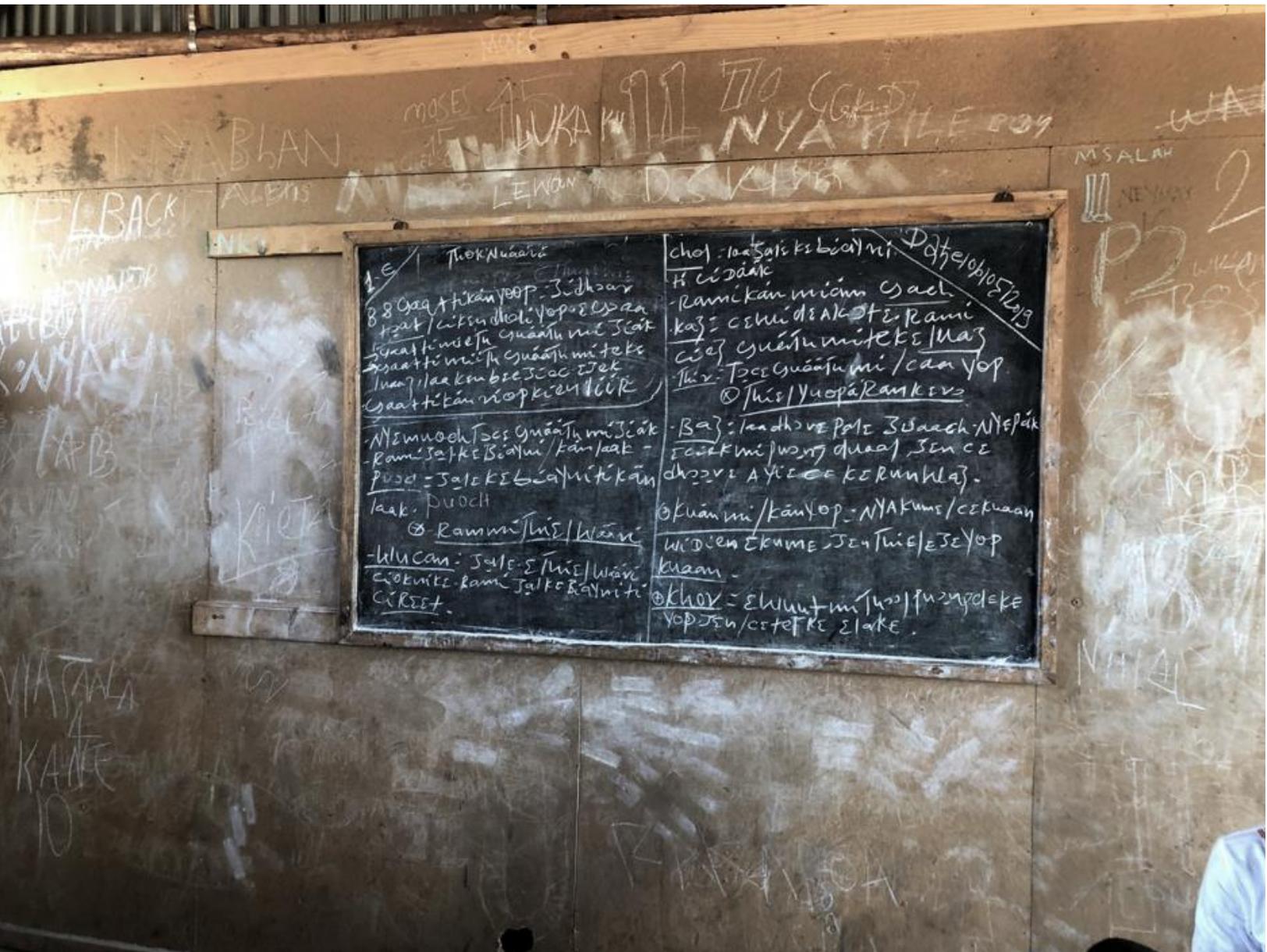


# CIE Annual Report 2019



Education Research for a Better World

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## ABOUT THE CENTRE

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The Centre for International Education (CIE) was established in 1989 and is one of only nine '*University Research Centres*' at Sussex. CIE research is interdisciplinary and reflective of a membership drawn from across the university and its wider network of associates and friends. CIE is based in the Education Department and is a constitutive part of a cross university focus in Development Studies that has been ranked no. 1 globally in the QS World University Rankings ([www.topuniversities.com](http://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 and recognised internationally as a leading centre in the field of international education and development, with many of our members contributing to key global debates.

Members of CIE produce internationally renowned research through a wide range of approaches and a variety of methodologies. They have engaged in research and consultancy for research councils, international NGOs, national governments, philanthropic organizations, development agencies and donors. These include the ESRC, the EU, the British Council, DFID, UNESCO, Teacher Task Force for Education 2030, UNICEF, the World Bank, the Rockefeller Foundation, Concern Worldwide, Norwegian Aid, Geneva Global, OXFAM, Save the Children, Education International, AKDN, SIDA, the William and Flora Hewlett Foundation and the Open Society Foundations among others. We encourage institutions, potential research partners and students to contact CIE for more information about our work.

Our substantial research experience is used to inform our teaching at doctoral, masters and undergraduate levels. More than 150 CIE doctoral researchers have graduated from the PhD in Education and the International Doctor of Education (EdD) and over 400 students have completed the MA in International Education and Development (MAIED). Since the 2014/15 academic year, CIE has also delivered 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 International Education and Development pathway.

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

## FOREWORD BY THE DIRECTOR

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The 2018/19 academic year has been an important one for CIE. In September 2018 we said goodbye to our wonderful colleague Dr Naureen Durrani, who took up a professorship at the University of Nazarayev, Kazakhstan. Naureen is greatly missed. Similarly, in December, 2018 Professor John Pryor retired after a long and distinguished career at the University of Sussex where he made a massive impact on research, teaching and supervision in CIE and beyond. We also said goodbye to Gunjan Wadhwa, who was a CIE Research Fellow and doctoral student, and provided significant organisational support for our research centre. We wish all of them well in this new phases of their lives.

We have also recruited two new scholars: Dr Nimi Hoffman, who comes to us from Rhodes University, South Africa, where she was a postdoctoral fellow. Nimi's work focuses particularly on knowledge production in Africa, and the role of African intellectuals and she will be a tremendous asset to CIE and Sussex as we continue on the journey to de-colonize our research and teaching. Dr Sean Higgins, whose PhD explored the role of teachers in conflict affected contexts through research in Sierra Leone also brings many assets to CIE. Sean has been a teacher in the UK and Sierra Leone, a deputy head of a school, a development consultant in Sierra Leone and has worked on research into peacebuilding in Myanmar. He was working in CIE as a Research Fellow during the last academic year and has already made a big impact on students and colleagues alike. We have also recruited Farzana Bardai as our new part-time research fellow and she has already had a significant impact on CIE's work.

We welcome them all to the CIE family and I really look forward to working with all of them over the coming years.

During the academic year we ran over 30 public events and seminars, and colleagues presented at multiple national and international conferences and workshops spreading and extending out our research findings and messages. CIE continues to be known as a go to place for research and teaching on International Education and Development and is proud to be part of the University of Sussex Development Studies Cluster that was yet in 2019, yet again rated No 1 in the World for Development Studies.

Our teaching repertoire continues to expand in both numbers and options. The year we had 46 students on the Masters in International Education and Development coming from 25 different countries. Similarly, our BA options on the pathway in International Education and Development, and beyond, are going from strength to strength and we are actively considering the development of a full degree in the area.

In line with the reputation of the University of Sussex, CIE is known as being a place where people come to be challenged: radical, interdisciplinary and with a strong commitment to internationalism, social justice and progressive social change. As we enter an extremely difficult period for the UK, higher education and the broader global political environment we will maintain these values and commitments and continue to teach and research in critical and transformatory ways, maximising the possibility for creating a world of social and educational justice for all.

We hope this report provides you with a strong sense of the amazing work taking place in CIE and that you join us to study, research, collaborate and build a better future together.



Mario Novelli, CIE Director

## RESEARCH THEMES

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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 5 core themes relating to International Education and Development:

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### ACCESS AND EQUITY

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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.

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### TEACHERS AND QUALITY

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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.

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### EDUCATION, CONFLICT & DISPLACEMENT

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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. We also have a special focus on refugee education.

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### IDENTITIES: CITIZENSHIP, GENDER AND YOUTH

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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.

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### GOVERNANCE, PLANNING AND FINANCE

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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.

## IDENTITIES: CITIZENSHIP, GENDER AND YOUTH

Ongoing research in the Gender, Identities and Citizenship strand includes Rural Youth in Sub Saharan Africa: a Mixed Methods Study (2017-2020), which is funded by the International Federation for Agricultural Development. Directed by Dr Jim Sumberg of IDS, this is a large, multi-disciplinary project (1.7 million) with many international partners across four

countries in East and West Africa (Ethiopia, Uganda, Cote d'Ivoire and Nigeria). Both gender and education are in focus in this project. Dr Barbara Crossouard is the Sussex lead for the project and Professor Máiréad Dunne is Chair of its Research Reference Group.

In October 2018, Barbara lead the training of the Nigerian research team in Ibadan, Nigeria (see photo above), then accompanied them into the field to conduct the first of the four Nigerian case studies of rural youth's imagined futures. Data analysis of case studies



*Dr Barbara Crossouard with Dr Jim Sumberg and the Nigerian research team in Ibadan, Nigeria*

conducted across all four countries is now ongoing. Initial analyses of rural youths' employment and schooling trajectories show them to be dynamic and proactive in trying to make better lives. These trajectories are also typically highly gendered. Many attached great importance to education but were confronted by multiple challenges in realising their imagined futures.

### GIC Reading Groups

The GIC research strand has continued to organise a reading group that takes up key texts addressing gender and identities, many of them drawing on feminist postcolonial and poststructural

theories. This meets monthly throughout term and is open to doctoral students and faculty. Articles proposed by its readers this year have included *Modernity, identity, and citizenship. Rethinking colonial situations and their temporal legacies* (Tavares, 2017), and *Un/clothing African womanhood: colonial statements and postcolonial discourses of the African female body* (Coly, 2015) - each of which have provoked highly engaging discussions.



*A POND LIFE discussion, Brighton*

Its sister reading group (POND LIFE) also continued to meet monthly off campus. The focus of this group overlaps with GIC's concerns with social justice and gender and takes up readings addressing contemporary debates in the UK and more widely.

## EDUCATION, CONFLICT AND DISPLACEMENT



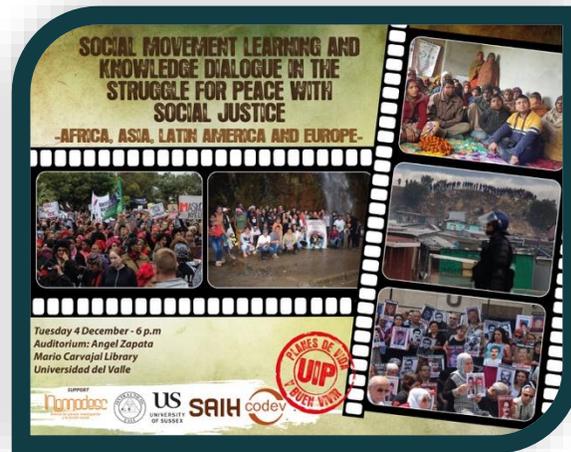
*Image: Team members meet with leaders of the HDP, one of Turkey's major opposition parties, that brings together Kurdish, left wing and social movement sectors*

The research team for the ESRC funded research project on Social Movement Learning and the Struggle for Social Justice in Conflict Contexts had an extremely productive year. During this academic year, data has been collected in the four country contexts: Colombia, Turkey, South Africa and Nepal through participatory workshops, interviews and focus groups with social movements. We also had two major inter-team meetings in Turkey and Colombia, organized by Dr. Birgul Kutan and Patrick Kane, respectively, to share knowledge, learn about each movement and engage in the very different, but equally complex contexts. Both visits were highly transformative for team members and attendees, where knowledge exchange and dialogue across 4

continents, often in three languages simultaneously, took place.

### ESRC Social Movement Learning Project: Turkey movement dialogue and knowledge exchange trip July 2018

As part of the social movement learning project, CIE team members and social movement leaders from Colombia, South



*Image: Meeting with peasant community and members of ASOAGROS agro-ecological cooperative, and inter-generational dialogue, Sunday 2 December 2018*

Africa and Nepal gathered in Turkey for a week-long series of meetings with social movements and internal research meetings. During the Turkey trip, the group spent time with leaders and grassroots activists of the HDK (People's Democratic Congress) and the HDP (People's Democratic Party); travelled to Ankara to attend the court hearing of the detained HDK co-spokesperson Onur Hamzaolgu; and travelled to Dyabirkir to meet with Kurdish social movements and civil society groups. The week included meetings with activists from a broad range of sectors including trade unions, victims groups, women's organisations, cultural groups, youth organisations and many more.

**ESRC Social Movement Learning Project: Colombia movement dialogue and knowledge exchange trip December 2018**

In December 2018 the ESRC social movement project travelled to Colombia with social movement leaders from South Africa, Turkey and Nepal. The week long event combined visits to social movement groups in both urban and rural areas, internal meetings, public events and a high level meeting with left wing Colombian politicians and social movement leaders in the Colombian parliament.

The research and solidarity visit culminated in a large public event in Cali, Colombia at the University del Valle.

**Assessment of Educational Strategies and Interventions Adopted in Jordan as a Response to the Syrian Crisis.**



This project combines quantitative and qualitative research methods to explore learning and social cohesion across Jordanian schools. We are using 4 categories of formal school: (i) refugee camp schools;

and three types of school in the host community (ii) second shift schools for Syrian students, (iii) integrated schools, and (iv) regular Jordanian schools which have fewer than 10% Syrian students. In addition, we are also examining learning and social cohesion in Ministry of Education (MoE) supported non-formal learning centres. Four reports based on existing literature and MoE learning data were produced in the early stages of the project and were used to inform the design of the empirical research; these reports are available on request. Data collection was carried out in April and May of this year and involved student questionnaires, student and parent focus groups, classroom observations, teacher and school principal interviews. The research team at Sussex (Linda Morrice; Marcos Delprato, Mariam Attia, Yusuf Sayed and Gillian Hampden-Thompson) are just beginning data analyses with initial findings available towards the end of the year.

### RESEARCH INTO THE CURRICULUM AND PEDAGOGY OF THE SECOND CHANCE PROGRAMME IN LIBERIA

Funded by Dubai Cares, Jo Westbrook, Sean Higgins and a team of four Liberian researchers, have evaluated the quality of the teaching and learning in the Second Chance programme for out-of-school children in Liberia funded and managed by the Luminos Fund this academic year. The programme, in its third year, has been adapted from the Ethiopian Speed School model for the very different post-conflict context of Liberia. It gives poor rural children who have dropped out of school or never been to school the opportunity to catch up with the first three years of primary school in a ten-month programme. The accelerated learning classes take place in safe, local, encouraging, learning environments with only 25 learners, taught by committed young facilitators. A notable adaptation is in the use of phonics as the main method for teaching reading; the development of learners who can read fluently is seen as central to the creation of confident and resilient learners who will make a successful transition to the government Link school at grade 3 or 4. They face, however, challenges of lack of money for PTA fees and uniform, didactic teaching methods and difficult learning environments in the government schools.

Also notable is the strong community involvement in the Second Chance programmes, with the monthly Parental Engagement Groups showing pride in the program, gratitude towards the LF for its funding, and determination to support their children to transition to the Link school. Women and girls are strongly represented in these meetings and in the classrooms.

Jo and Sean presented interim findings to the Liberian Luminos Management Team this May 2019. Kwame Akyeampong and John Pryor are also part of the team, which seeks to learn about South-South transfer and adaptation and to consider principles that can inform a model of successful accelerated learning for Out of School Children in Sub-Saharan Africa



### BUILDING RESILIENCE EDUCATION OPPORTUNITIES IN FRAGILE AND CRISIS AFFECTED ENVIRONMENTS:

BRiCE is a new project funded by the EU, seeks to examine the teaching and learning experiences of refugees and IDPs in Ethiopia and Somalia with a specific focus on teacher professional development and teacher pedagogy. It is led by Yusuf Sayed as PI with Nimi Hoffmann.

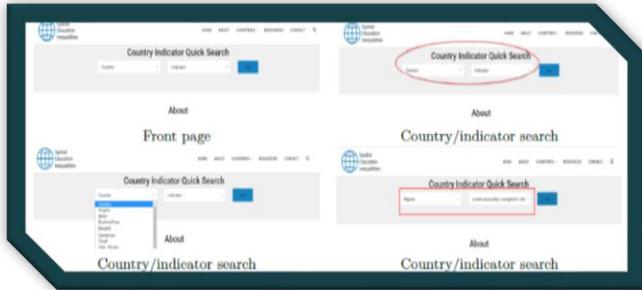
BRiCE is shaped by a framework of social justice building up on the work of Fraser.

The framework combines dimensions of recognition, redistribution and representation (Fraser 1995; Fraser 2005) which allows the exploration of sustainable interventions in fragile and conflict contexts especially for teachers. In particular, teacher agency and professional development become critical dimensions of the study, alongside teacher resilience, and teachers' role in promoting education quality and social cohesion. The study aims to inform practices in the field and contribute to knowledge on teacher practices in developing contexts. The study has concluded its baseline data collection phase in Ethiopia and Somalia this spring, including surveys, observation and interviews with teachers

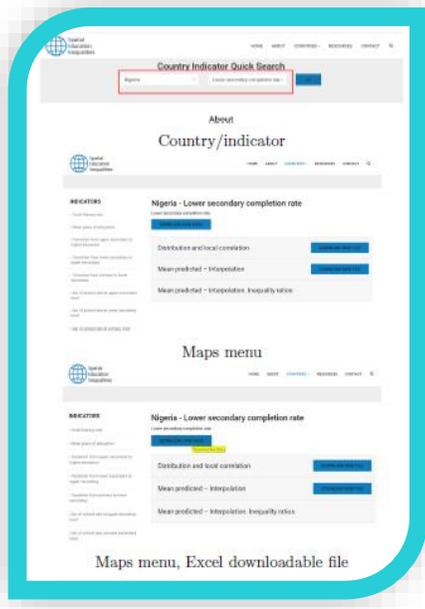


A new website on spatial educational inequalities

Marcos Delprato created a monitoring educational tool using a novel and unexplored dimension of inequality: spatial inequality.



Launched in July 2019, the online site Spatial Educational Inequalities (SEI) ([www.spatial-educational-inequalities.com](http://www.spatial-educational-inequalities.com)) allows a more robust monitoring of educational inequality beyond what is provided by current monitoring tools which rely on rural and urban categorisations



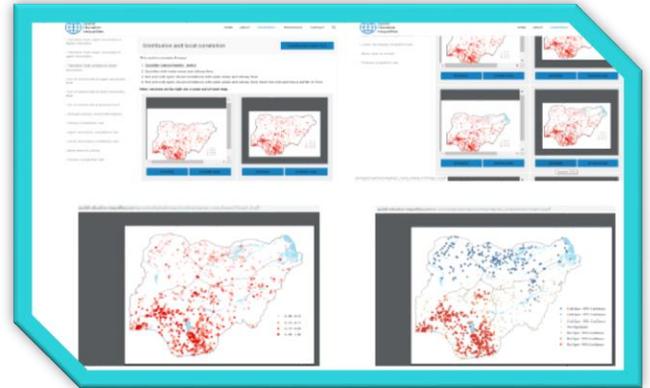
and regional divisions within a country.

The SEI uses as a unit of analysis the community and its spatial location (XY coordinates) within a given country. This permits the users to carry out a more refined geographic assessment

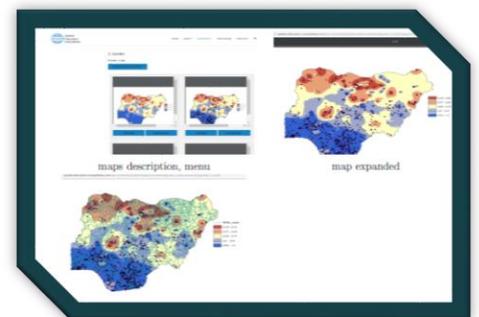
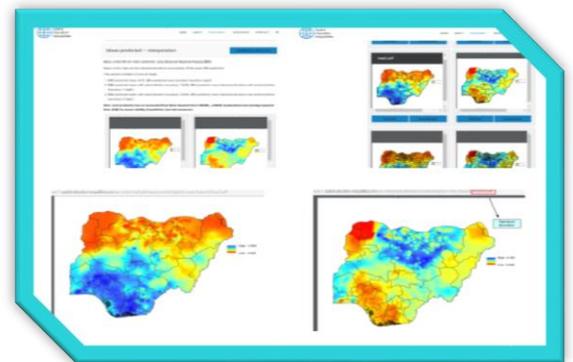
of education inequalities, and a more granular and efficient monitoring and targeting through the use geodata localised indicators (with maps and related dataset). A spatial perspective on educational inequality is important as correlations of education indicators across the life course based on smaller areas definitions depends on what happens in proximal areas through cluster externalities.

The SEI website rationale is to foster engagement with the international education community and those monitoring the Sustainable Development Goal (SDG) 4 for Education, adding to the current educational inequalities' platforms and efforts on tackling education inequalities on the global south.

Up to now, the SEI website contains the sub-Saharan Africa (SSA) region, for the latest 29 DHS surveys/countries, and for 14



education indicators. Users can compare results across countries, though the main purpose is for country-specific analysis. The SEI website contains maps, spatial statistics, and raw dataset and geographical files for further analysis. The site contains over 10,000 maps and over 2,000 files.



### Sean Higgins: Lecturer



Sean brings wide professional experience of the field of education and social justice in a range of contexts. He worked as a teacher of history, life-skills, citizenship and PSHE in a range of school contexts firstly in England becoming Assistant Headteacher in south London, then for 5

years in Sierra Leone where he was also involved in teacher development and worked as a consultant for UNICEF and the International Rescue Committee on education and peacebuilding.

His research focuses on the agency of teachers and education more broadly in relation to peacebuilding and social transformation in conflict affected contexts, including Sierra Leone, Liberia and Myanmar. He was the Myanmar lead country researcher for the research

consortium on Education and Peacebuilding funded by UNICEF involving Sussex, Amsterdam and Ulster universities. He is also interested in the intersections between education and justice more broadly including teacher's pedagogical practices and the provision of accelerated learning interventions to support out of school children; curriculum reform, peace, human rights and citizenship education; the educational work of social movements; youth agency; gender equality and justice; and teacher education.

He is committed to theoretically informed approaches that draw on the best of a range of paradigms, from cultural political economy to more post-structural approaches. Drawing on his experience as a teacher, he is committed to university-wide initiatives such as widening participation and enhancing communication between the academy and practitioners, valorising the knowledges that both bring to deepening understanding of how education can contribute to social justice.

### Nimi Hoffman: Lecturer



Nimi's research and teaching focuses on the intersection between education policy and intellectual history in Africa. She has taught and designed graduate programmes in social policy and African education studies and undergraduate courses in African philosophy.

Over the last four years, she has worked with government and unions to conduct the first representative surveys of teachers in South Africa. These surveys gathered data on the ways in which teachers' race, class and gender intersect to reproduce inequality in teaching loads, obstacles and outcomes. She has drawn on this data to investigate how state

violence against black people is reproduced in schools. Her future work aims to understand how teachers, children, unions and government can work together so that schools become places of social healing, rather than social trauma.

Her work in intellectual history has examined the emergence of the Council for the Development of Social Science Research in Africa (CODESRIA), the oldest pan-African organisation on the continent. Drawing on this empirical work, she is now developing a theoretical account of the factors that contribute to building resilient knowledge commons.

She currently serves on the editorial board of the *Journal of Contemporary African Studies*, an Africa-based journal dedicated to publishing scholarship from Francophone, Anglophone, Arabophone and Lusophone scholars.

## FARZANA BARDAI: CIE RESEARCH FELLOW



Farzana is a doctoral researcher who has been spending 2019 organizing CIE events, and maintaining the social media accounts. Over the next year Farzana will focus on developing Podcasts of CIE seminars, reworking the centres social media and website in the hope of improving the global reach and impact of CIE's many activities.

Farzana comes to the role with a background in working with NGO abroad in the education sector. She has extensive experience in NGO marketing, monitoring and evaluation, grant management and proposal development, most notable from her work in Afghanistan.

## PRIZES AND AWARDS

The 2019 Winner of the BERA Doctoral Thesis Award is Yasamin Alkhansa for her thesis entitled "*Selective Histories: Living and Teaching in Iran under the Islamic Republic*". Yasamin was an active member of CIE and was supervised by CIE Director, Mario Novelli and Yusuf Sayed.



Every year BERA recognises academic excellence and rigour in research by a Doctoral student based in the United Kingdom. BERA's selection panel evaluate Doctoral theses for their research quality, including rigour,

transparency and validity, new area of research, methodological originality and significant conceptual or theoretical contribution to its field. This year, BERA judges evaluated Yasamin's thesis as "exceptional". A summary of her thesis is featured in BERA'S Research Intelligence (forthcoming), and below.

"Since the Islamic Revolution of 1979 in Iran, growing scholarly debates have criticized the theocratic State for its authoritative imposition of a singular historical narrative in education and beyond. Pointing to the way the Islamic Republic has ideologically selected and appropriated a nation's history to sanction particular identities, these debates have overwhelmingly focused on the power of the State at the expense of

marginalizing the role of social actors such as teachers as the mediator of the curriculum.

Drawing on an extensive ethnographic research study in Tehran-Iran from 2014 to 2015, this thesis brings to light teachers' significant yet over-looked power to resist the State's narrative at this important juncture in the country's history. It discusses the instructional choices and discourses of history teachers and shows how they, de-facto subvert the official history. By telling their story, this thesis then demonstrates that despite real constraints, teachers do act against the imposition of official history and trivialize the State's theocratic authority through quiet and assuming acts of everyday resistance.

The thesis examines the tension between the official account of history that is constructed in and through Iranian school textbooks and the mediated narrative that history teachers produce in their classroom pedagogies. It critically analyses both discourses to identify their similarities and differences, unpacking the underlying reasons that contribute to their formation. In so doing, it investigates the textbook's representation of Iran's past – specifically, in history textbooks at grade 11 – and deconstructs the socio-political and cultural significance of its discourse in relation to education and broader social dynamics. *Dr Alkhansa has now taken up a 3-year postdoctoral position, in Paris, France at the Centre National de la Recherche Scientifique, to study 'violence, contested histories and education in transitional justice.'*

## DISSEMINATION OF OUR WORK

### KEYNOTE ADDRESSES

#### KWAME AKYEAMPONG'S INAUGURAL PROFESSORIAL LECTURE



Held on the 28<sup>th</sup> November 2018 at the Cowen Lecture Theatre at the Brighton and Sussex Medical School. His topic was, "A vision of successful education in Africa through the agency of research"

In his lecture, Kwame argued that the purpose of research should not only be to *describe* and *explain* the world and to tell us what is wrong with it, but also to challenge dominant narratives that limit our imagination of what is possible and how we can achieve it – and specifically in the world of education in Africa challenge the dominant deficit narratives about teachers and students. Furthermore, he argued that what "we are lacking is research which is strongly aligned to the intellectual and epistemological origins of *critical theory*, focused on transformative action and can unmask ideologies that maintain the status quo. To achieve this goal, we have to show more interest in the *roots* and *variations* of educational experiences of African teachers and children and what these can teach us about successful education in authentic African school settings, not in an imagined future based on western models and sub-culture".



#### Yusuf Sayed gives keynote lecture at UK parliament on the Global Teaching Crisis

68 million teachers will need to be recruited by 2030 to meet the SDG4 education goal. In this context, Professor Sayed's talk addressed the nature of the crisis, its impact on equitable education quality and reappraised international and national commitments concerning the role of teachers and what has been termed the 'global teacher crisis. Specifically, the talk examined why and to what extent teacher shortages exist, the quality of teaching and attitudes towards the teaching profession – and urgent policy, practice and research imperative to address this 'crisis'. The session was held at the Houses of Parliament, in December 2018.



## Yusuf Sayed gives Sussex Development Lecture series talk on Education and the Sustainable Development Goals



Heralded with much fanfare and preceded by intensive policy contestation, the sustainable development goals agreed in September 2015 promises a far-reaching development framework in a global context of widening inequalities within and between countries, economic crises, conflict, disasters, and climate change. This agenda suggests a radical development project that proposes to fundamentally alter human society by 2030 through the achievement of 17 goals, 169 associated targets and with multiple indicators to measure progress. Specifically, the consensus reached in education, promises through sdg4, the achievement

### Sussex Development Lecture

The SDGs and the global education agenda: promises and possibilities

**Yusuf Sayed**, Professor of International Education and Development Policy (Education), University of Sussex

**#SussexDev**

Lecture hosted by: Institute of Development Studies (IDS) @IDS\_UK  
School of Global Studies @SussexGlobal  
Science Policy Research Unit (SPRU) @SPRU  
Centre for International Education (CIE) @SussexCIE

US UNIVERSITY OF SUSSEX  
IDS LIVE!

of inclusive and equitable quality education and promotion of lifelong opportunities for all. Framed within a critical policy analysis, this Sussex development lecture brought into focus the tensions over what equitable quality and lifelong education means and whether the vision of education quality that emerged from the process represents a turning point in thinking about education and development.

## CIE Members give Keynote Addresses in Pakistan



In November 2018, Dr Barbara Crossouard and Professor Yusuf Sayed joined ex-CIE colleague Professor Naureen Durrani (now of Nazarbayev University, Kazakhstan) as keynote speakers at the ICETIE conference at the University of Sukkur, Sindh, Pakistan (see photo). The event was organised by Dr Irfan Rind (Director of Education), who is a CIE doctoral alumnus.

CIE members attended the **British Association for Comparative and International Education (BAICE) Conference** on Development alternatives: critiques, innovations, transitions, University of York, 12th-14th September 2018. A large number of doctoral students' papers were accepted to the conference.



## CIE IN INDIA

In December, Dr Barbara Crossouard and Professor Máiréad Dunne travelled to the **Comparative Education Society of India Annual Conference at the University of Baroda, Gujarat, India** 14<sup>th</sup>-16<sup>th</sup> December 2018. Taking up its theme of *Modernity, Transformative Social Identities and Education in Comparative Contexts*, they made two joint presentations drawing on the Troubling Muslim Youth Identity research data. Gunjan Wadhwa also presented on "Silently resisting dominant discourses: Troubling 'modern' notions of agency". CIE and GIC members Dr Martha Paluch and Suvasini Iyer also presented at this conference. In addition, Barbara chaired sessions on Issues of Marginality and Education



that included presentations on Gender based exclusion of trans women in schools; and experiences of rural Sikh girls in Ferozpur through lens of tradition and modernity. Máiréad chaired a session on Education, Empowerment and Transformation that included presentations on Education and social identity; exploring social mobility processes; and Global Citizenship Education from German perspective. They also reconnected with Visiting Professor Nandini Mandjrekar (Tata Institute of Social Sciences, Mumbai) who had previously hosted us at TISS during the ESRC doctoral exchange network led by Professor Máiréad Dunne.



**Akyeampong, K** was invited by the Flemish Association for Development Cooperation and Technical Assistance (VVOB) to present the keynote address at

the 2019 Symposium for Teacher Development for Inclusive teaching at the Emerald Conference Centre in Vanderbijlpark, South Africa from the 2nd to the 4th of July 2019.

**Akyeampong, K** delivered the keynote address at the 2<sup>nd</sup> International Conference of the African Curriculum Association from 27<sup>th</sup> to 29<sup>th</sup> May 2019. More than 120 curriculum experts, academics and policy makers from 21 African countries attended the conference. Kwame's keynote address on the theme: *Using Curriculum to achieve better educational outcomes: An African Dialogue*

**Crossouard, B** (2018): Youth as 'active citizens' and their rights to education and sexual and reproductive health. Invited keynote at the Global Health and Development Conference, CORBIS, University of Sussex, 28 November 2019.

**Lewin, K** visited Japanese Universities for two months to give a series of lectures and seminars. He was based at the University of Hiroshima. Keith contributed seminars in Waseda University in Tokyo, Nagoya University, and Nagasaki University

**Lewin, K** gave a keynote address to the meeting of the China Comparative Education Society in Xian in October 2018 and convened a post-graduate seminar at Shaanxi Normal University.

**Morrice, L** (2018): Resettled Youth and the False promise of Resettlement. Key note address and visiting Scholar at Monash University, Australia. November 2018.

**Novelli, M**, "The New Dutch International Development Policy in a Moment of Crisis" on September 21<sup>st</sup>, 2018 at the Dutch Ministry of Foreign Affairs, Den Haag, Netherlands. The event was attended by Dutch Civil Servants working in the areas of international development on the occasion of the retirement of Dr Anke Van Dam – a champion of the field of international education and development and a partner and collaborator with CIE.

**Sayed, Y:** Learning to Teach: Who becomes a teacher, why and what are their learning experiences? Keynote address to the National department of Basic Education Research Indaba, South Africa, Pretoria, South Africa, 12 October 2018.

**Sayed, Y:** Social justice, social change and a decolonial curriculum in South Africa Keynote address at The Social Policy And 'De-Colonising' The Curriculum For Social Justice: The Case Of Angola And South Africa Symposium, Rhodes School of Journalism, Tuesday 11 June 2019.

**Sayed, Y:** Curriculum for Social Justice: The Case of Angola And South Africa Symposium, Rhodes School of Journalism, Tuesday 11 June 2019.

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## CONFERENCE PRESENTATIONS

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**Crossouard, B.** (2018). *Muslim youth as global citizens: challenging implicit assumptions within international policy agendas*. Invited Keynote at the International Conference on Emerging Trends and Innovation in Education (ICETIE), Sukkur University, Sukkur, Pakistan, 13-14 November

**Crossouard, B. & Dunne, M.** (2018): *Modernity, secularity and religious identities* Presentation at the Comparative Education Society of India (CESI) University of Baroda, Gujarat, India, 14-16 December.

**Dunne, M. & Crossouard, B.** (2018): *Gender Symbolism: Youth narratives of nation and religion*. Presentation at the Comparative Education Society of India (CESI) University of Baroda, Gujarat, India, 14-16 December.

**Lewin, K** (2018): 'The SDGs and a New Agenda for Aid' at the Annual meeting of the British Association of Comparative and International Education at the University of York in September 2018.

**Lewin, K** made several contributions to the Comparative and International Education Society (CIES) meeting of the North American Comparative Education Societies in San Francisco in April 2018. These included;

- A special forum sponsored by the Open Society Forum on key issues for the Sustainable Development Goals
- A single author paper presentation on Peak Aid and its implications for development

- A panel UNESCO discussion of global citizenship and its intersection with citizenship
- An International Bureau of Education symposium on Artificial Intelligence and the risks of curating taste through education

**Morrice, L** presented her research on refugee access and participation in HE to the Office for Students in December, 2018. This research report is now cited on the Office for Student's Access and Participation Plan guidance for universities.

**Morrice, L., Tah, C. and Wood, P.** (2018): *Identifying Inclusive Indicators to Measure Integration*. Presentation of UK Home Office Indicators of Integration. Invited panel with colleagues from Austria, Germany and Sweden. Metropolis Conference, Sydney, Australia. 29<sup>th</sup> October to 2<sup>nd</sup> November 2018.

**Novelli, M:** Social Movement Learning & Knowledge Production in the Struggle for Peace with Social Justice. British Association of International and Comparative Education (BAICE) 2016 Conference. University of York, September 12-14<sup>th</sup>, 2018

**Sayed, Y:** Teachers as Agents of Social Cohesion: Continuing Professional Development interventions in post-apartheid South Africa. Conference presentation, WERA 2018 World Congress, 3-5 August, Cape Town, South Africa.

## IMPACTING OUR WORLD THROUGH RESEARCH

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### NEW RESEARCH:

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Title: **Research into the curriculum and pedagogy of the Second Chance programme in Liberia**

Researchers: J. Westbrook (Lead), S.Higgins & K.

Akyeamong

Funder/Sponsor: The Luminos Fund

Funding amount: £ 62,899

Research Period: 11/12/2019-12/08/2019

Researchers: Y. Sayed (Lead), N. Hoffman (Principal Investigator)

Funder/Sponsor: EUEC BRiCE Program

Funding amount: 5, 890,000 Euro (total grant), £225,198 (Sussex Portion)

Research Period: 1/03/18-28/02/2022

Title: **Assessment of education strategies and interventions adopted in Jordan as a response to the Syrian**

Researchers: L.Morrice (Lead) M. Attia, M. Delprato, Y.

Sayed and G. Hampden-Thompson

Funder/Sponsor: Queen Rania Foundation

Funding amount: £ 146,300

Research Period: 30/07/18-30/07/2020

Title: **Consultancy: Education for Out-of-School Children with Disabilities in Jordan (2018-19)**

Researcher: J. Shepherd

Funder: Queen Rania Foundation

Funding amount: £14,460

Research period: 2018-19

Title: **Safe and Quality Education for girls and boys, in displacement situations in Ethiopia and Somalia**

Title: **Comparative Study of Teacher Education in India, South Africa and England**

Lead Researcher: Y. Sayed and S. Thompson

Funder: Government of India, SPARK Project

Funding amount: 30,000-50,000 USD

Research period: 2018-19

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: M. Novelli (Lead), B. Kutan, P. Kane.

Funder: ESRC

Funding Amount: £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: Director: J. Sumberg, IDS (\$1.7 million)

Sussex Lead: B. Crossouard, Co-Researchers: M. Dunne (CIE) and D. Thorsen (Global Studies)

Funder: International Fund for Agricultural Development

Funding Amount (Sussex): £95,479

Research Period: April 2017-April 2020

### ONGOING RESEARCH:

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### COMPLETED RESEARCH:

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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: **Engaging Teachers in Peacebuilding in Post conflict Contexts: Evaluation of education interventions in South Africa and Rwanda**

Lead Researcher: Y. Sayed

Co-Researchers: M. Novelli and N. Durrani

Funder: ESRC-DFID

Funding Amount: £ 330,732

Research Period: September 2014-December 2018

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

Researcher: L. Morrice

Funder: Sussex learning Network (£7,973)

Research period: February 2018 – September 2018

Title: **Optimising Refugee Resettlement in the UK**

Research team: L.Morrice, M.Collyer, R. Brown and L.

Tip

Sponsor: ESRC £360,450

Research period: July 2014 - February 2018

Title: **Understanding Complementary Basic Education in Ghana**

Lead Researcher: K. Akyeampong

Co-Researcher: S. Higgins

Funder: DFID

Funding Amount: £131,000

Research Period: September 2017-December 2018

Title: **Effectiveness and Efficiency of Secondary Education in Sub-Sahara Africa**

Lead Researcher: K. Akyeampong

Co-Researchers: M. Delprato and K. Lewin

Funder: The Mastercard Foundation, Toronto, Canada  
Amount: £192,000

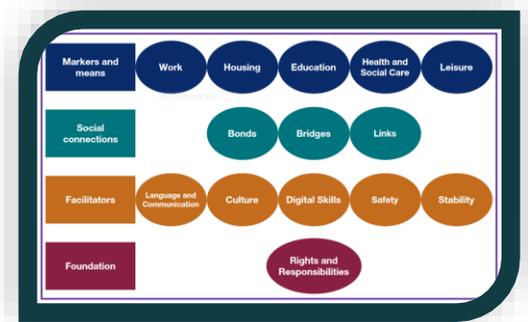
Research Period: August 2017-June 2018

## OUR DIRECT IMPACT



Dr Linda Morrice has played a key role in the creation of a new report on improving integration strategies to better support refugees and migrants in the UK. The Indicators of Integration framework has been produced by the Home Office in collaboration with a group of leading academics, which also includes Dr Alison Strang of Queen Margaret University, Professor Jenny Phillimore at the University of Birmingham and Dr Lucy Michael of Ulster University and with input from local authorities, charities and from refugees themselves.

The framework, which has taken two years to develop, draws on research evidence of the factors which shape integration. The findings from Linda's longitudinal research on refugee resettlement have informed the development of the indicators framework, particularly the areas of language and education. The framework identifies 14 key domains and sets of indicators to support the design of more effective integration strategies, to monitor

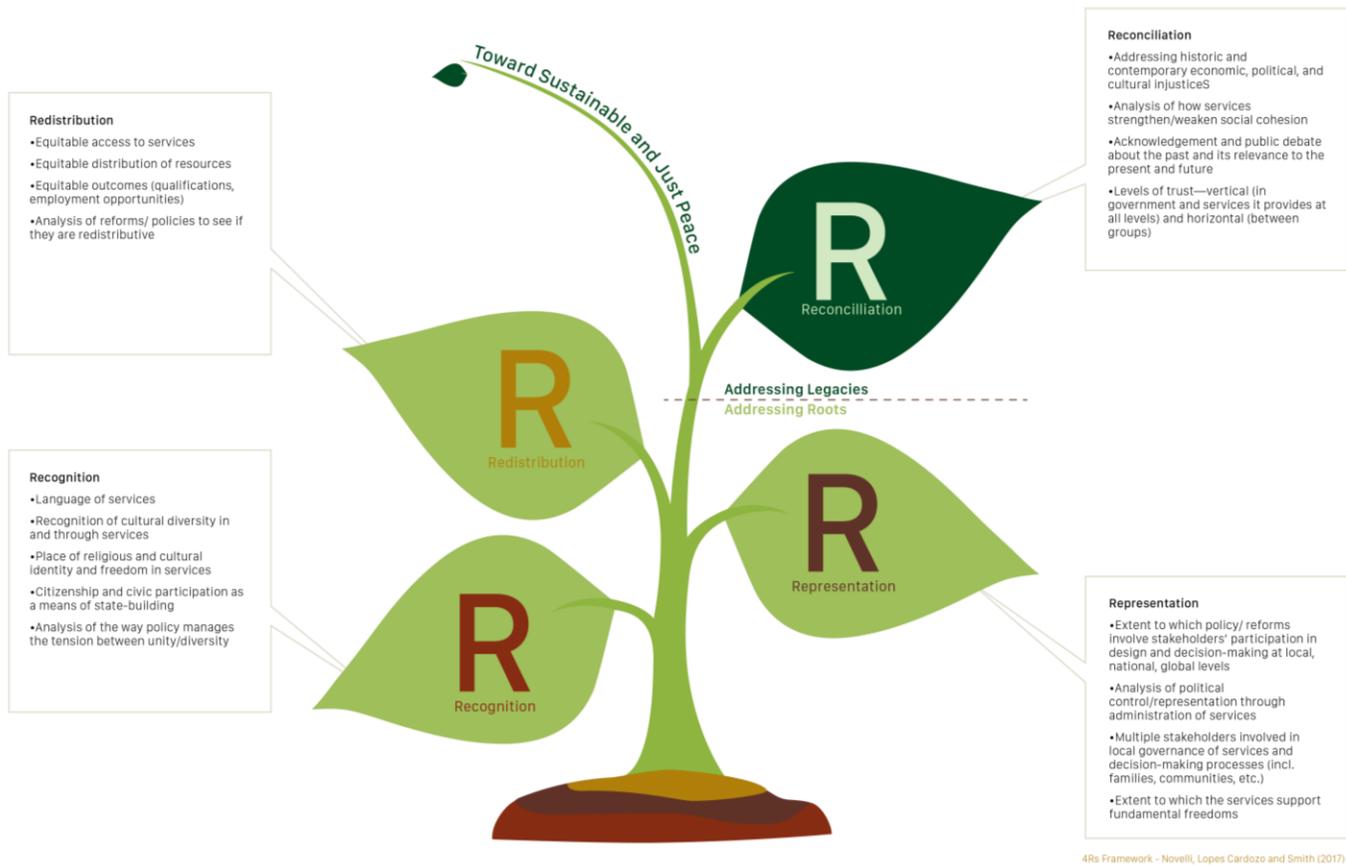


services and better evaluate progress. The report is the most comprehensive piece of work on refugee and migrant integration produced by the UK Government and provides a potentially powerful tool to inform those working with refugees and migrants in the UK and globally.

The new framework and accompanying Good Practice Guide and Toolkit were launched in London in June 2019. The new Indicators of Integration report and accompanying documents can be found on [the Government's website](#).

## 4Rs Approach to the Political Economy Analysis of Education in Conflict Contexts Continues to Extend its Reach

Mario Novelli



An innovative approach to political economy analysis of education systems in conflict affected contexts, led by Professor Mario Novelli, CIE Director, with Dr Mieke Lopes Cardozo, University of Amsterdam and Professor Alan Smith, University of Ulster, continues to influence the academic and policy worlds. Evidence gathered on the impact of the 4Rs approach will form part of a REF 2020 Impact Case Study. Information gathered shows that the 4Rs framework has influenced UNICEF thinking in conflict affected states in a range of ways. In August 2018 UNICEF contacted Mario Novelli, to inform him that they were adopting the 4Rs Conceptual Framework for the development of their Early Childhood Development Sector Concept Note and in a later interview a key UNICEF official noted that

*"The 4Rs actually suggested how governments should structure education policy to have at the macro level elements in place which decrease the risk of violent conflict. This is all very helpful and is very new thinking*

*that has been disseminated (interview with Friedrich Affolter, May 2018, New York)"*

UNICEF has also successfully advocated for the inclusion of the '4Rs framework' in the 'Education Sector Analysis Guidelines: Volume 3', Chapter 10 on Risk and Conflict Analysis of the Education Sector. This text is produced by the Global Partnership for Education, UNICEF, UNESCO and the World Bank and translated into 5 major languages. These 'guideline' texts are the key resource used by National Ministries of Education in developing countries around the world to guide Education Sector Analysis and planning.

In April, 2019, Mario was invited to the launch of a new British Council paper on 'Teaching for Peace' (<https://www.britishcouncil.org/research-policy-insight/insight-articles/teaching-for-peace>) which draws on the 4Rs approach in the conclusions to point a way forward for governments to integrate peacebuilding into education systems and planning.

## KNOWLEDGE EXCHANGE AND PUBLIC ENGAGEMENT

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**Marcos Delprato** became a member of the editorial board of the *International Journal of Educational Development* on February 2019.

**Máiréad Dunne** and doctoral researcher **Sayanti Banerjee** represented 'The Trust for Developing Communities' at an Iftar Dinner at the Grand Hotel Brighton on 2 June 2019. Hosted by the Dialogue Society and the Fellowship Education Society in partnership with Brighton and Hove City Council, Community Works, Brighton and Hove Muslim Forum, Brighton and Hove Interfaith Contact Group and The Trust for Developing Communities, discussions were on the theme of 'Unity'. University of Sussex Vice-Chancellor, Professor Adam Tickell also attended.

**Máiréad Dunne** was invited to the annual meeting of the University of the Future Network in October 2018, an international network with members from Europe, Africa, Asia, North and Latin America. Hosted by the University of Pennsylvania, discussions focused on 'The Global University', 'The Digital University', 'The Equitable University' and 'The Lifelong University'.

**Keith Lewin** has been asked by the Council for Education in the Commonwealth to contribute to the celebration of 60 years of Commonwealth Ministers meetings. Keith is the Chair of the Trustees of the UKFIET. Keith also continues his support to the African Development Bank (AFDB) and the Association for the Development of Education in Africa (ADEA) to develop a proposal for an African Education Development Fund. This Fund would provide grants and loans of magnitude to low income countries and complement the existing bi-lateral and multi-lateral architecture. The Fund would be African owned and managed with a predominance of finance from Africa. It is now under consideration in various Africa Region fora.

Senior Education Lecturer, **Linda Morrice**, won 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) and Rupert Brown (Psychology). The Award was presented to Linda by Michael Davies at the Sussex Impact Day event on 19 June 2018.

Caroline Lucas MP and Vice-Chair of the APPG Chaired a Parliamentary Roundtable on the findings from **Linda Morrice's** and Mike Collyer's Optimising refugee resettlement research in July 2018. The event brought together parliamentarians, experts from key non-governmental organisations and individuals who came to the UK as refugees, to discuss how to improve the support available to help people build new lives here. The report makes five key recommendations for post-2020 Government refugee resettlement programmes.

**Mario Novelli** presented 'Social Movement Learning & Knowledge Production in the Struggle for Peace with Social Justice' at a joint public seminar organised by the Culture, Politics and Global Justice Centre & the Research for Equitable Access and Learning (REAL) Centre, Faculty of Education, University of Cambridge. November 16<sup>th</sup>, 2018.

**Yusuf Sayed** was invited as a keynote speaker to the Western Cape Education Department Metro Central Circuit Managers Meeting, CTLI Kuils River, 19 October 2018.

**Yusuf Sayed** presented 'Learning to Teach, who becomes a Teacher, why, and what are their learning experiences?' as an invited keynote speaker at the Research Indaba: Teacher Development, Department of Basic Education, Pretoria, 12 October 2018.

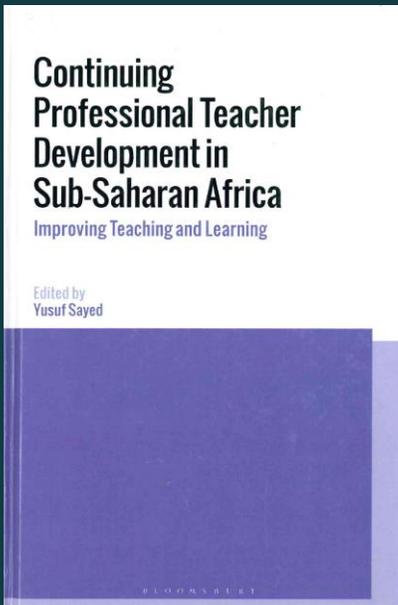
**Yusuf Sayed** was invited as an expert to the Teaching for All Workshop hosted by the British Council, Birchwood Hotel, OR Tambo Airport, 17 – 18 October 2018.

**Yusuf Sayed** was invited to Chair and present an overview of the research Programme to Nairobi Research Workshop hosted by Relief International and Plan UK in partnership with the Ministry of Education, Nairobi, 27 – 28 October 2018.

**Yusuf Sayed** was invited as a keynote speaker to the AKU – IED 11th International Conference 'Assessment and Evaluation in the Global South engaging and transforming discourses and practices', Aga Khan University, Karachi, Pakistan, 8 – 9 November 2018.

## PUBLICATIONS

### TWO NEW BOOKS:

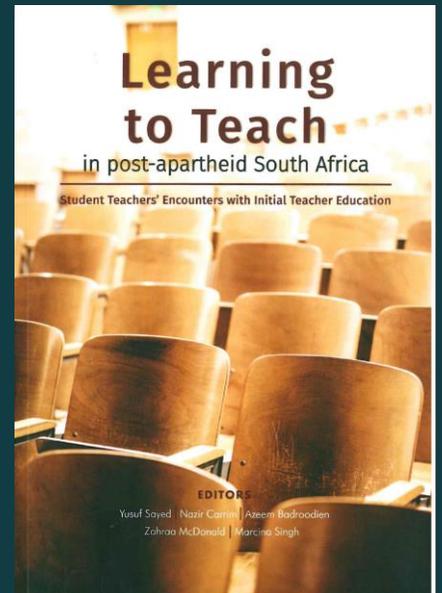


These reflections about CPD in Ghana, Namibia, Rwanda, South Africa, Uganda and Zimbabwe are windows into the world of education in a specific sub-Saharan context. However, like all good case studies, they offer more than just an analysis of the specificities of their localized context. They generate the policy and future

research questions for context. They generate the policy and future research questions for contexts beyond their worlds of time and space. I am left with a deeper insight into how the same words take on different meanings in unique contexts. CPD offers more discomfiting questions rather than certainties because its agenda is yet incomplete. And yet my discomfort is my comfort. Be uncomfortable as you tread these insightful territories."

*Prof Yusuf .Sayed*

"This book, crafted under the auspices of the Centre for International Teacher Education based at the Cape Peninsula University of Technology, extends the interest to provide empirically-led evidence from the field work around teacher education in the South



African context. The book is located within the interest of listening to reflections of student teachers on their lived experiences of the quality of their initial teacher education programme...and...provides an opportunity to gain some insight into whether post apartheid teacher education have impacted the trajectory of new directions. I believe the book is a valuable contribution to the landscape of post-apartheid South African teacher education research

*Prof Michael Anthony Samuel, University of KwaZulu-Natal*

Akyeampong K. (2019): '[Transforming Teacher Preparation for Development for Education in Ghana: Challenges, Progress and Prospects](#)'.

In J.W. Frazer & Lauren Lefty (Eds.) *Teaching the World's Teachers*. John Hopkins University Press

Akyeampong K. (2018): '[Learning to Teach in Ghana: Lessons for Institution-Based Teacher Education for The African Context](#)', (pp 478-492)

In M. Akiba & G. K. Letendre (Eds.), *International Handbook on Teacher Quality and Policy*. New York: Routledge.

Akyeampong, K., Adu-Yeboah, C., & Kwaah, C. (2018): '[Assessing the Actual Needs of Untrained Teachers with Previous Teaching Experience in Ghana](#)'. Sayed, Y and Badroodien A (Eds.) *Continuing Professional Development of Teachers in Sub-Sharan Africa: Challenges and Prospects*, Bloomsbury Publishers, London

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- Akyeampong, K., Delprato, M., Mindano, G, Lewin, K., and Chimombo, J** (2018): [Efficiency and Effectiveness of Secondary Education in Sub-Saharan Africa, EESSA Project. The Case of Malawi. Mixed Method Project Report](#). Project Report. University of Sussex.
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- Sabella, T and **Crossouard, B.** (2018): [Jordan's Primary Curriculum And Its Propensity For Student-Centred Teaching and Learning](#). *Compare: A Journal Of Comparative And International Education*, 48 (5). Pp. 717-732. ISSN 0305-7925
- Crossouard, B., Dunne, M. and Durrani, N** (2019): [Silencing Youth Sexuality In Senegal: Intersections Of Medicine And Morality](#). *Gender And Education*, 31 (2). Pp. 153-170. ISSN 0954-0253
- Delprato, M. and Akyeampong, A.** (2019): [The Effect of Working on Students' Learning In Latin America: Evidence From The Learning Survey TERCE](#). *International Journal of Educational Development* (Accepted)
- Delprato, M.** (2019): [Parental Education Expectations And Achievement For Indigenous Students In Latin America: Evidence From Terce Learning Survey](#). *International Journal of Educational Development*, 65. Pp. 10-25. ISSN 0738-0593
- Villalobos-Araya, Esteban and **Delprato, M.** (2019): [What Is The Place Of Terce Data In International Agendas? A Comparison Of The Content of Regional Information on School Infrastructure and Its Use In Global Reports On Education](#). NORRAG (3). (Accepted)
- 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. Pp. 155-172. ISSN 0738-0593
- Delprato, M., Morrice, L. and Al-Nahi, S.** (2019): [A Summary of Key Patterns in The Jordanian Education System by School Type, Gender and Region](#). Project Report. University of Sussex.
- Delprato, M., Morrice, L. and Al-Nahi, S.** (2019): [Analysis of Educational Context and Learning of Syrian Refugees In Jordan Based On The EGRA Dataset](#). Project Report. University of Sussex.
- Delprato, M.** (2019): [Background and Methodological Note for The Spatial Educational Inequalities \(SEI\) Website](#). Project Report. University of Sussex.
- Adzahlie-Mensah, V and **Dunne, M.** (2018): [Continuing In The Shadows Of Colonialism: The Educational Experiences Of The African Child In Ghana](#). *Perspectives In Education*, 36 (2). Pp. 44-60. ISSN 0258-2236
- Lewin, K.** (2019): [The Sustainable Development Goals for Education: Commonwealth Perspectives and Opportunities](#). *Round Table. The Commonwealth Journal of International Affairs*, September 2019 Taylor Ad Francis, London
- Lewin, K.** (2019): [Counting the Cost of Unequal Access to Education: Looking Back To 1990 And Beyond 2030](#). In Rose P, Arnot M, Jeffery R, And Singal N (2019) *Reforming Education and Challenging Inequalities in Southern Contexts: New Directions for Education Research*. Routledge, Cambridge
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Lewin, K. (2018): [Learning Matters And The World Development Report](#). UKFIET Blog

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Ndofor-Tah, C. Strang, A. Phillimore, J. **Morrice, L.**, Michael, L., Wood, P., Simmons, J. (2019): [Home Office Indicators Of Integration Framework 2019](#). Foreword by the Rt Hon Caroline Nokes MP Minister Of State For Immigration March 2019.

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Westbrook, J., Sutherland, J., Oakhill, J. and Sullivan, S. (2018): '[Just Reading: Increasing Pace And Volume Of Reading Whole Narratives On The Comprehension Of Poorer Adolescent Readers In English Classrooms](#)'. *Literacy*. ISSN 1741-4350

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## SEMINARS AND EVENTS

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### Research Café

- Tuesday 2 October 2018 / Dr Jo Westbrook, Senior Lecturer in Education, University of Sussex  
*Inclusions and Exclusions in Rural Tanzanian Primary Schools: Material barriers, teacher agency and disability equality*
- Tuesday 9 October 2018 / Nadarajah Sriskandarajah, Professor Emeritus in Environmental Communication, Swedish University of Agricultural Sciences, Uppsala, Sweden  
*Political Economy of Education in a Post-War Context: Reflections from Northern Sri Lanka*
- Tuesday 30 October 2018 / Dr Sean Higgins, Education Teaching & Research Fellow, University of Sussex  
*Peace Education: Critical perspectives*
- Tuesday 13 November 2018 / Dr Ahmed Alhazmi, Education Research Fellow, University of Sussex  
*Unveiling Sex: What does it look like for Saudi students to be in a mixed gender environment?*
- Tuesday 11 December 2018 / John Pryor, Professor of Education and Social Research, University of Sussex  
*International Education and Development: Decolonization is (not) a metaphor*
- Tuesday 26 February 2019 / Gabrielle Daoust, Research Fellow in International Relations and Political Ecology, University of Sussex  
*Peacebuilding and the Everyday Politics of Education Governance in South Sudan*
- Tuesday 19 March / Dr Linda Morrice, Senior Lecturer in Education, University of Sussex  
*Refugee Education in the Context of Resettlement*
- Tuesday 9 April 2019 / Professor Mairead Dunne, Centre for International Education (CIE), University of Sussex  
*Banal Bantering and Muttering Masculinities: Gender in the production of national and religious identities*
- Tuesday 30 April 2019 / Dr Priyadarshani Joshi, Research Officer, UNESCO  
*The Consequences of Private Sector Growth on the Public Sector, Parental Choice and Systemic Equity: Research evidence from Nepal and broader implications*
- Tuesday 7 May 2019 / Gunjan Wadhwa, Doctoral Researcher, CIE, University of Sussex  
*Modernity, Religion and Gender: (In)Equality in Adivasi identities in India*

## Open Research Seminar Series

- Tuesday 23 October 2018 / Kwame Akyeampong, Professor of International Education and Development, University of Sussex  
*The Learning Crisis in Africa: Do 'Accelerated Learning Programmes' offer answers?*
- Tuesday 5 March 2019 / Dr Aziz Choudry, Associate Professor, McGill University, Montreal, Quebec, Canada  
*Past Struggles, Present Realities, Future Victories? Social movement learning and knowledge production*
- Tuesday 12 March / Professor Novelli, Dr Birgul Kutan & Patrick Kane, Centre for International Education (CIE), University of Sussex  
*Social Movement Learning and Knowledge Production in the Struggle for Peace with Social Justice*
- Tuesday 26 March 2019 / Eva B. Hartmann, Faculty of Education, University of Cambridge  
*New Geographies of Centrality in the Transnational Higher Education Landscape: Implications for the countries in the South*

## Sussex Development Studies Lecture Series

- Thursday 25 April 2019 / Yusuf Sayed, Professor of International Education and Development Policy, University of Sussex  
*The SDGs and the Global Education Agenda: Promises and possibilities*

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## FAREWELLS

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### DEDICATIONS TO PROFESSOR JOHN PRYOR'S WORK:

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"John was my doctoral supervisor and director at Sussex of the project that funded my PhD. More unusually, his doctoral teaching was also a central focus of my thesis! Following my doctorate, we wrote many articles together on formative assessment, which was of course an area in which he made considerable scholarly contributions."

Dr Barbara Crossouard

"John has been at Sussex for nearly as long as I have and has seen the evolution of the School and the CIE through all its phases up to the present. Many people have made it what it has become since the PGCE opened in 1961 and the CET was set up in 1967. John has been at the centre of education in Sussex for several decades. He has been a constant source of support and inspiration to a lot of people who have shared their Sussex journeys on taught courses and in doctoral studies. The great thing about being an academic is that you can retire and keep working on the ideas that matter with fewer distractions and plenty of diversions into those things for which there was never time! A toast to John in appreciation and very best wishes from us for the future."

Emeritus Professor & Founder of CIE Keith Lewin

"John has been an amazing colleague and mentor since I came to Sussex in 2010. His experience and knowledge of the field of Comparative Education and Development is vast and he is always prepared to pass that on to new generations of scholars, He has always been willing to listen and give advice, is always the first to put his hand up and offer to do any task necessary, and is an ever present fixture of the department and the school. To say that he is irreplaceable is not an exaggeration and we feel his absence already."

Professor Mario Novelli, CIE Director

## DEDICATION TO GUNJAN WADHWA

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“Gunjan Wadhwa will be badly missed in CIE. She was recruited to do a PHD on a CIE Research Scholarship, and has worked as a CIE Research Fellow for the last 4 years. She completed her doctoral studies in 2018 and has now begun her research career. She was a really valued member of CIE, and contributed greatly to CIEs ongoing success. Gunjan coordinated the research seminars, supported away-days and meetings and played a really vital role in improving CIE’s communication with the outside world. We wish you all the best in your career.”

Professor Mario Novelli, CIE Director

“Gunjan has made a massive contribution to CIE and her presence will be sorely missed. She took the administrative lead on a wide range of CIE activities and worked tirelessly with calm efficiency, often behind the scenes, to ensure events were publicised across the university and well supported. As a budding social scientist she engaged energetically in the GIC and POND reading groups and stimulated collective thinking about theoretical, methodological and substantive issues of education and development. We all benefited from her insightful contributions. Her own doctorate on education and identities among the conflict affected Adivasi community in India was refreshing and deeply thought provoking. Well done again Dr Wadhwa!!! We wish you well in your future research and look forward to meeting you in future events in our field and of course you are always welcome back to your academic home in CIE and Sussex.”

Professor Máiréad Dunne



*Emeritus Professor John Pryor*



*Gunjan Wadhwa*

## TEACHING FOR OUR WORLD

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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 professionalism international education and development.



For Ntsiki, the internationalism of the students and staff came as a surprise, albeit a welcome one.

***"When I started my classes, I was really impressed with the quality of teaching, as well as my classmates' experiences from different places and having multiple perspectives on a particular issue. Being at Sussex has exposed me to the different ways that I can contribute in my country."***

Full Story available at <https://www.sussex.ac.uk/alumni/falmer-magazine/>

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Teaching associated with the Centre for International Education includes:

International Education and Development Undergraduate Pathway

International Education and Development MA

International Education and Development PhD

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## INTERNATIONAL EDUCATION AND DEVELOPMENT UNDERGRADUATE PATHWAY

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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.

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## INTERNATIONAL EDUCATION AND DEVELOPMENT MA

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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.

*"I was in your Policy and Practice Issues in International Education and Development course last year 2017/2018.*

*I am emailing you today to express my gratitude. Your course was very challenging for me and your feedback was instrumental to my career choice. In your feedback you stated that I could have a promising future in policy writing. I took your advice and targeted policy related positions after graduation. I am happy to tell you that I have accepted an internship with UNICEF as the Information and Communication Technology Division (ICTD) Policy Intern. I will be working on creating new and editing existing policies. Thank you so much for your encouraging words."*

*Best,  
Daniela Nianduillet*



## DOCTORAL RESEARCHERS

CONGRATS TO THOSE WHO COMPLETED:

### Gunjan Wadhwa

Supervisor: Prof. M. Dunne  
Dr. N. Durrani



"They are like that only": Adivasi identities in an area of civil unrest in India.

### Kathleen Moriarty

Supervisor: Prof. Yusuf Sayed  
Dr. M. Delprato  
Dr. N. Durrani

Developing a Transformative Vision of Global Education? Unpacking education quality and learning in the policy formulation and content of Sustainable Development Goal 4

### Christine Wanjala

Supervisor: Prof. K. Akyeampong



Regenerative Leadership Practices in Kenyan Schools

### Yasamin Alkhansa

Supervisor: Prof. M. Novelli  
Prof. Y. Sayed



*Selective Histories: Living and Teaching in Iran under the Islamic Republic*

### Haitham Ali Hamad Althubaiti

Supervisor: Prof. Y. Sayed  
Dr. A. Blair



Experiences of Learning English as a Foreign Language: A Case Study of an Undergraduate EFL Programme at a Saudi University

### Martha Paluch

Supervisor: Prof. J. Pryor  
Dr. J. Sutherland



Exploring Professional Development with Adult Literacy Facilitators in Guatemala

**Norina Melati Mohd Yusoff**

Supervisor: Dr. Jo Westbrook  
Prof. J. Pryor



Understanding the synergies of Malaysian multilingual students' literacy practices in and out of school: An ethnographic case study

**Fawzia Haeri Mazanderani**

Supervisor: Dr. B. Crossouard  
Prof. J. Pryor



Navigating the 'new South Africa': an ethnographic study of the 'born free generation' in Mpumalanga province

CURRENT DOCTORAL RESEARCHERS:

**Abigail Wells**

Supervisor: Prof. K. Coate  
Prof. L. Morley  
Dr. E. Danvers



Teaching Feminisms in UK Secondary Schools

**Patrick Kane**

Supervisor: Prof. M. Novelli  
Dr. L. Morrice



Stitching together the fragments of resistance: Popular education and social movement learning in southwest Colombia

**Agness Mumba-Wilkins**

Supervisor: Prof M. Dunne  
Dr. B. Crossouard



Re-thinking Sexuality Education: Voices from Zambian Youths

**Eva Bulgrin**

Supervisor: Prof. Y. Sayed  
Prof. K. Akyeampong



Exploration of the discursive and social practices of actors and actants involved in the formulation and mediation of the policy of decentralisation in the context of pre- and primary education in Benin.

**Farzana Bardai**

Supervisor: Prof. Y.Sayed  
Prof. M. Novelli  
Prof. G.Hampden-Thompson



Education government capacity development by INGO's in Conflict Affected Countries: A case of AKF in Afghanistan

**Helen Murray**

Supervisor: Prof. M. Novelli  
Dr. B. Crossouard



Trajectories of a National University: Higher Education, Conflict and the Public Sphere in Lebanon

**Theresa Mary Gooda**

Supervisor: Dr. J. Sutherland  
Dr. J. Westbrook



Reading Re-Cognized: Fostering collaborative reading pedagogies to reconstruct reading teaching practice in the secondary English classroom.

**Daniella Rabino**

Supervisor: Prof. M. Dunne  
Dr. R. Webb



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

**Michael Roy**

Supervisor: Prof. M. Novelli  
Prof. Y. Sayed



Mapping the Politics of Education Policy in the Republic of North Macedonia: Integration, Segregation and Conflict.

**Iris Amponsah-Afah**

Supervisor: Prof. Y.Sayed  
Prof. K. Akyeampong



Pedagogical Practices in Middle to High-Fee-Paying Private Schools in Ghana.

**Euralia Chisangano**

Supervisor: Dr. J. Westbrook  
Dr. J. Shepherd



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

**Jennifer Agbaire**

Supervisor: Prof. M. Dunne  
Dr. L. Gazeley



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

**Suvasini Iyer**

Supervisor: Dr. B. Crossouard  
Prof. K. Akyeampong



Of ease, entitlement and 'competence' - a study of classed subjectivities in an international school in provincial Tamil Nadu

**Anna Wharton**

Supervisor: Dr. L. Morrice  
Dr. J. Westbrook



Unaccompanied young women in England: Constructing spaces of belonging

**Sushri Sangita Puhan**

Supervisor: Dr. B. Luckock  
Prof. J. Boddy



Illuminating the experiences of people with adoption in India – an analysis from the perspective of policy, practice and personal narratives

**Wezi Mwangulube**

Supervisor: Prof. Y. Sayed  
Dr. H. Macgregor (IDS)



Sexuality education for HIV prevention in a socially-conservative education setting: evidence from one Malawian junior secondary school

**Taryn de Kock**

Supervisor: Prof. Y. Sayed  
Prof. M. Novelli



Governing corporate sector involvement in public education provision in South Africa: Equity and social citizenship in a globalising context

**Charles Obiero**

Supervisor: Prof. Y. Sayed  
Prof. J.Pryor



Teachers Experiences and Understanding of Continuous Professional Development (CPD) in Uganda

**Godwin Khosa**

Supervisor: Prof. Y. Sayed  
Prof. K. Akyeampong



Exploring a Multiple-Stakeholder Model of Public Services Delivery Improvement: A Case Study of the National Education Collaboration Trust in South Africa

## FUTURE DIRECTIONS & NEW DEVELOPMENTS

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### **Broaden Funding for Research**

As we head into REF 2020, CIE is looking forward to a new phase of research growth and discussing how to do this in a challenging environment. We are currently exploring a range of Global Challenges Research Fund opportunities and looking at ways that we can spread responsibility to lead new research teams across our membership. This will include supporting CIE colleagues in transitioning them from co-investigators to lead or principal investigators.

### **Improve CIE profile on achievements towards impact, knowledge exchange and communication:**

We have made progress over the last year in developing the CIE website and its social media platforms. We have become much better at tweeting information across our networks, utilising Facebook as a dissemination and awareness raising tool and recording public lectures and broadcasting them out to our communities through YouTube. We still however have much to do.

### **Revamp and widen membership and engagement:**

With new GDPR regulations on data protection and communication, we need to develop a far more robust approach to network and community building across our vast network of research partners, colleagues, alumni and partners around the world. We need to develop a coherent, and compliant, database that can be well maintained, and regularly updated. We also need to develop a regular mail out to keep all of our constituencies aware and engaged in our work.

### **Develop an International Education and Development BA:**

In recent months, we have been exploring as a group the possibility of developing an International Education and Development BA. In the coming year, we will begin explorations on how to develop this further. It may take some time with the current uncertainties of Brexit and Higher Education Funding, but our group feel that this might be a natural next step for our teaching profile.

### **Revamp the MAIED curriculum to reflect SDGs, new global challenges and the skills a new generation of graduates need to succeed:**

In recent meetings, we have discussed the possibility of revamping the Masters in International Education and Development. This is CIE's flagship program and greatest treasure, so we are treating the process very gently. Discussions have emerged over recent years that our course might be too rooted in the EFA objectives and the post 1990 education consensus on the key education priorities in international development. In this SDG period, and with a range of shifting priorities amongst global actors, and new/more urgent global challenges, we feel it is time to assess the relevance of our teaching programme and see how we might refashion its content and structure. We will begin these deliberations this coming academic year, with a view to developing proposals for changes by the end of the year.

## OUR MEMBERS & ASSOCIATES

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### ADVISORY GROUP

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**Brian Hudson**, Professor of Education

**Keith Lewin**, Emeritus Professor, CIE Research Adviser

**Alan Lester**, Professor of Historical Geography

**Elaine Sharland**, Professor of Social Work Research

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### FACULTY AND DEPARTMENT

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**Dr Mariam Attia**, Lecturer in Education

**Dr Linda Morrice**, Senior Lecturer in Education

**Dr Barbara Crossouard**, Reader in Education

**John Pryor**, Emeritus Professor of Education and Social Research

**Dr Marcos Delprato**, Lecturer in International Education

**Yusuf Sayed**, Professor of International Education and Development

**Máiréad Dunne**, Professor of Sociology of Education

**Dr Jacqui Shepherd**, Lecturer in Education

**Dr Louise Gazeley**, Senior Lecturer in Education

**Dr Tamsin Hinton-Smith**, Senior Lecturer in Higher Education

**Dr Sean Higgins**, Lecturer in International Education

**Dr Rebecca Webb**, Lecturer in Education

**Dr Nimi Hoffmann**, Lecturer in International Education

**Dr Jo Westbrook**, Senior Lecturer in Education

**Dr Birgul Kutan**, Postdoctoral Research Fellow

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### FACULTY CROSS-UNIVERSITY

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**Bashair Ahmed**, Executive Director of Shabaka and Doctoral Researcher, School of Global Studies

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

**Rupert Brown**, Professor of Social Psychology, School of Psychology

**Dr Suraj Lakhani**, Lecturer in Criminology and Sociology, School of Law, Politics and Sociology

**Mike Collyer**, Professor of Geography, School of Global Studies

**Melissa Leach**, Professor and Director, Institute of Development Studies

**Dr Denise de Caires Narain**, Reader in English, School of English

**Magnus Marsden**, Professor of Social Anthropology, School of Global Studies & Director of the Sussex Asia Centre

**Andrea Cornwall**, Professor of Anthropology and International Development, School of Global Studies

**JoAnn McGregor**, Professor of Geography, School of Global Studies

**Dr Naomi Hossain**, Research Fellow, Institute of Development Studies

**Dr Lyndsay McLean Hilker**, Lecturer in Anthropology & International Development, School of Global Studies

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

**Sally Munt**, Professor of Cultural/Gender Studies & Director of the Sussex Centre for Cultural Studies, School of Media, Film & Music

**Dr Anuradha Joshi**, Research Fellow, Institute of Development Studies

**Alison Phipps**, Professor of Gender Studies & Director of the Centre for Gender Studies, School of Law, Politics & Sociology

**Maya Unithan**, Professor of Social and Medical Anthropology & Director of the Centre for Cultures of Reproduction, Technologies & Health (CORTH), School of Global Studies

**Jan Selby**, Professor of International Relations & Director of the Sussex Centre for Conflict and Security Research, School of Global Studies

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## VISITING FELLOWS

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**Professor Joseph Ghartey Ampiah**, Vice-Chancellor, University of Cape Coast, Ghana

**Dr Naureen Durrani**, Professor of Education in the Graduate School of Education, Nazarbayev University, Kazakhstan

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

**Dr Sara Humphreys**, Independent Researcher

**Fiona Leach**, Emerita 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 Mark Richmond**, Ex-UNESCO, France

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

**Dr Margaret Sinclair**, Independent Researcher

**Dr Viola Selenica**, Independent Consultant

**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

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## ASSOCIATES

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**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

**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

**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**, ETD-SETA Research Chair in Early Childhood Education, North-West University, Potchefstroom, South Africa

## CONTACT INFORMATION

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Mario Novelli  
Director



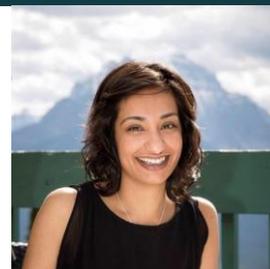
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