through my participation in the Global Governance of Education and Conflict module.

I also had the opportunity to attend various activities organised by different academic units, where interesting and enriching conversations emerged. I also had the opportunity to present my own work at a CIE lunchtime seminar. I was really honoured to have such a well attended audience, and I was asked very pertinent and thought-provoking questions that illuminated my understanding of the subject. I have found two things especially valuable from this academic visit: Firstly, I now have a much greater realisation of the various different roles that education and its actors can play in contexts of violent conflict - getting to know the variety of existing perspectives has really helped me to clarify my own position. Secondly, I now have a much clearer understanding of the importance of this field of research in various different educational scenarios. I would like to thank all members of CIE and the School of Education and Social Work for their warm welcome and for allowing me to engage in their discussions. In the future I hope to keep in touch with CIE and to explore possibilities for further collaboration.



SPOTLIGHT

Postgraduate Research Fellow: **Dr Birgul Kutan**

Dr Birgul Kutan joined CIE in 2018 on a two-year Postdoctoral Fellowship to lead the research in Turkey for the new ESRC research project, 'Learning in Social Movements and the Struggle for Social Justice: Case studies for four conflict affected contexts'.

Dr Kutan, is a human geographer, with a PhD from the University of Bristol and two Master's degrees – an MSc in Development Studies and an MRes in Society and Space.

Alongside leading the research in Turkey, Birgul plays a key role in managing the overall ESRC project, which brings together social movement activists and researchers from Turkey, Colombia, Nepal and South Africa.

HIGHLIGHTS

ESRC Social Movement project holds first Inter-team research meeting in Nepal (14-21 January 2018)

The new ESRC project, 'Social Movement Learning and Knowledge Production in the Struggle for Peace with Social Justice: Case Studies from Four Conflict-Affected Contexts' is being led by **Professor Mario Novelli** and was launched in Nepal with a one week whole-team meeting with representatives from the UK, Colombia, Nepal, South Africa and Turkey.

The first three days were spent in closed sessions, developing a research framework and methodology. The last four days were spent visiting the Madhesh community in the Terai Planes, Nepal.

The Madhesh community have been historically marginalised in Nepal and are fighting for recognition and equal access to public resources.

The visit provided a fantastic opportunity to exchange experiences between the different social movements and discuss challenges and commonalities between them.



Success of Certificate in Inclusion Education in Uganda

Senior Lecturer in Education - **Dr Jo Westbrook**, delivered the second session for a Certificate in Inclusive Education course to 108 Primary Teacher Tutors in Uganda in October 2017 and again in January/February 2018.

Following the success of the year-long course, it is being rolled out to all tutors working within in 54 Primary teacher colleges - including primary teacher trainees, primary school Inspectors and District Education officers - from July 2018.

Following the success of the year-long course, it is being rolled out to all tutors working within in 54 Primary teacher colleges - including primary teacher trainees, primary school Inspectors and District Education officers - from July 2018.

FUNDED RESEARCH

NEW RESEARCH

Title: Building Resilience: Education Opportunities in Fragile and Crisis Affected Environments

Researchers: Professor Yusuf Sayed and Dr Marcos Delprato

Funder: European Union (£446,696)

Research period: January 2018 – December 2021

Title: Moving through school to HE: The aspirations and experiences of refugee background students

Researcher: Dr Linda Morrice

Funder: Sussex Learning Network (£7,973)

Research period: February 2018 – September 2018

Title: Including Rural Youth in Madagascar's Plans for Sustainability

Researcher: Professor Máiréad Dunne (PI)

Co-Researcher: Daniella Rabino, Doctoral Researcher

Funder: Research Impact Fund, University of Sussex (£3000)

Research period: 2 weeks (June 2018)

ONGOING RESEARCH

Title: Social Movement Learning and Knowledge Production in the Struggle for Peace with Social Justice: Case studies from four conflict-affected contexts: Colombia, Turkey, South Africa and Nepal

Researcher: Professor Mario Novelli

Funder: ESRC (£442,670)

Research period: January 2018 – July 2020

Title: Challenges and Opportunities for Rural Youth Employment in Sub-Saharan Africa: A mixed-methods study to inform policy and programmes

Researchers: Dr Jim Sumberg, Dr Barbara Crossouard, Professor Máiréad Dunne and Dr Dorte Thorsen

Funder: International Fund for Agricultural Development (£95,479)

Research period: April 2017 – April 2020

COMPLETED RESEARCH

Title: Expanding Secondary Schooling in India

Lead Researcher. Emeritus Professor Keith Lewin

Sponsor: Ministry of Human Resource Development India and DFID

Research period: 2015 – 2018

Title: Troubling Muslim Youth Identities: Nation, Religion, Gender

Researchers: Professor Máiréad Dunne and Dr Barbara Crossouard

Funder: ESRC Impact Acceleration Account, Fast Track Engagement Fund (£2,590)

Research period: November 2017

Title: Longitudinal Study of the 'Speed Schools' Project in Ethiopia

Lead Researcher: Professor Kwame Akyeampong

Sponsor: Geneva Global

Research period: November 2014 – December 2017

Title: Increasing Efficiency and Improving Quality of Secondary Education in Africa

Researcher: Professor Kwame Akyeampong

Funder: Mastercard Foundation (£192,221)

Research period: September 2017 – March 2018

Title: Global Synthesis of Teacher Education Policy: A synthesis report on education policies focusing on 27 countries in Latin, America, and MENA

Researcher: Professor Yusuf Sayed (PI)

Funder: Task Team for Teachers for EDUCATION 2020, UNESCO

Research period: September 2015 – October 2017

Title: Engaging Teachers in Peacebuilding in Postconflict Contexts: Evaluation of education interventions in South Africa and Rwanda

Lead Researcher: Professor Yusuf Sayed

Co-Researchers: Professor Mario Novelli and Dr Naureen Durrani

Funder: ESRC-DFID

Research period: September 2014 - December 2018

KEYNOTE ADDRESSES AND CONFERENCES

Professor Mario Novelli, CIE Director, gave his inaugural Professorial Lecture on 6 June 2018 at the University of Sussex. The Lecture, entitled ‘Education, Conflict , War and Peace: Between Governance and Resistance’ explored 20 years of committed research in the field of education and conflict. The lecture ended with a call for academic freedom in Turkey, where Dr Onur Hamzaoglu has been in prison since February 2018 for signing a letter calling for peace in Afrin, Syria after the Turkish military had entered the region.



Professor of International Education and Development Policy - **Yusuf Sayed** led discussions at a ‘Teachers and Social Cohesion’ roundtable in Cape Town, South Africa on 19 October 2017.

Organised by the Centre for International Teacher Education (CITE) at the Cape Peninsula University of Technology (CPUT) and the Independent Journal Review, the event attracted participants from CPUT, universities, teachers’ unions, NGOs and other civil society, policy-makers, various academics and independent researchers, the national Department of Basic Education, and Education For Reconciliation Project Leader at IJR, Lucretia Arendse.

Professor Mario Novelli gave a keynote entitled ‘Education, Conflict & Peacebuilding: Transcending negative peace, peace education and the global education agenda’ at the European Conference on Education 2018 (ECE2018), IAFOR, on 29 June in Brighton.

GLOBED ERASMUS+ M.A COURSE 17/19
INAUGURATION SESSION



'THE SECURITISATION OF INTERNATIONAL DEVELOPMENT AND EDUCATION'

 DR. MARIO NOVELLI, UNIV. OF SUSSEX (UK)

 SEPTEMBER 18, 15:00.

 SALA D'ACTES, POSTGRADUATE SCHOOL, UAB

Professor Mario Novelli gave the keynote, 'The Securitisation of International Development and Education' at the GLOBED-ERASMUS MA opening ceremony, Universidad Autonoma de Barcelona, Spain, on 17 September 2017.

In September, he also attended the TETT Workshop in Montreal, Canada and presented a paper entitled 'Undermining International Solidarity and the Right to Dissent: De-radicalisation as discourse and practice in UK Education'.

Mario subsequently presented at two events in Colombia between 31 October and 4 November 2017:

In Bogota, he presented 'Peace and Social Justice in and through Education: Global reflections' at a major international conference on Transitional Justice and Education Policy, where academics and experts from both governmental agencies and non-governmental organisations discussed the challenges of education for peace and history education in (post) conflict societies. The event was organized by the Georg Eckert Institute and the German-Colombian Peace Institute (CAPAZ) in conjunction with the University of Los Andes and the University of Rosario, Bogota.



In Cali, he presented at the seminar, 'The Construction of Territorial Peace and Alternative Pedagogies', as part of preparations for the recently funded ESRC project 'Social Movement Learning and Knowledge Production in the Struggle for Peace with Social Justice: Case Studies from Four Conflict-Affected Contexts'.

The project began in 2018, and explores social movement learning in Colombia, Turkey, South Africa and Nepal over two years.

Professor Kwame Akyeampong organised a three-day workshop (6-8 November 2017) to kick-start his new Mastercard funded research.

The event was attended by Dr Joseph Chimombo - formerly of the University of Malawi, and Lead Researcher for Malawi, Dr John Sentongo from Makerere University - who is also lead researcher for Uganda. Also in attendance were Education Research Fellow - **Dr George Mindano, Dr Marcos Delprato** and **Emeritus Professor Keith Lewin**.

Emeritus Professor Keith Lewin was a member of the British Association for Comparative and International Education (BAICE) Question Time panel at the UKFIET Oxford Conference in September 2017. Keith also published a new monograph for the Global Partnership for Education (GPE), the largest multi-lateral source of funding for basic education in low income countries.

The GPE is currently seeking a \$3 Billion replenishment and his paper is part of the analytic work to anticipate how the programme should develop through to 2030. The paper was launched at a panel at the UK Forum for International Education Conference (UKFIET) chaired by Chief Technical Advisor of the Partnership, Karen Mundy.

Senior Lecturer in International Education and Development - **Dr Naureen Durrani, Professor Yusuf Sayed** and **Professor Mario Novelli** gave a paper at UKFIET on 'Curriculum Texts for Social Cohesion in Post-conflict Contexts: Insights from Rwanda and South Africa'. Naureen also gave a paper with Professor Anjum Halai (Aga Kahn University) on 'Dynamics of Gender Justice Conflict and Social Cohesion: Analysing educational reform in Pakistan'.

Dr Marcos Delprato presented a paper on the role of parental educational expectations on the achievement for indigenous population using a recent learning survey for Latin America (TERCE).

Professor of Education and Social Research - **John Pryor** and **Dr Jo Westbrook** presented a paper on 'Sustainable Pedagogy in a Low Resource Context: Implications for education quality' which focused on their research on pedagogy as part of Speed Schools in Ethiopia research.

On 7 September 2017, **Professor Mario Novelli, Professor Yusuf Sayed** and **Dr Naureen Durrani** presented the main findings from their ESRC/DfID Joint Fund for Poverty Alleviation research on 'Teachers as Agents of Peacebuilding and Social Cohesion in Post Conflict Contexts' at a public symposium at University College London.

The research was conducted in South Africa and Rwanda between 2015-17 by researchers from the University of Sussex, the University of Bristol, CPUT - South Africa, and the College of Education, University of Rwanda.

Emeritus Professor Keith Lewin gave a keynote speech in plenary to the Sixth World Comparative Education Forum hosted by Beijing Normal University, 24-26 September 2017. Keith has been an Honorary Professor at BNU since 1991. His presentation was entitled 'Aid to Education and Sustainable Development: How Much, to Whom, for What?'.

In October 2017, Senior Lecturer in Education - **Dr Linda Morrice** was an invited speaker at Palace of Westminster event, 'The NATECLA', chaired by Heidi Alexander MP. An ESOL strategy for England, 'How far have we got?', draws on resettlement research to call for a national ESOL strategy. In November, Linda was invited to speak at the Office for Fair Access (OFFA) and Higher Education Funding Council (HEFCE) about her research on refugee students in Higher Education.

On 13 November 2017, **Professor Kwame Akyeampong** joined Educaid in Brussels to give a lunchtime seminar on development cooperation to improve teacher education and maximise learning for vulnerable students.

On 28 November 2017, **Dr Naureen Durrani** was invited to give a seminar on 'Gender Justice and Social Cohesion: Exploring the role of educational reforms in conflict-affected Pakistan' for the Centre for European and International Studies Research (CEISR) at the University of Portsmouth.

In February 2018, **Dr Naureen Durrani** was invited to present a 'guest seminar' at the University of Amsterdam. Seminars were on the topics of 'Teachers as Agents of Change in Conflict-affected Contexts' and 'Gender justice, education and conflict'.

On 6 March 2018, **Professor Kwame Akyeampong** gave a keynote entitled 'A Vision of Equitable Quality Education in Sub-Saharan Africa' at the Japan Education Forum for Sustainable Development held at the Japan Ministry of Foreign Affairs, Tokyo.

At the Comparative International Education Society Annual Meeting, **Professor Máiréad Dunne**, **Dr Naureen Durrani**, **Dr Barbara Crossouard** and Dr Kathleen Fincham led a symposium on their new book *Pluralising Muslim Youth Identities. Nation, Religion, Gender* which is published by Palgrave. The conference ran from the 25th-29th of March 2018 and was held in Mexico City. Dr Marcos Delprato also gave a paper at this conference outlining the project 'Increasing Efficiency and Improving Quality of Secondary Education in Africa'.

On 15 May 2018, **Professor Kwame Akyeampong** presented research under the title 'Transforming the Educational Experiences of African Children through Transformative Teacher Training' at The Sabre Trust Annual Conference in London.

Professor Mario Novelli gave his keynote 'Education, Conflict and International Development' at The Second International Colloquium on Education and Development Cooperation entitled 'Contexts, Challenges and Agendas'. The colloquium was held between 25 and 26 May at the Centre for African Studies in Porto, Portugal.

From the 29 May – 1 June 2018, **Dr Naureen Durrani** took part in the XXVIII Conference of the Comparative Education Society in Europe (CESE) in Nicosia at the University of Cyprus. She gave a paper with Laila Kadiwal (Research Associate, UCL Institute of Education) on 'Framing Citizenship in Conflict-affected Pakistan: Implications for global citizenship curriculum'.

On 6 June 2018, **Professor Mario Novelli** gave his inaugural Professorial Lecture at the University of Sussex: 'Education, Conflict, War and Peace: Between governance and resistance'.

Dr Jo Westbrook presented a paper at the British Association of Applied Linguistics Special Interest Group on Languages in Africa one day conference (11 May) on 'Tensions Between African Languages and English in Early Years Education in Uganda' - collaboration with Margaret Baleeta (Bugema University, Uganda), Annette Islei (Advisor for CAARD, Mountains of the Moon University, Uganda), Gonzaga Kaswarra & Saphinah Tuhaise (Both Mountains of the Moon University, Uganda). The conference was hosted by SOAS, University of London.



IMPACT

Senior Education Lecturer and CIE member, Dr Linda Morrice, wins an award for the beneficial impact of her research on refugees in Brighton and Hove



Congratulations to **Dr Linda Morrice** who scooped a University Impact Award for her outstandingly impactful research on 'Language as the Key to Refugee Resettlement'.

Co-applicants were Linda Tip (University of Brighton), Mike Collyer (Global Studies, University of Sussex) and Rupert Brown (Psychology, University of Sussex).

Linda's study identified English language as a key driver of social integration of resettled refugees, leading to higher levels of health and wellbeing, improved confidence and more positive contact with British people.

However, policy and practice is not meeting the diverse learning needs of refugees leaving some groups vulnerable to exclusion and isolation.

As a result of the research, Brighton and Hove City Council have successfully bid for an English for Speakers of Other Languages (ESOL) Hub, which will provide a coordinated response to refugees.

The findings also directly inform the impending changes to the UK Government's Indicators of Integration, which now include a discrete domain for language alongside local and national good practice indicators for language learning provision based on our research.

Linda will prepare an Impact Case Study for internal review later in 2018.

SPOTLIGHT

Making an Impact: Speed Schools

Research conducted by CIE has contributed to greater understanding of the impact of accelerated learning pedagogy on second chance education for out of school children in Sub-Saharan Africa (SSA). There is very little research in SSA that has attempted to track the educational trajectories of school dropouts who have been given a second chance education through an accelerated learning programme.

The research on Speed Schools in Ethiopia has addressed a knowledge gap in international research on complementary basic education – the mystery of why Complementary Basic Education programmes work as well as they do from a pedagogical or learning theory point of view. For the study, a cohort of out of school children were tracked who had been given a second chance education between 2011 and 2017. Critically, the research provided evidence on how a Complementary Basic Education pedagogy can produce not only faster learning, but more effective learning for sustained access to education for the poorest children in society.

In 2018, [this research](#) was cited in HundrED Global (an annual collection of 100 inspiring innovations in K12 education that are innovative, impactful and scalable), in the submission of Speed School pedagogy as an innovative pedagogy improving access to education for the most marginalised populations, children denied an education due to poverty, conflict, or discrimination.

Ensuring that the research findings have the widest impact is a driving force behind how CIE approaches research, and what it does to ensure its research is influencing policy and development thinking. This is why all CIE researchers take a serious view of who is reading or using our research and how it is influencing policy or shaping new ideas about education and development.

Kwame presents at the Legatum Institute, London, July 2018



SPOTLIGHT

Inclusive Education in Uganda

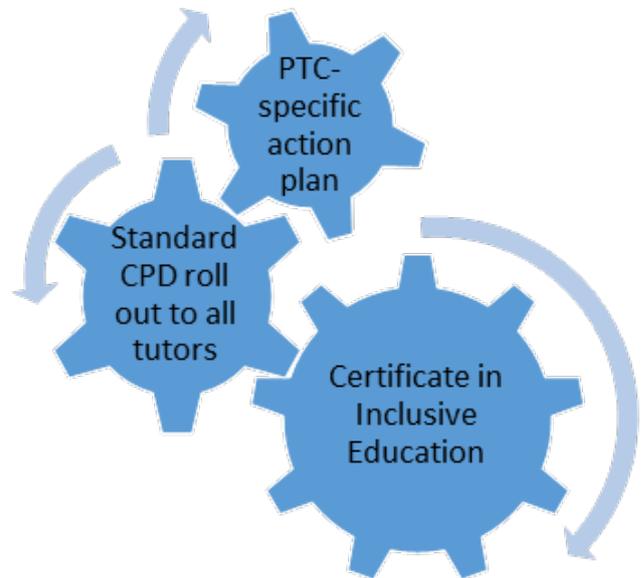
Dr Jo Westbrook and Education Lecturer, **Dr Jacqui Shepherd**, are consultants/researchers on a project on inclusive education in Uganda, funded by Sightsavers UK, and in collaboration with the University of Kyambogo, Kampala, from 2016-2021. The aim is ambitious: to impact positively on all children with mild to moderate disabilities can access and learn in inclusive (mainstream) primary schools, taught by knowledgeable, inclusive teachers.

Key issues identified by the team early on was to challenge negative attitudes towards children with disabilities from tutors, parents and communities, in identifying and assessing children, working with stakeholders and – most importantly - teaching inclusively so that all children can learn in diverse, large and resource-constrained classrooms.

The design has three phases:

1. Development of ten modules for a validated Certificate in Inclusive Education, taken by all two PTC tutors from each of 54 Primary Teacher Colleges via face to face teaching and distance learning, over one year. This was jointly devised by specialist SEN staff at Kyambogo University with Jacqui and Jo present in country as consultants to the module design.
2. Face to face teaching of the modules to all 108 PTC tutors over three separate weeklong interactive residential workshops at the specialist SEN PTC Loro in northern Uganda (June 2017, October 2017 and February 2018). Jo has played a very active role in teaching and monitoring impact at these sessions.
3. Development of an abridged version of the Certificate, written by Sussex, and taught by pairs of PTC tutors to all of their colleagues at each PTC from September 2018. Following this, each PTC is to come up with their own action plan on delivering inclusive education to their trainees.
4. All PTC tutors are then empowered to teach their trainees inclusively for their subject and are able to identify inclusive and exclusive practices while supervising trainees on the practicum and give constructive support
5. Trainees in turn teach disabled children inclusively, know how to assess and how to contact appropriate stakeholders in the community, including parents and medical practitioners.
6. As NQTs, trainees continue to improve their inclusive practice and act as role models for parents, and other teachers.

The following diagram below illustrates the relationship:



Additionally, College Principals and Deputy Principals, as well as Coordinating Tutors responsible for CPD across the 'Core' PTCS have been given a day's orientation on the philosophy, purpose, content and aims of the Certificate. District Inspectors are included in this orientation and will distribute leaflets on the project to all Districts and Municipalities (121 districts, 20 Municipalities).

Impact is strong because of a good stakeholder partnership: the Dean of the School of Special Needs, Dr Eron and the Head of Department Dr Stackus work closely with Sightsavers Uganda, and with national Disabled People's Organisations and Unions, such as Margaret Atia Akwango from the National Society for Disabled Children working. The Commissioner for Special Needs Dr Pamela Nizeyimana and Mr Wilber Wanyama, the Minister for Basic Education are also closely involved and travelled up several times to observe the training in Loro, took part in the formal Closing Ceremony on 1 February 2018 and are part of the formal Monitoring & Evaluation.

Impact of the Inclusive Project so far: PTC tutors show great commitment and engagement with the concept and practice of inclusion, with a strong sense of being change agents for their PTC. Tutors evidently enjoyed learning, in particular Braille to Grade Two, and, with great enthusiasm and humour, Ugandan Sign Language and finger-spelling.

It was heartening to recognise that many tutors already had some basic sign language, and it became commonplace during those weeks for everyone to sign and interpret automatically.

At the final face to face session in February 2018, Jo and Veronica Stapleton from Sightsavers UK held four focus group discussions with six tutors each to understand the impact of the Certificate. This was considerable - many using the word 'conversion' to indicate the profound challenge to their prior beliefs about CWD. They have already cascaded much to their tutor colleagues, sensitised PTC administration. One has made links with local refugee camps to work with disabled refugee children and another is working with a Deaf School. They are also modelling how to teach inclusively for their colleagues.

Next Steps for Sussex 2018-21:

Jo and Jacqui will take part in the wide ranging monitoring and evaluation of the Certificate, over the next year, observing tutors deliver the rollout of the course with Kyambogo colleagues in a number of representative PTCS and, as the project rolls out, in the classrooms of trainees and of NQTS. Most importantly, they will be gathering impact evidence of the rightful beneficiaries, disabled children, as they learn inclusively and happily in the classroom. However, right now, it is the immediate impact of the Certificate upon the PTC tutors that may well be the key impact measure of the project.

Professor Mario Novelli with Dr Friedrich Affholter, Director of the UNICEF Peacebuilding, Education and Advocacy Programme, New York: 18 June 2017

Education & Peacebuilding Impact on UNICEF and Global Actors: 2014-20

Professor Mario Novelli received HEIF funding to travel to New York between 18-22 July 2018 as part of ongoing impact data collection for his research on Education and Peacebuilding.

Mario interviewed members of UNICEF, the UN Peacebuilding Support Office, the International Centre for Transitional Justice (ICTJ) on the on ongoing impact of UNICEF funded research led by the CIE on the relationship between Education and Peacebuilding.

The data collected will support a potential REF 2020 impact case study on this work.



KNOWLEDGE EXCHANGE AND PUBLIC ENGAGEMENT

Social Dimensions of Landscape Change, Madagascar: June, 2018

In June 2018, **Professor Máiréad Dunne** joined CIE Doctoral Researcher, Daniella Rabino, in Madagascar to introduce social perspectives for youth planning in sustainable development with workshops in the capital Antananarivo and at research centre, Centre ValBio, in the rainforest Ranomafana National Park.

Their trip led to the development of a partnership between the Ministry of Youth and CIE to collaborate on the operationalization of their National Action Plan. This included leading the outreach teams at Centre ValBio in a workshop to map the social components and challenges that surround the many efforts engaging with over 50 rural communities around the forest.

Meetings were held in the capital, to launch the Green Climate Fund led by Conservation International (\$18.5 million) to workshop interdisciplinary planning on sustainable adaptation and mitigation of climate change. Máiréad and Daniella presented on the social dimensions for approaching rural and biodiverse landscapes as spaces for citizenship and inclusion. This led to important discussions with Professor Patricia Wright, anthropologist, and Dr Benjamin Andriamihaja, Dr Glenn Bush, climate scientist, and Catholic Relief Services, about the ways in which education research and social knowledge connect with science.

The two-week meetings concluded with discussions at Conservation International and UNICEF about the potential for future research and work on youth and citizenship in Madagascar.

Daniella Rabino and Professor Máiréad Dunne with participants of the Green Climate Funding (GCF) Collaborative Workshop, Antananarivo, Madagascar



SPOTLIGHT

Troubling Muslim Youth Identities

Many CIE and Sussex faculty, students and invited guests attended the launch of 'Troubling Muslim Youth Identities: Nation, Religion, Gender' by **Professor Máiréad Dunne, Dr Naureen Durrani, Dr Kathleen Fincham** (University of Brighton) and **Dr Barbara Crossouard** at the Attenborough Centre for the Creative Arts on 19 October 2017. The new CIE publication 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. The authors' rigorous and detailed accounts of the local, situated and contingent ways in which youth articulate their identities sets out to 'trouble' the overly homogenised representations of Muslim youth in circulation within local and global imaginaries.

After a welcome by Deputy Vice Chancellor, Saul Becker, the book was introduced by Dr Jordan Naidoo (UNESCO, Paris) who commented specifically on the significance of the book for challenging current discourses around global citizenship education with the SDGs. Dr Naidoo also highlighted the book's salience in current times, when demands for gender equality jostle with heightened fears and anxieties about youth, religious fundamentalism and conflict, especially in the Global South. The book was subsequently nominated for the CIES Jackie Kirk Award for books making an outstanding contribution to the fields of gender and education.

Dr Naureen Durrani / Dr Barbara Crossouard / Jordan Naidoo / Professor Máiréad Dunne / Jennifer Agbaire / Dr Kathleen Fincham



Kathleen Fincham and Barbara Crossouard

Pedagogy and Practice in Nigeria and Cambodia

Education Lecturer, **Dr Mariam Attia**, along with Professorial Teaching Fellow and Head of the Department of Education - **Dr Simon Thompson**, Senior Lecturer in Higher Education - **Dr Tamsin Hinton-Smith** and Education Lecturer - **Dr Emily Danvers**, contributed to an intensive five-day professional development course on higher education pedagogies for 80 senior academics from different parts of Nigeria.

The course was entitled 'Transformative Higher Education Pedagogy and Practice: An Intensive Professional Development Course for Leaders of Teaching and Learning in Nigeria', and was funded by the National Universities Commission (NUC) - the equivalent to HEFCE in Nigeria.

Mariam also designed and delivered the intensive five-day training course 'Capacity Building in Coaching, Mentoring and Pedagogic Practice' to 22 senior teachers and researchers and the Parliamentary Institute of Cambodia (PIC) in Phnom Penh, Cambodia.

CIE Online

Dr Marcos Delprato wrote a blog entitled '[How can learning surveys inform policies close to the learning gap due to bullying?](#)' for the IIEP learning Portal (UNESCO).

He also wrote a blog for UKFIET entitled '[Why parental aspirations matter for children's learning among indigenous populations in Latin America within the new SDG agenda](#)' in January 2018.

SOCIAL EVENTS AND FAREWELLS

Farewell to Dr Naureen Durrani

After five years of outstanding service to CIE and the School of Education and Social Work, **Dr Naureen Durrani** decided to leave the University of Sussex in July 2018 to take up a Professorship at the University of Nazarbayev, Astana, Kazakhstan.

Naureen has led the International Education and Development MA course since 2015 and saw student numbers nearly double during that period. She has also led a series of research projects in Pakistan related to her core interests of gender, social inclusion, peacebuilding and youth.

Naureen is a wonderful colleague, an inspiring teacher and a world class researcher and will be sadly missed. She will become a CIE Research Fellow and we look forward to collaborating with her as she transitions to Kazakhstan.

Luke's Walk 2017

The Annual 'Luke's Walk' event - held in memory of former CIE doctoral researcher, Dr Luke Akaguri, who died shortly after completing his PhD in 2012 - took place on 22 October, 2017. Faculty and doctoral researchers were joined by MA students, friends and family for the walk, a picnic and a great game of football.



PUBLICATIONS

- Agbaire, J.** (Forthcoming 2018) 'University access and "comparative disadvantage" in 'Nigeria: A reflection on the criticality of equity for sustainable development', *International Journal of Higher Education and Sustainability*.
- Akyeampong, K.** (2017) 'Teacher educators' practice and vision of good teaching in teacher education reform context in Ghana', *Educational Researcher*, 45 (4): 194-203.
- Akyeampong, K.,** Adzahlie-Mensah, Vincent. (2017) 'Recent trends in school social control in sub-Saharan Africa', in Deaking, J., Taylor, E., Kupchik (eds.) *The Palgrave International Handbook of School Discipline, Surveillance, and Social Control*. London: Palgrave Macmillan. pp. 191-211.
- Akyeampong, K.** (2018) 'Learning to teach in Ghana: lessons for institution-based teacher education for the African context', *International Handbook on Teacher Quality and Policy*. London: Routledge, pp. 478-92.
- Akyeampong, K.,** Adu-Yeboah, C., Kawaah, C. (2018) 'Assessing the actual needs of untrained teachers with previous teaching experience in Ghana' in Sayed, Y., Badroodien, A. (eds.) *Continuing Professional Development of Teachers in Sub-Saharan Africa: Challenges and Prospects*. London: Bloomsbury Academic. pp. 57-81.
- Akyeampong, K., Delprato, M.,** Sabates, R., James, X., **Pryor, J., Westbrook, J.,** Humphreys, S. and Haile Tsegay, A. (2018). Speed School Programme in Ethiopia. *Tracking the progress of Speed School students 2011-2017*. Project report.
- Crossouard, B., Dunne, M. and Durrani, N.** (forthcoming). 'Silencing youth sexuality in Senegal: intersections of medicine and morality'. *Gender and Education*.
- Delprato, M.** and Chudgar, A. (2018) 'Factors associated with private-public school performance: analysis of TALIS-PISA link data', *International Journal of Educational Development*, 61: 155-72.
- Delprato, M., Akyeampong, K. and Dunne M.** (2017) 'The Impact of Bullying on Students' Learning in Latin America', *International Journal of Educational Development*, 52: 37-57.
- Delprato, M.** and **Akyeampong, K.** (2017) 'The effect of early marriage timing on women's and children's health in Sub-Saharan Africa and South West Asia', *Annals of Global Health*, 83 (3-4): 557-67.
- Delprato, M., Akyeampong, K. and Dunne, M.** (2017): 'Intergenerational education effects of early marriage in Sub-Saharan Africa', *World Development*, 91: 173-192.
- Delprato, M.,** Alcott, B., Rose, P., and Sabates, R. (2017) *Analysing cost-effectiveness of raising learning for marginalized girls through Camfed's programme: A methodological note*. Project Report. Research for Equitable Access and Learning (REAL) Centre, University of Cambridge.
- Dunne, M., Durrani, N.,** Fincham, K. and **Crossouard, B.** (eds.) (2017) *Troubling Muslim Youth Identities: Nation, Religion, Gender*. London: Palgrave Macmillan.
- Sayed, Y.,** Badroodien, A., Omar, Y., Ndabaga, E., **Novelli, M., Durrani, N.,** Barrett, A., Balie, L., Salmon, T., Singh, M., Kaleeba, A., Bizimana, B., Habumuremyi, J., Ntahomvukiye, C., Rwabyoma, A., Rubagiza, J. and Utomi, J. (2018) [Synthesis Report: 2018] *Engaging teachers in peacebuilding in post-conflict contexts: Rwanda and South Africa*. Project Report. ESRC/DFID Poverty Alleviation Fund.
- Durrani, N.,** Halai, A., Kadiwal, L., Rajput, S. K., **Novelli, M. and Sayed, Y.** (2017) *Education and social cohesion in Pakistan*. Project Report. Research Consortium Education and Peacebuilding, University of Sussex.
- Durrani, N.** and Halai, A. (2017) 'Dynamics of gender justice, conflict and social cohesion: Analysing educational reforms in Pakistan', *International Journal of Educational Development*, 61: 27-39.
- Fassetta, G., Imperiale, M. G., Frimberger, K., **Attia, M.** and Al-Masri, N. (2017) 'Online teacher training in a context for forced immobility: the Case of Gaza, Palestine'. *European Education*, 49 (2-3): 133-150
ISSN 1056-4934
- Higgins, S.** and **Novelli, M.** (2018) 'The Potential and Pitfalls of Peace Education: A Cultural Political Economy Analysis of the Emerging Issues. Teacher Education Curriculum in Sierra Leone'. *Asian Journal of Peacebuilding*, 6 (1): 29-53
ISSN 2288-2693

Lewin, K. (2017) 'The educational challenges of transition: key issues for low and middle Income countries for the GPE Toward 2030', *Global Partnership for Education Working Papers*.

Miles, S., **Westbrook, J.** and Croft, A. (2018) 'Inclusions and exclusions in rural Tanzanian primary schools: material barriers, teacher agency and disability equality', *Social Inclusion*, 6 (1): 73-81.

Morrice, L. (2017) 'Transnational migration, everyday pedagogies and cultural destabilization'. In Milana, M., Holford, J., Webb, S., Jarvis, P., Waller, R (eds.) *The Palgrave International Handbook of Adult and Lifelong Education and Learning*. London: Palgrave Macmillan, pp. 649-65.

Verger, A; **Novelli, M.** and Kosar-Altinyelken, H. (Eds) (2018) *Global Education Policy and International Development: New agendas, issues and policies*. London: Continuum (Second Edition, fully updated)

Novelli, M. (2017) 'Education & countering violent extremism: western logics from South to North', *Compare: A Journal of Comparative and International Education*, 47 (6): 835-51.

Novelli, M., Lopes C., Mieke, T. A. and Smith, A. (2017) 'The 4Rs Framework: Analysing education's contribution to sustainable peacebuilding with social justice in conflict-affected contexts', *Journal on Education in Emergencies*. 3 (1): 14-43.

Sabates, R., Rose, P., **Delprato, M.** and Alcott, B. (2018) *Cost-effectiveness with Equity: Raising learning for marginalised girls through Camfed's programme in Tanzania Research, Equitable Access and Learning* (REAL) Centre, University of Cambridge Research and Policy Papers, 18(2).

Sabella, T. and **Crossouard, B.**, (2017) 'Jordan's primary curriculum and its propensity for student-centred teaching and learning'. *Compare: A Journal of Comparative and International Education*.

Sayed, Y., Badroodien, A., Omar, Y., Ndabaga, E., **Novelli, M.**, **Durrani, N.**, Barrett, A., Balie, L., Salmon, T., Singh, M., Kaleeba, A., Bizimana, B., Habumuremyi, J., Marie V., Ntahomvukiye, C., Rwabyoma, A., Rubagiza, J. & Utomi, J. (2018) *Engaging teachers in peacebuilding in post-conflict contexts: Rwanda and South Africa*. Project Report. ESRC/DFID Poverty Alleviation Fund.



SEMINARS AND EVENTS

CIE makes a strong and significant contribution to the research culture and environment of the School of Education and Social Work by hosting regular seminars. Platforms include the ESW Open Seminar Series, CIE Research Cafés, Occasional Seminars, Doctoral Roundtable Discussions and the Sussex Development Lectures.

OPEN RESEARCH SEMINARS

19 October 2017

Professor Saul Becker (Deputy Vice-Chancellor, University of Sussex), Dr Jordan Naidoo (UNESCO, Paris), Professor Máiréad Dunne, Dr Barbara Crossouard (University of Sussex), Dr Naureen Durrani (University of Sussex), Dr Kathleen Fincham (St Mary's University)

Troubling Muslim Youth Identities: Nation, Religion, Gender

6 November 2017

Dr Mariam Attia, Lecturer in Education, University of Sussex

Teacher Education in a Context of Occupation and Siege: The Case of Gaza

7 November 2017

Dr Patricia C. Wright, Distinguished Service Professor, Institute for the Conservation of Tropical Environments, Stony Brook University, New York, USA

Lives at the Forest Edge: Innovating inclusion for sustainability in Madagascar

9 November 2017

Felix Padel, Anthropologist and author on tribal issues in India

What's Happened and Happening in Tribal Identities and 'Development' since Independence? Decolonisation, internal colonialism and hopes for transcendence

20 November 2017

Dr Jo-Anne Dillabough, Reader in Education, University of Cambridge

Recovering from Ethnographic Loss: Understanding securitized young lives in South Africa

12 April 2018

Dr Naureen Durrani, Senior Lecturer in International Education and Development, University of Sussex

Gender Equality, Education and Development: Tensions between global, national and local policy discourses in post-colonial contexts

17 April 2018

Dr Michaela Hynie, Centre for Refugee Studies, York University, Toronto, Canada

Exploring Assumptions about Private Sponsorship for the Syrian Refugee Cohort: Data from Year One of the Syrian refugee integration and long-term health project

3 May 2018

Dr Guiditti Fontana, Leverhulme Fellow, School of Government and Society, University of Birmingham

Education in Peace Agreements and their Aftermath

10 May 2018

Monazza Aslam, Education Economist, Institute of Education, University College London

Examination of Inequitable Access to Teaching and Learning for Marginalized Groups: Evidence from Pakistan

CIE RESEARCH CAFES

5 October 2017

Dr Mai Abu Moghli, Active Citizenship Strand Project Manager, University College London

Human Rights Education in the Occupied West Bank: Structures, fractures and strategies for reclamation

12 October 2017

Norina Melati Mohd Yusoff, Doctoral Researcher, CIE, University of Sussex

Welcome to the Island of Misfit Toys: Malaysian students' multimodal selves across out-of-school spaces

26 October 2017

Dr Abdur Rehman, Sustainable Places Research Institute, Cardiff University

Breaking Nexus Among Landlessness, Poverty and Lack of Quality Education in Rural Pakistan: The SUCCESS approach

SUSSEX DEVELOPMENT LECTURES

2 November 2017

Dr Linda Morrice, University of Sussex

English Language Learning Among Resettled Refugees in the UK

16 November 2017

Dr Rebecca Webb, CIE, University of Sussex

Theorising the Political within the Doxa and Doing of Early Years Education Training

30 November 2017

Dr Marcos Delprato, CIE, University of Sussex

On the Impact of Parental Aspirations on Learning of Indigenous Students in Latin America

7 December 2017

Professor Yusuf Sayed, CIE, University of Sussex

Decolonisation of Education in South Africa: A political and/or epistemic project?

8 February 2018

Dr Michaela Franceschelli, Lecturer in Sociology, Institute of Education, University College London

Identity and Upbringing in South Asian Muslim Families

15 February 2018

Dr Barbara Crossouard, CIE, University of Sussex

Muslim Youth as Global Citizens? Reflections on contemporary policy agendas

22 March 2018

Dr Laila Kadiwall, Fellow in Education and International Development, Institute of Education, University College London

The Negotiation of Society Legacies, and Religious and Ethnolinguistic Identities in Central Asia's Education Systems: The case of Tajikistan

19 April 2018

Y.A., CIE Doctoral Researcher, University of Sussex

Depiction of Europe in Iranian History Textbooks: Resentment and discontent

26 April 2018

Monica Almanza-Marroquin, CIE Visiting Fellow, University of Sussex

Reimagining Columbian Peacebuilding through the Pedagogy of Memory

26 October 2017

Gurminder K Bhambra, Professor of Postcolonial and Decolonial Studies, University of Sussex

Misunderstanding Modernity: The Social Scientific Neglect of Colonialism

9 November 2017

Andrea Cornwall, Professor of Anthropology and International Development, University of Sussex

Decolonising Gender and Development

23 November 2017

Professor Robert van Niekerk, Rhodes University, South Africa

Decolonisation and Transformation of Higher Education in South Africa: The Case of Rhodes University

7 December 2017

Dr Olivia Rutazibwa, Senior Lecturer in European and International Development, University of Portsmouth

On Babies and Bathwater: Decolonising International Development Studies

22 March 2018

Dawn Chatty, Emerita Professor of Anthropology and Forced Migration, Oxford University

A Post-imperial Lens on Displacement and Development in the Middle East

12 April 2018

Melissa Leach (Director, IDS), Harriet Lamb (CEO, International Alert) & Tamsyn Barton (CEO, Bond)

Bridging the Humanitarian-Development Divide

19 April 2018

Professor Michael Collyer, Department of Geography, University of Sussex

The Humanitarian Border: Aid and Development as tools to prevent migration

26 April 2018

Kevin Watkins, Chief Executive of Save the Children UK

Humanitarianism Under Stress: Meeting the challenge, strengthening the architecture and reviving the rules

10 May 2018

Kate Osamor MP

Sussex Development Lecture

24 May 2018

Professor Thea Hilhorst, Institute of Social Studies, Erasmus University, Rotterdam, The Netherlands

Beyond the Traditional Humanitarian Aid Model

RESEARCH-IN-PROGRESS SEMINARS

12 December 2017

Eva Bulgrin (Education PhD)

Power and Positionality in the Interview Space

Haitham Althubaiti (Education PhD)

Structure and student learning:

The institutional influences on an EFL programme in a Saudi university

22 March 2018 (jointly hosted with CIRCY)

Daniella Rabino (Education PhD)

Open Listening with Rural Youth:

Rethinking identity as a not-yet-known for sustainability in Madagascar

Fawzia Mazanderani (Education PhD)

An Ethnographic Study of the 'Born Free' Generation in Mpumalanga Province: Tracing the 'ruins'

21 June 2018

Marta Paluch (Education PhD)

The Possibilities and Limits of Developing Democratic Educational Spaces in the Context of a Hierarchical Institution: a Guatemalan case study

Farzana Bardai (Education PhD)

Understanding Education Capacity Development by INGOs in Afghanistan: The Case of AKF

SPECIAL SEMINARS AND READING GROUPS

South Africa Discussion Group

This new, informal discussion group, formed across the South Africa Centre, IDS and CIE, was set up by Professor Yusuf Sayed and Merle Lipton (Visiting Research Fellow, King's College London) in March 2017.

Gender, Identities and Citizenship Reading Group

This reading group is organised by the 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 Ranciere and Gayatri Spivak. An extension reading group that includes researchers from outside Sussex also meets in Brighton.

Critical Theory and Critical Engagement Reading Group

This weekly reading group (Tuesdays, 4-6pm) 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, Paolo Freire, Antonio Gramsci, Boaventura de Sousa Santos, Judith Butler, Roy Bhaskar among others. The reading group does not deal with education directly and explicitly, but reflects 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.

DOCTORAL RESEARCHERS

Congratulations to all our recently completed doctoral researchers

EDUCATION PHD

Yasamin Alkhansa

Supervisors: Professor Mario Novelli /

Professor Yusuf Sayed

Selective Histories:

Living and Teaching in Iran under the Islamic Republic

Gabrielle Daoust

Supervisors: Professor Mario Novelli /

Professor Jan Selby (International Relations)

A Critical Analysis of Discourses of Inclusion in Education and Contributions to Peacebuilding in South Sudan

Fawzia Haeri Mazanderani

Supervisors: Professor John Pryor /

Dr Barbara Crossouard

Navigating the 'New South Africa':

An ethnographic study of the 'born free generation' in Mpumalanga province

Joseph Christopher Pesambili

Supervisors: Professor Mario Novelli /

Professor John Pryor

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

Ruslin Ruslin

Supervisors: Professor Yusuf Sayed /

Dr Ricardo Sabates

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

Albert Tarmo

Supervisors: Professor Kwame Akyeampong /

Dr Naureen Durrani

Exploring Science Teachers' Conceptions of Science Knowledge, Teaching and Learning and their Teaching Practices in Tanzanian Secondary Schools

INTERNATIONAL DOCTOR OF EDUCATION

Dzigbodi Ama Banini

Supervisors: Professor Brian Hudson /

Professor Kwame Akyeampong

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

Abaidoo A Edzii

Supervisor: Professor Yusuf Sayed

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

Fern Levitt

SupervisorS: Dr Jo Westbrook / Dr Nigel Marshall

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



CURRENT

EDUCATION PHD

Jennifer Agbaire

Supervisors: Professor Máiréad Dunne /

Dr Louise Gazeley

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

Haitham Ali Hamed Althubaiti

Supervisors: Professor Yusuf Sayed / Dr Andrew Blair

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

Janet Baah

Supervisors: Professor Gillian Hampden-Thompson /

Professor Kwame Akyeampong

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

Sayanti Banerjee

Supervisors: Professor Máiréad Dunne /

Dr Linda Morrice

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

Farzana Bardai

Supervisors: Professor Yusuf Sayed /

Professor Mario Novelli /

Professor Gillian Hampden-Thompson

The Role of the Political, Economic, Social and Cultural Factors Influencing Education State Capacity Development by INGOs: A case of AKF in Afghanistan

Eva Bulgrin

Supervisors: Professor Kwame Akyeampong /

Professor Yusuf Sayed

The Effects and the Impact of the Decentralisation Policy on Pre- and Primary Education in Benin

Suvasini Iyer

Supervisors: Dr Barbara Crossouard /

Professor Kwame Akyeampong

Exploring the Subjectivities of Middle-class Young People in an Elite, Private Indian School

Patrick Kenneth Kane

Supervisors: Professor Mario Novelli / Dr Linda Morrice

Popular Education and Social Movements in South West Colombia

Paula Alejandra Leal Tejada

Supervisors: Professor Kwame Akyeampong /

Professor Yusuf Sayed

Students Understandings about Citizenship Education in Selected Public and Private Secondary Schools in Chile

Norina Melati Mohd Yusoff

Supervisors: Dr Jo Westbrook / Professor John Pryor

Understanding the Synergies of Malaysian Multi-lingual Students' Literacy Practices In and Out of School: An ethnographic case study

Agnes Mumba

Supervisors: Professor Máiréad Dunne/

Dr Barbara Crossouard

Rethinking Sexuality Education: The Voices of Zambian Youth

Helen Murray

Supervisors: Professor Mario Novelli/

Professor John Pryor

Changing Discourses of Higher Education and Conflict: The public university in Lebanon

Wezi Mwangulube

Supervisors: Professor Yusuf Sayed /

Dr Hayley Macgregor (IDS)

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

Marta Paluch

Supervisors: Professor John Pryor / Dr Julia Sutherland

Exploring Professional Development with Adult Literacy Facilitators in Guatemala

Daniella Rabino

Supervisors: Professor Máiréad Dunne /

Dr Rebecca Webb

Open Listening with Rural Youth: Rethinking identity as a not-yet-known for sustainability in Madagascar

CURRENT

Micheal Roy

Supervisors: Professor Mario Novelli /

Professor Yusuf Sayed

Education and Reconciliation in the Republic of Macedonia

Gunjan Wadhwa

Supervisors: Professor Máiréad Dunne /

Dr Naureen Durrani

Children's Access to Education in Areas of Civil Unrest in India

Christine Wanjala

Supervisors: Professor Colleen McLaughlin (University of Cambridge) / Professor Gillian Hampden-Thompson

Exploring Leadership Practices for Sustainable Students' Achievement in Kenya:

A comparative case study

Anna Wharton

Supervisors: Dr Linda Morrice / Dr Jo Westbrook

Syrian Refugee Children and the Relationship Between Education and Community Development

INTERNATIONAL DOCTOR OF EDUCATION

Obaapanin Oforiwaa Adu

Supervisors: Professor Máiréad Dunne /

Dr Barbara Crossouard

Career Progression amongst Female Academics in Higher Education in Ghana

Iris Amponsah-Efah

Supervisor: Professor John Pryor

Private Schooling in Ghana

Akiko Hanaya

Supervisors: Professor Yusuf Sayed /

Dr Naureen Durrani

Quality Assurance of Teacher Education Providers in India

Lynne Heslop

Supervisors: Professor Mario Novelli /

Professor Yusuf Sayed

Higher Education, Conflict and Peacebuilding in Burma

Kathleen Moriarty

Supervisors: Professor Yusuf Sayed /

Dr Naureen Durrani

Global Citizenship Education

Maida Pasic

Supervisors: Professor Mario Novelli /

Professor Yusuf Sayed

Post-Conflict Education and Decentralisation in Bosnia

Joel Reyes

Supervisors: Professor Yusuf Sayed /

Professor Mario Novelli

Resilience in Conflict-Affected Countries

Boon Seong Woo

Supervisor: Professor Louise Morley

Higher Education in Singapore

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.

Teaching associated with the Centre for International Education includes:

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

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.

The 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.

First year modules:

- Education for Development: Aid, policy and the global agenda
- Cross-Cultural Perspectives on Teaching, Learning and Assessment

Second year modules:

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

Since 2016, CIE faculty also run a stand-alone second year undergraduate option in 'International Education and Development' for students in the School of 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 involves research methods training and a dissertation. This flagship course has expanded greatly over recent years: this year's cohort comprised 47 students from more than 17 nationalities.

MAIED Summer Party 2018



APPOINTMENTS AND RECOGNITION

Nomination of Troubling Muslim Youth Identities book for Jackie Kirk award for outstanding contributions to field of gender and education by Dr Jordan Naidoo (UNESCO SDG Director) in November 2017.

Dr Naureen Durrani served as an appointed panel member of the review team for the Finland Academy of Social Sciences Programme in Development Research 2018.

Professor Mario Novelli served as an appointed panel member of the review team for the Norwegian Academy of Social Sciences Programme in International Development Research 2018

Professor Mario Novelli has been appointed to the Executive Board of the UK Forum on International Education and Training, a UK based organisation that brings together academics, policy makers and practitioners in the area of education and international development. The appointment will extend to 2020.



MEMBERS AND VISITORS

RESEARCH CENTRE DIRECTORS

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

- Jake Watts, Projects Coordinator
- Gunjan Wadhwa, Graduate Teaching and Research Assistant

FACULTY: DEPARTMENT OF EDUCATION

- Dr Barbara Crossouard, Senior Lecturer in Education
- Dr Marcos Delprato, Lecturer in International Education
- Máiréad Dunne, Professor of Sociology of Education
- Dr Naureen Durrani, Lecturer in International Education and Development
- Dr Louise Gazeley, Senior Lecturer in Education
- Dr Sean Higgins, Research Fellow
- Dr Birgul Kutan, Postdoctoral Research Fellow
- Dr Linda Morrice, Senior Lecturer in Education
- John Pryor, Professor of Education and Social Research
- Emma Salter, Research Fellow
- Yusuf Sayed, Professor of International Education and Development
- Dr Tamsin Hinton-Smith, Senior Lecturer in Higher Education
- Dr Rebecca Webb, Lecturer in Education
- Dr Jo Westbrook, Senior Lecturer in Education

FACULTY: CROSS-UNIVERSITY

- Bashair Ahmed, Executive Director of Shabaka and Doctoral Researcher, School of Global Studies
- Rupert Brown, Professor of Social Psychology, School of Psychology
- Mike Collyer, Professor of Geography, School of Global Studies
- Dr Denise de Caires Narain, Reader in English, School of English
- Andrea Cornwall, Professor of Anthropology and International Development, School of Global Studies
- 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, School of Global Studies
- Dr Suraj Lakhani, Lecturer in Criminology and Sociology, School of Law, Politics and Sociology
- Melissa Leach, Professor and Director, Institute of Development Studies
- Magnus Marsden, Professor of Social Anthropology, School of Global Studies & Director of the Sussex Asia Centre
- JoAnn McGregor, Professor of Geography, School of Global Studies
- Dr Lyndsay McLean Hilker, Lecturer in Anthropology & International Development, School of Global Studies
- Professor Sally Munt, Director of the Sussex Centre for Cultural Studies, School of Media, Film & Music
- Professor Alison Phipps, Director of the Centre for Gender Studies, School of Law, Politics & Sociology
- Jan Selby, Professor of International Relations and Director of the Sussex Centre for Conflict & Security Research, School of Global Studies
- Maya Unithan, Professor of Social and Medical Anthropology and Director of the Centre for Cultures of Reproduction, Technologies & Health, School of Global Studies

VISITING FELLOWS

- Dr Mark Richmond, Ex-UNESCO, France
- Professor Joseph Ghartey Ampiah, Vice-Chancellor, 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
- Professor Shireen Motala, Director of the Wits, Centre for Researching Education and Labour, University of Witwatersrand
- Professor Robert van Niekerk, Rhodes University, South Africa
- 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, Senior Lecturer in Education, University of Glasgow
- 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 Yoel Siegel, Director of the Metro-Jerusalem, Urban Biosphere Initiative, Israel
- Dr Armando Simões, Public Policies Advisor to the Secretary of Evaluation and Information Management, Ministry of Social Development and the Fight Against Hunger, Brazil
- 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

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



FUTURE DEVELOPMENTS

The following are key elements of CIE's future strategy for 2018/19, which will be further developed as the academic year unfolds - particularly in our annual September awayday.

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 funding in the area of Gender, Identities and Citizenship.

As we head towards REF 2021, it is crucial that we seek to balance grant acquisition with the need to produce high quality research outputs and develop our potential impact case studies for research already undertaken. We are also ready to respond to calls from our external funders: Global Challenge Research Fund; DFID; the EU etc., where research calls match our expertise. In our 2017 away day we revamped and refreshed our research themes, adding an extra research line on Refugee Education, which responds to societal demand.

RESEARCH CULTURE

The CIE community has enjoyed another vibrant and productive year.

With cross-university collaboration we have supported over 50 seminars in the last academic year, including the weekly CIE Research Cafes, CIE-hosted Open Research Seminars, lectures as part of the Sussex Development Lectures series, themed workshops and Research in Progress Seminars. We have also led an innovative reading group on 'Gender, Identities and Citizenship'. In the coming year we will continue with the reading group whilst introducing a new one around 'Critical Race Theory, Decolonization 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 helps to strengthen our networks ensuring 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-UNIVERSITY AND INTER-UNIVERSITY NETWORKS

CIE continues to strengthen its links with academics and centres across the University of Sussex. These include the School of Global Studies, the Institute for Development Studies (IDS), the Science Policy Research Unit (SPRU), the Sussex Africa Centre, the Sussex Asia Centre, the Centre for Gender Studies (Sociology/Law/Education), the Sussex Centre for Migration Research (School of Global Studies), the Sussex Centre for Conflict and Security Research (SCCSR) (School of Global Studies), the Centre for Cultures of Reproduction, Technologies and Health (CORTH) (School of Global Studies), and the Middle East and North Africa Centre at Sussex (MENACS) (School of Global Studies).

CIE will again collaborate with the School of Global Studies, IDS and SPRU in the Sussex Development Lectures in 2018/19. We will also continue to extend our reach by co-hosting research events with other research centres across campus. Links will be deepened through ongoing developments in undergraduate teaching (detailed below), as well as in collaborative research.

In 2018/19, we will continue to develop our international links with key strategic partners. In 2015/16 we developed a partnership with the College of Education, University of Ghana. Led by **Professor Kwame Akyeampong**, we will continue to build and sustain many strong links across Ghana. We will also continue to strengthen our links with universities in South Africa - including Rhodes University, Grahamstown and the Cape Peninsular University of Technology (CPUT) facilitated by **Professor Yusuf Sayed**.

We will also explore new ways to develop research collaborations over the coming years. **Professor Mario Novelli** has been developing a network of relationships between several social movements based in Turkey, South Africa, Nepal and Colombia on issues of social justice. He is also working with the UK-based charity War On Want. CIE is exploring ways to work with these movements to support theory learning and strategy development through processes of research and knowledge exchange. This will be further developed alongside the related ESRC-funded project.

COMMUNICATIONS AND IMPACT

CIE's website [www.sussex.ac.uk/education/cie] has been positively acclaimed, but the next phase of its development will see a more dynamic, interactive and outward-facing web presence through which the Centre will be better able to engage with social media, among other things.

We are constantly exploring ways to improve our web presence, social media strategy and messaging - both within and outside of the University. For all to be effective requires the development and operationalization of a communications plan subscribed to by all CIE members that is manageable and operational within financial constraints.

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 the delivering of four undergraduate (UG) electives in an International Education and Development (IED) pathway for students across the University, and an IED option for second year students from the School of Global Studies.

This year, we will reflect on the success of these modules and consider how we might further develop and integrate the suite into broader (minor) degree courses. The International Education and Development MA continues to be a flagship course and to flourish - the size of the current cohort being nearly double that of the year before. Forecasts show continued growth and expansion.

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.

STAFFING

The 2017/18 academic year saw an expansion of our capacity to carry out world-class research and teaching in the area of International Development and Education after several years of staff reductions.

However, as we head towards 2018/19, we lose our colleague **Dr Naureen Durrani**, who is to become a Professor at the University of Nazarbayev in Kazakhstan. At the end of 2018, we will also lose **Professor John Pryor** who retires after many years of unique and distinguished service to both CIE and the University of Sussex more generally. Both of these excellent colleagues will be sadly missed and the Centre is keen to be involved in the process of finding suitable replacements as soon as possible.

The Centre has benefitted greatly, however, from the welcome presence of Research Fellows, **Dr Sean Higgins** and **Dr Birgul Kutan**. Recruited to work specifically on a project with **Professor Kwame Akyeampong** until December 2018, Sean also teaches modules for the International Education and Development MA course. Birgul supports the new ESRC-funded project on social movements. The Centre hopes to be able to find ways of maintaining both of these valuable colleagues.

KEY DEVELOPMENTS

There are five key areas of development that CIE will be focussing on over the coming year.

Firstly, we need to improve our profile on impact, knowledge exchange and communication through developing smarter strategies of showcasing our achievements. Specifically, we need to explore ways to improve our website, our social media strategy and our messaging both for internal university and external audiences.

Secondly, we seek to enhance the effectiveness of our Advisory Board by revamping and widening its membership and increasing the regularity of engagement with members to feed into our strategic development.

Thirdly, following the launch of the University's new strategic framework: *A Better University For A Better World 2025*, CIE must ensure that it is aligned to the framework as it moves forward.

Fourthly, we need to develop a strategy to support colleagues transitioning from being a co-investigator to Principal or Lead Investigator on research projects and explore ways that the Centre might support the process internally, as well as in conjunction with the School plan.

Finally, we need to reflect more generally on the Centre's priorities - in research and teaching - and collectively decide on the best way forward to support ongoing development in the coming years.

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)

Department of Education
School of Education and Social Work
Essex House
University of Sussex
Falmer, Brighton
BN1 9QQ

CIE DIRECTOR

Professor Mario Novelli:
m.novelli@sussex.ac.uk

CIE DEPUTY DIRECTOR

Professor Kwame Akyeampong:
a.akeampong@sussex.ac.uk

CIE RESEARCH FELLOW

Gunjan Wadhwa:
g.wadhwa@sussex.ac.uk

CIE SUPPORT

Jake Watts:
j.t.watts@sussex.ac.uk

CIE ON TWITTER

@SussexCIE

For further information about CIE, visit:
www.sussex.ac.uk/education/cie



UNIVERSITY
OF SUSSEX