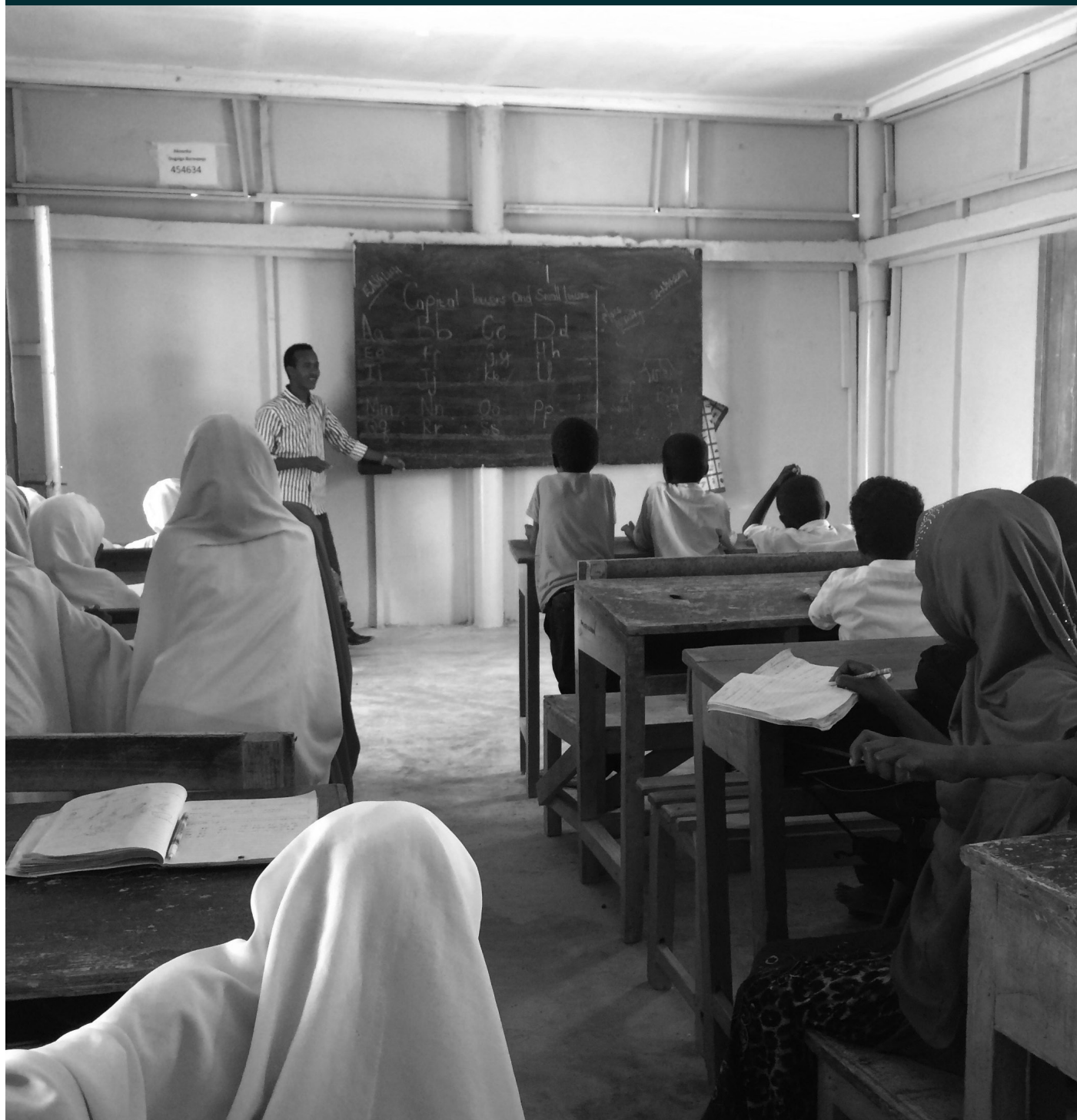


CIE Annual Report 2020



Education Research for a Better World

US

UNIVERSITY
OF SUSSEX

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ABOUT THE CENTRE

The [Centre for International Education](#) (CIE) was established in 1989 and is one of only nine 'University Research Centres' at the University of 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 located within the Department of Education in the School of Education and Social Work, and is a constitutive part of a cross-university focus on Development Studies that has been ranked No.1 globally in the [QS World University Rankings](#).

CIE's central focus is 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, AHRC, GCRF, 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, The Luminos Fund, Sightsavers, 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 teaching at doctoral, masters and undergraduate levels. More than 160 CIE doctoral researchers have graduated from the Education PhD and the International Doctor of Education (EdD). A further 450+ students have completed the International Education and Development MA (MAIED). CIE also offers 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.

FORWARD BY THE DIRECTOR

The 2019/20 academic year was not what any of us had expected. Between industrial disputes over pay, pensions inequalities and casualisation, led by our trade union: The Universities and College Union (UCU), that began in November 2019 and continued into March 2020; to the arrival of the COVID19 pandemic, the lockdown and the shift to home working. As a result, our world, our teaching and our work has all been turned upside down. International travel has become a distant memory, our conferences, workshops and fieldwork have all been suspended and from March 2020 we moved both our teaching, supervision and research online. Our CIE team have worked hard to adapt all of our teaching online, and continued as best we could to re-engage our students, some who chose to return home to their respective countries, and others who found themselves locked down on campus or in Brighton. It hasn't been easy for any of us, but I commend my amazing CIE colleagues for keeping going, adapting their research and teaching and supporting our Undergraduate, Masters and Doctoral students. This is a year that will be forever in all of our memories in both good and bad ways.

In many ways the COVID19 pandemic has brought our field of research and teaching into sharp focus. Across the world schools have shutdown, children have relied on home schooling, and societies have remembered – or perhaps only just realised – what an amazing job teachers around the world do. For many people in the global North, they are also experiencing what many in the Global South have experienced many times before – the widespread disruption and interruption of their education. The COVID19 pandemic is also exacerbating already existing inequalities in education in relation to class, gender, race, ethnicity, disability, geography and threatening the futures of a generation of young people. The economic crisis that the virus has brought in its wake is likely to be with us for many years and put pressure on already stretched education budgets. We must all fight to ensure that education in the Global South does not suffer another period like the 1980s debt crisis, when budgets were slashed and inequalities increased, particularly in sub-Saharan Africa, under the deeply flawed leadership of the World Bank and the IMF. International Development Assistance to education is also in danger of becoming a casualty to the fallout from COVID19. The UK government has already announced a £2 billion cut in funds for the coming year, and no doubt others will follow. The recent merger of DFID into the Foreign Office, also sounds a warning that UK aid may become more politicised and less focussed on the needs of the poorest around the world. Closer to home our own Universities in the UK, including Sussex, are facing falling student numbers, particularly of international students, and rising costs as social distancing places pressure on institutions. For CIE we don't know yet what the impacts of this will have on our student numbers in the coming year, and what the massive budget cuts to UK aid will mean for our research. But drawing on Antonio Gramsci's mantra "*pessimism of the intellect, optimism of the will*" we are hoping for the best.

As the report evidences, despite the challenges of this extraordinary year, CIE members have continued to carry out research, win some impressive new grants, graduate lots of Masters, BA and doctoral students, and publish a wide range of academic and practitioner publications. We are also sadly saying goodbye to Professor Kwame Akyeampong, our wonderful colleague who has contributed so much to the research, teaching and international standing of CIE since he arrived here in 2004. Kwame will be moving on to a Professorship at the Open University, UK. Please read and enjoy the many tributes and messages on page 20 of this report.

Finally, I would like to say a big thank you to Professor Yusuf Sayed and Dr Jo Westbrook who will respectively become the new CIE Director and Deputy Director from January 2021 onwards. I will be working closely with both of them as a handover period commences. I am confident that CIE is in excellent hands and that we will continue to grow, to support research and teaching on international education and development, remain one of the premiere centres of excellence in our field, and continue our strong commitment to social justice in education and beyond around the world.



Professor Mario Novelli, CIE Director

RESEARCH THEMES

CIE research addresses a wide range of issues related to education and international development in a global context encompassing 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 five core themes relating to international education and development:

Access & 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 & 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, Conflict & Displacement

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.

Identities: Citizenship, Gender & Youth

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

Governance, Planning & 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.

Identities: Citizenship, Gender & Youth

National belonging, gender, sexuality, age, religion, ethnicity, caste, employment, socio-economic status, location, lifestyle, migration and displacement - all impact on the provision and uptake of education in societies around the world. Understanding how these identities intersect with power relations is central to the analysis of educational and social exclusion. Most of the research in this theme is informed by sociological and anthropological perspectives, and draws on feminist, postcolonial and post-structural theoretical frameworks.

Action on Children's Harmful Work in African Agriculture (ACHA)



This 7-year, DFID-funded research programme started in January 2020 with the aim of building evidence on:

- the forms, drivers, and experiences of children's harmful work in African agriculture
- interventions that are effective in preventing harm that arises in the course of children's work.

Educational access and quality are key to understanding child work. School quality issues have an important bearing on whether children sustain attendance, the extent to which they work and/or combine school and work. Schools can also be contexts in which children work and/or suffer harm. To add to this, experiences of school and work are highly gendered. With expertise in both fields, Professor Máiréad Dunne with CIE Visiting Fellow, Dr Sara Humphreys, have joined an international team led by the Institute for Development Studies (IDS) to strengthen the evidence base in regard to the prevalence of harmful children's work in African agriculture; the distribution of harmful children's work across different agricultural value chains, farming systems and agro-ecologies; the effects of different types of value chains on the prevalence of harmful children's work; and the efficacy of different interventions, including in education to address harmful children's work.

ACHA will initially work in Ghana with a focus on cocoa, inland fisheries and vegetables. The project will then expand to include other countries and commodities.

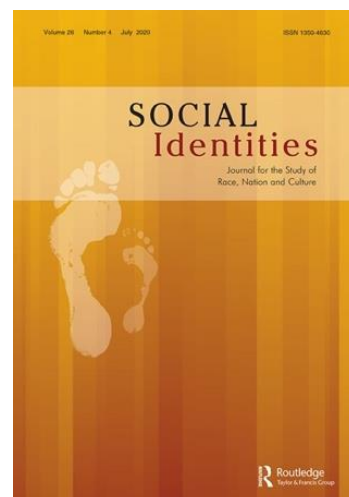
ACHA is a collaborative programme with partners at the University of Ghana, Legon; University of

Development Studies, Tamale; the Institute for Development Studies at the University of Sussex, and Bath and Bristol Universities. Also the African Rights Initiative International (ARII), the Fairtrade Foundation, ISEAL Alliance, the Rainforest Alliance, the Food Systems Planning and Healthy Communities Lab, University at Buffalo, the International Cocoa Initiative (ICI), and the Sustainable Trade Initiative (IDH).

The project is part of a growing strand of Identities research that investigates education and work with a focus on children and youth. These studies explore how young people - multiply identified in terms of gender, poverty, ethnicity, religion and nation - navigate education and work in their own specific contexts. It directly relates to the completed project on 'Rural Youth Employment in Sub-Saharan Africa' and to the newly funded research on '[Youth, Gender and Education: Changing landscapes of work in rural Sub-Saharan Africa](#)' described under **New Research**.

SPECIAL ISSUE: Pluralising Muslim Youth Identities. Intersections of nation, religion and gender. *Social Identities*, Vol 26, Issue 3, 287-387

Following on from the 2017 publication of '*Troubling Muslim Youth Identities: Nation Religion, Gender*', the authors engaged in further research and analysis that has now been published as a special issue of the *Social Identities* journal. In contrast to the book that provided case studies of Muslim youth identities in Pakistan, Senegal, Nigeria and Lebanon, the special issue provides cross-case analysis along key theoretical themes. Co-edited by CIE members,



Professor Máiréad Dunne and Dr Barbara Crossouard, Muslim identities are emphasised as plural and shaped in the specific intersections of local and global discourses. This includes locating analyses in histories of national emergence and the legacies of colonial administration. The special issue addresses issues of

citizenship, gender, agency, othering and the performance of religious identities, drawing on the narratives of educated Muslim youth across the four countries.

Details of the papers can be found under **New Publications**.

Education, Conflict & Displacement

This theme explores the complex relationships between education and conflict in the Global South and violent conflicts' effect on displacement and education in both the North and the South.

Refugee Integration

Dr Linda Morrice was invited to make a keynote speech at a seminar in Japan organised by the Sasakawa Peace Foundation and Hitotsubashi University on the *UK Indicators of Integration and their Implications for Refugee Integration in Japan*. Over 100 representatives from international and national non-governmental organisations, officials



from the Japanese Government, Embassy, Parliament and media attended the event on 5 December 2019.



Linda has also been working as an academic advisor to the International Organisation for Migration (IOM) and the UK Home Office on the development of a series of training events and a guide for local authorities and regional statutory bodies with responsibility for integration. *'The IOM Guide to the Home Office Indicators of Integration framework'* supports capacity-building to effectively use the 'Indicators of Integration' framework in integration strategy planning, implementation and evaluation. In response to interest from civil society organisations, a guide is being developed to support

this sector in the planning and evaluation of integration strategies

Multi institutional Research & Network

In January 2020, Professor Alan Smith (University of Ulster), Professor Mario Novelli (CIE, University of Sussex), Professor Naureen Durrani (University of Nazarbayev, Kazakhstan) and Professor Azeem Badroodien (University of Cape Town) were awarded a £2 million UKRI Global Challenge Research Fund Network Plus grant to develop the PEER Network - Political Economy of Education in Conflict Contexts. The research and networking project will run until January 2024. Co-PI, Mario Novelli, will lead on the 'Political Economy Knowledge Exchange Work Package' with the Sussex team for which they will develop research and knowledge exchange training programmes for early career researchers and practitioners in Sub-Saharan Africa and Central Asia to enhance political economy analysis of education sectors in conflict contexts.

The PEER Network is aimed at improving the quality of Political Economy Analysis in partnership with academics, policymakers and practitioners in conflict affected countries. By the end of the project impact should have been made in the following areas:

- Establishing of two regional hubs of PEA expertise across conflict affected countries in Central Asia and Sub-Saharan Africa
- Bringing together 40 policymakers, practitioners and academics to develop PEA tools, knowledge and expertise
- Commissioning at least 20 research studies worth £800,000 to create locally owned knowledge bases
- Making all tools and resources freely available online to students, researchers and practitioners
- Support for a new generation to undertake political economy analysis of education systems in their own contexts
- Influencing change in global practice in PEA for the benefit of children and young people in conflict affected countries

Planned Impact

The overarching goal of the PEER Network is to inform socially just education systems and provision for children and young people in contexts of conflict and protracted crises.

To achieve this, the PEER Network will:

- Identify new solutions to the problems of 'why good technical policies fail' through a process of endogenous knowledge production.
- Inform intelligent policy and planning decision-making that directly recognises the trade-offs inherent in activities targeting the drivers and the legacies of conflict.
- Produce sustainable solutions by building networks of social accountability at the national and regional level to monitor progress and take account of changing circumstances.
- Create regional hubs of expertise to facilitate joint analysis of political economy analysis of bottlenecks that extend beyond national borders.
- Transform the global knowledge base and increasing standardisation of global education governance response by challenging postcolonial approaches to political economy analysis.

Despite the challenges wrought by the global pandemic, work continues on this ambitious project which will strengthen endogenous capacity in Sub-Saharan Africa and Central Asia to carry out theoretically informed and critical analysis of education's complex relationship to conflict and crisis through an 'ecology of knowledges' approach.



MEETING WITH COLLEAGUES AT THE UNIVERSITY OF CAPE TOWN, AT THE INITIAL WORKSHOP OF THE PEER NETWORK, FEB 2020, SOUTH AFRICA.

Teachers & Quality

Consultation on teaching as a global good

Dr Jo Westbrook was invited to participate in a two-day online Consultation on the application of the science of teaching foundational literacy and numeracy in low-income contexts, convened by the Bill & Melinda Gates Foundation on 30/31 March 2020. The aim was to work towards a research agenda for the Foundation and other funders and to produce a public global good for research in these areas. The consultation was developed from an initial smaller breakfast meeting held in Oxford prior to UKFIET on 16 September 2019 to which Jo was also invited as an expert on reading in multilingual contexts.

At the March consultation, the 59 participants came from NGOs in the Global South such as Room to Read, Language & Learning Foundation, World Reader, Better Purpose, PAL Network and citizen-led assessments (ASER) and SIL, together with representatives from multi-laterals and bi-laterals, practitioners and academics.

Through a series of experts and NGOs presenting in 'Deep Dives', break-out rooms, question-posing and use of polls, a set of priorities and research questions were generated. Somewhat uniquely for funders, the focus was on details of pedagogy. Jo gave examples from her research with Professor Kwame Akyeampong and Dr Sean Higgins where Out-Of-School-Children in Second Chance schools in Ethiopia learn through explicit teacher instructions drawing on concrete examples from students' lives and highly creative and dialogic group work that ensures that all learners talk and participate in every lesson and receive the core concept through multimodal means – all in the local language.

Contested issues in the field of reading were exposed as phonics and scripted lessons continue to be advocated and exported by academics from the Global North despite evidence that these constrain teachers and present unnecessary challenges. Other approaches hailed by participants in the consultation such as supporting oral language, fluency, literacy in local languages and home learning/reading provide

more solid ways to learn to read and support the acquisition of comprehension (see Nag et al 2014).

Directions for future research consider how manipulatives are used for teaching numeracy, what strategies appear to be beneficial in teaching and assessing 'in the moment' reading comprehension in two languages/bilingual classrooms, what ongoing instructional practices support those children left behind, and how to support teachers using formative assessment. Discussion also considered what kind of research design allows depth of investigation, including the importance of interventions being given time to embed before being evaluated.



Jo has also been invited to join the Technical Advisory Board for the free online resource, the Teach Observation Instrument. Developed by the World Bank, the Instrument is designed to support low- and middle-income countries track and improve teaching quality. Jo will be involved at key points of a redesign to consider how the tool can reflect the imperative for inclusion in teachers' practice. Jo joins a team made up of experts and academics working in the field.

Building Resilience in Crises through Education in Fragile and Crisis Affected Environments (BRICE).



MEMBERS OF THE RESEARCH TEAM INTERVIEWING TEACHERS IN SOMALIA

This EU-funded project examines the teaching and learning experiences of children displaced by conflict and climate collapse in Ethiopia and Somalia. It tracks learners and teachers over three years and focuses specifically on the role of teachers' professional development and teacher pedagogy in improving

quality and equity. The project is led by PI, Professor Yusuf Sayed, with support from Dr Nimi Hoffmann and Farzana Bardai.

In 2019, the study concluded its baseline data collection phase which was composed of teacher and learner surveys, as well as interviews with teachers, principals and parents. This year, the project has conducted in-depth case studies of selected schools, which include repeated teaching observations and in-depth focus group discussions with learners and community elders. The research phase occurred in the aftermath of locust swarms and flooding, followed by the Covid-19 pandemic. As a consequence, fieldwork has focused on understanding the experiences of learners, teachers and parents during the pandemic and its intersections with climate catastrophes, with an emphasis on understanding risk, vulnerability, resilience and institutional support.

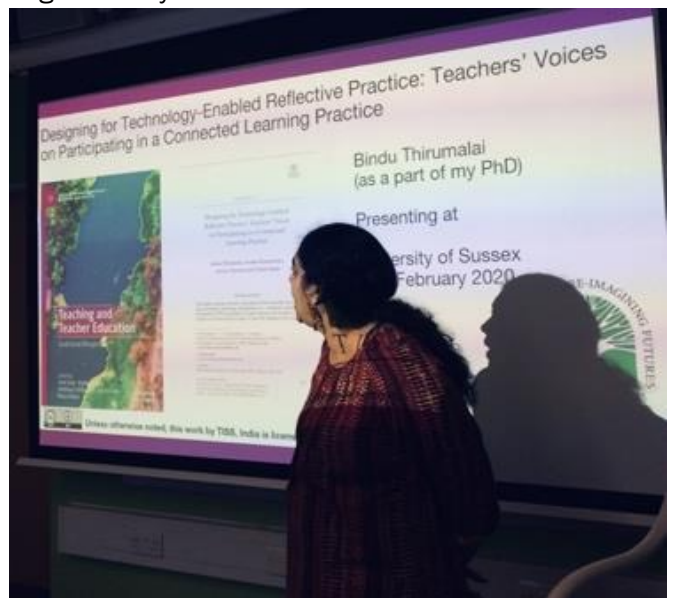
The study aims to inform policy and practice in the field, and contribute to knowledge on teacher practices in fragile and conflict-affected states.

Teacher Education Research

Professors Yusuf Sayed and Simon Thompson are currently engaged in a teacher education research and development project with Professor Mythili Ramchand from the Centre for Education, Innovation and Action Research at the Tata Institute of Social Sciences, Mumbai. Funded under UK-India Education and Research Initiative (UKIERI) and the Scheme for the Promotion of Academic and Research Collaboration (SPARC), Ministry of Human and Resource Development (MHRD), India, the project is focused on developing a collaborative course on Comparative Education as part of a Postgraduate Certificate course on Teacher Education to be offered by TISS in 2021. Simon and Yusuf Sayed visited TISS for four weeks to help design and pilot the course along with a group of students in India. The project involves comparative research on teacher education policy and programmes in India, South Africa, and the United Kingdom.

As part of this study, two TISS doctoral researchers visited the Centre for International Education (Sussex)

and the Centre for International Teacher Education at CPUT in South Africa. A research monograph based on the study will be produced and presented at an international symposium on teacher education organised by CIE and TISS in 2021.



Access & Equity

Workshop VVOB Brussel



Marcos Delprato was invited to run a workshop of monitoring SGD4 for VVOB-education for development (Brussels) staff on 4th and 5th of December 2019. The

workshop included a review on existing platforms and a description and hands-on exercise using the insights from [his website on monitoring spatial inequality](#). The site takes a novel, granular look into geographical educational inequalities for 29 SSA countries and 14 education indicators using coordinates from DHS surveys.

It contributes towards monitoring inequality in SDG4 beyond standard pillars of disadvantaged (gender, wealth and location) and especially within location it goes further than the rural and urban divide for calculation of targets for SDG4. Urban-rural and regional divisions in the global south are blurry boundaries and the website identifies patterns for zonal of exclusion and the degree of positive or negative education externalities within them.

Covid19



In May, Nimi Hoffmann joined the education working group of the Covid19 People's Coalition in South Africa, an alliance of social movements, trade unions, community organisations and NGOs that was formed in response to the pandemic. The education working group has sought to ensure that the voices of teachers, learners and caregivers at black working-

class schools are at the heart of policymaking and public discourse during the pandemic. Its work has included bringing together all five teacher unions to work together with the South African Human Rights Commission (SAHRC), an independent chapter nine institution established by the Constitution as a watchdog over human rights violations. This collaboration, the first of its kind in South Africa, has thus far allowed them to monitor 4485 schools as to whether they have sufficient teachers and resources to reopen during the pandemic, as well as to track the incidence and intensity of hunger and violence during this period.

Education procurement and privatization

In June, Nimi Hoffmann worked with the Budget Justice Coalition and Imali Yethu in South Africa on a joint submission to the Treasury regarding the draft Public Procurement Bill. Their submission documented the ways in which the bill legislates for secrecy and against public participation in procurement processes and opens the door to the further privatization of the public schooling sector.

This is part of a growing focus on public private partnerships in education and the role of privatisation in driving education debt and inequity.



Process Evaluation of the ongoing Government Adoption of the Second Chance Education Program in Ethiopia

In February 2020, Professor Kwame Akyeampong as PI (now at the Open University, UK), Dr Jo Westbrook and Dr Sean Higgins from CIE (Co-Investigators) were awarded £125,402 (Sussex Portion £43,058) from the Luminos Fund to carry out a process evaluation over three years of the Ethiopian Government's adoption of the Second Chance (SC) Education programme for Out-Of-School-Children. This was won following the earlier mixed methods longitudinal study in 2018 of the programme by Sussex researchers that showed that the pedagogy and teacher training made a considerable impact on learning outcomes and on children's resilience and aptitude for learning, enabling them to transition to public primary schools and successfully complete. Indeed, it was the compelling evidence of the impact of Second Chance pedagogy which prompted the Ministry of Education in Ethiopia to introduce the programme in its schools. Informed by this success, the Ethiopian government has partnered with the Luminos Fund to scale-up the initiative and to pilot government adoption of the programme, so that by the end of the project in 2022, the SC program would have been incorporated into the annual budgets and operation plans of four regions in Ethiopia – Amhara, Oromia, SNNPR and Tigray.

The new research focuses on system level scaling up of the Speed School model by the government of Ethiopia. We have built 'pathways to impact' into the design of the new research by adopting methods which will generate data purposely to engage our potential users. Our research targets Ministry of Education officials responsible for the overall strategy, regional and district education officials responsible for

the integration process and finally, headteachers and teachers who will be iterating and innovating the model in government schools. At different stages of the research we will be tracking impact by documenting transformative stories from all the key stakeholders noting how they are using the evidence generated to inform policy and practice.

Drawing on prior experiences of researching the Second Chance programme in Ethiopia and Liberia, Jo Westbrook and Sean Higgins will work with Ethiopian researchers to look at the teacher training and classroom observations, and Sean Higgins will also look in particular at parent/community relations and the complex political economy factors shaping the adoption of the programme in different areas of Ethiopia. Kwame and Sean made an initial visit...to Ethiopia at the start of the year to work with local researchers able to speak community languages and devise a research strategy. However, at present the research is on hold due to Covid-19.

This research provides a great opportunity for Sussex CIE to build on previous research into accelerated learning programmes by foregrounding how innovative pedagogies may be taken up at a national and systemic level. This therefore consolidates CIE as a specialist research centre in the field of interventions for out of school children. Moreover, it demonstrates the huge impact of Sussex research on one of the most important challenges facing the field of education and development, out of school children, boys and girls, in all parts of the world but particularly in sub-Saharan Africa. Finally, the research demonstrates how the different strands within CIE – education in conflict, transformative pedagogies, gender and identities, – come together fruitfully in our research endeavours.

Conference Presentations

Crossouard, B. & Dunne, M. (2019) *Secularism Undone: Muslim youths' national identities in Northern Nigeria*. Paper presented at the Multiculturalism, Nationalism, Religions and Secularism. 20th Anniversary Conference of Centre for Study of Race and Citizenship, 7-9, November 2019, University of Bristol, UK.



Crossouard, B. (2019) *Discourses of Medicine and Morality: sexual and reproductive health education in Senegal*. School of Education, University of KwaZulu Natal, Durban, South Africa, 24 October 2019

Crossouard, B., Teeken, B., Madu, T. & Dunne, M. (2019) *Gender, education and rurality: livelihoods and imagined futures of youth in Southern Nigeria*. Paper presented at the Southern Africa Comparative and Historical Education Society Annual Conference, Windhoek, Namibia, 28-31, October, 2019

Delprato, M. (2019) *Inclusive secondary education? Insights from a study of efficiency and effectiveness in Uganda and Malawi*. UKFIET conference. Oxford, UK. 16-19, September 2019.

Dunne, M. & Crossouard, B. (2019) *What kind of citizen? The construction of national identities in Sub-Saharan Africa*. Paper presented at the Southern Africa Comparative and Historical Education Society Annual Conference, Windhoek, Namibia, 28-31, October 2019

Dunne, M. & Crossouard, B. (2020) *Struggles for inclusion: spatial analyses of education in Africa* (Symposium with additional papers by Jennifer Agbaire, Eva Bulgrin, Agness Mumba-Wilkins and Daniella Rabino) UKFIET conference. Oxford, UK. 16-19, September 2019.

Hoffmann, N. (2019) *Teacher education and the forging of segregated publics in South Africa*. Presented at the Social Policy in Africa conference: Governance of Africa's Social Policy: Subverting Development and Democracy? University of South Africa, Pretoria, South Africa. 25-29, November 2019

Hoffmann, N. (2020) *The dialectical imagination: social experiments and the rise of the workfare state in the United States*. Presented at the International workshop on Critical Perspectives on Contemporary Social Policy in Developing Countries. Institute of Social Studies, The Hague, Netherlands. 10-11, February 2020

Morrice, L (2019) *Social cohesion and learning in schools in Jordan* UKFIET conference. Oxford, UK. 16-19 September, 2019

Novelli, M (2019) *Researching Education in Conflict Contexts: Political & Methodological Issues*. UKFIET conference. Oxford, UK. 16-19, September 2019

Novelli, M (2019) *Analysis of Education Systems for Early Career Researchers in Conflict Contexts*. UKFIET conference. Oxford, UK. 16-19, September 2019

Novelli, M (2019) *Researching Learning & Knowledge Production in Social Movements in Times of Conflict & Crisis: Theory, Process, Praxis*, Karaburun Bilim Congressi, Izmir. September 2019

Salmon, T., Sayed, Y. & Balie, L. (2019) *Teacher Education for Inclusion in South Africa – An Epistemic Journey and a Roadmap Forward*. UKFIET Conference, 17 September 2019.

Sayed, Y., Nareadi, P., Newton, J.N., Salmon, T., Balie, L., Mosito, C., Nissen, C., Collair, L., Jacobs, C., Mamabolo, J., Deysel, S., Khalo, X. & Maapola. H.R. (2019) *Round Table: Teaching for All – Mainstreaming Inclusive Education in South Africa*. 7th South African Education Research Association Conference, Durban, 22-25, October 2019.

Sayed, Y., Salmon, T. & Balie, L. (2019) Improving Teacher Professionalism: *Teaching for All – Mainstreaming Inclusive Education*. 7th South African Education Research Association Conference, Durban, 22-25 October 2019.

Sayed, Y., McDonald, Z., Singh, M. & Nyatsanza, T. (2019) *Unpacking Teacher Professional Development*. 7th South African Education Research Association Conference, Durban, 22-25, October 2019.

Sayed, Y., McDonald, Z., Singh, M. & Nyatsanza, T. (2019) *Learning to Teach: A Longitudinal Perspective*. 7th South African Education Research Association Conference, Durban, 22-25, October 2019.

Singh, M. & Sayed, Y. (2019) *Boundaries and Belonging in Post-Apartheid South Africa: Views of Students and Teachers*. 7th South African Education Research Association Conference Durban, 22-25, October 2019.

Westbrook, J., Miles, S. & Shepherd, J. (2019) *Subject-specific curricular adaptation: learning about inclusion from ‘ordinary’ primary school teachers in Tanzania*. UKFIET conference. Oxford, UK. 16-19, September 2019

IMPACTING OUR WORLD THROUGH RESEARCH

New Research

Title: Process Evaluation of the ongoing Government Adoption of the Second Chance Education Program in Ethiopia.
Researchers: Akyeampong, K. (PI) **Westbrook, J.** (CIE Lead) **Higgins, S.**
Funder/Sponsor: The Luminos Fund/Dubai Cares
Funding amount: Sussex portion £ 39, 548
Research Period: February 2020 – June 2022

Title: Political Economy of Education in Conflict Contexts – The PEER Network
Researchers: **Novelli, M.**, (Co-PI & CIE Lead), Smith, A. (Co-PI), Durrani, N., Badroodien, A. & **Higgins, S.**
Funders: UKRI Global Challenge Research Fund Network Plus Grant
Funding Amount: £ 2,000,000
Funding Period: Jan 2020 – Jan 2024

Title: Action on Children's Harmful Work in African Agriculture
Researchers: **Dunne, M.** & Humphreys, S.
Funders: DFID
Funding Amount: £ TBD
Funding Period: January 2020 – January 2027

Title: Youth, gender and education: changing landscapes of work in rural Sub-Saharan Africa
Researchers: **Crossouard, B.** (PI) **Dunne, M.**, Moletsane, R. & Dauda, M.
Funder/Sponsor: British Academy
Funding amount: £ 296,000
Research Period: March 2020-July 2022

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: **Novelli, M.** (PI), **Kutan, B.** & **Kane, P.**
Funder: ESRC
Funding Amount: £ 442, 670
Research Period: January 2018-December 2020

Title: Assessment of education strategies and interventions adopted in Jordan as a response to the Syrian
Researchers: **Morrice, L.** (PI), **Attia, M.**, Delprato, M., Sayed, Y. & Hampden-Thompson, G.
Funder/Sponsor: Queen Rania Foundation
Funding amount: £ 146,300
Research Period: July 2018-September 2020

Title: Safe and Quality Education for girls and boys, in displacement situations in Ethiopia and Somalia
Researchers: **Sayed, Y.** (PI), **Hoffman, N.**
Funder/Sponsor: EUEC BRiCE Program
Funding amount: € 5, 890,000 (total grant), £225,198 (Sussex Portion)
Research Period: March 2018-February 2022

Title: Comparative Study of Teacher Education in India, South Africa and England
Researcher: **Sayed Y. & Thompson, S.**
Funder: Ministry of Human Resources development, India SPARC Project and UKIERI
Funding amount: \$ 30,000-50,000 USD
Research period: March 2018-May 2021

Title: Consultancy: Technical Support for the Inclusive Education Project, Uganda
Researchers: **Westbrook, J.** & **Shepherd, J.**
Funder: Sightsavers
Funding amount: £47,542
Research Period: April 2016 to December 2020

Completed Research

Title: Challenges and Opportunities for Rural Youth Employment in Sub-Saharan Africa: A mixed methods study to inform policy and programmes
Researchers: Sumberg, J. (PI) **Crossouard, B.** (Sussex Lead), **Dunne, M.** & Thorsen, D.
Funder: International Fund for Agricultural Development
Funding Amount (Sussex): £ 95,479 of £ 1.7 million Grant
Research Period: April 2017-April 2020

Title: Engaging Teachers in Peacebuilding in Post conflict Contexts: Evaluation of education interventions in South Africa and Rwanda
Researchers: **Sayed, Y.** (PI) **Novelli, M.** & **Durrani, N.**
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: **Morrice, L.**
Funder: Sussex learning Network
Funding Amount: £ 7,973
Research period: February 2018 – September 2018

Title: Optimising Refugee Resettlement in the UK
Researchers: **Morrice, L.** Collyer, M., (PI) Brown, R. & Tip, L.
Sponsor: ESRC (£ 360,450)
Research period: July 2014 - February 2018

Title: Understanding Complementary Basic Education in Ghana
Researchers: **Akyeampong, K.** (PI) & **Higgins, S.**
Funder: DFID
Funding Amount: £ 131,000
Research Period: September 2017-December 2018

Title: Effectiveness and Efficiency of Secondary Education in Sub-Sahara Africa
Researcher: **Akyeampong, K.** (PI), **Delprato, M.** & **Lewin, K.**
Funder: The Mastercard Foundation, Toronto, Canada
Funding Amount: £ 192,000
Research Period: August 2017-June 2018

Title: Consultancy: Education for Out-of-School Children with Disabilities in Jordan (2018-19)
Researcher: **Shepherd, J.**
Funder: Queen Rania Foundation
Funding Amount: £ 14,460
Research period: 2018-19

Title: Research into the curriculum and pedagogy of the Second Chance programme in Liberia
Researchers: **Westbrook, J.** (PI), **Higgins, S.** & **Akyeampong, K.**
Funder/Sponsor: The Luminos Fund
Funding amount: £ 62,899
Research Period: December 2019-July 2019

PUBLICATIONS

CIE Director to become Co-Editor of the Journal of Globalisation, Education & Societies



CIE Director, Professor Mario Novelli, was appointed Co-Editor of the journal [Globalisation, Education & Societies](#) in June 2020. This pioneering journal, set up by Professors Susan Robertson (University of

Cambridge) and Roger Dale (University of Bristol) in 2003, explores the complex relationships between education and processes of globalisation.

Mario will begin his tenure in January 2021 and work closely with Co-Editor and founder, Professor Susan Robertson, to take the journal forward in new and exciting directions.

Mario said of his appointment:

"This is a great honour for me. I have engaged with, published in, reviewed for, and been a member of this journal's advisory board for many years, and I feel very much part of its intellectual traditions and political commitments. As I step down from my role as CIE Director, I am looking forward to devoting more time to supporting the ongoing success of this journal."

Articles

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

Crossouard, B., Dunne, M. & Durrani, N. (2019) [Silencing Youth Sexuality In Senegal: Intersections Of Medicine And Morality](#). *Gender And Education*, 31 (2), pp. 153-170. ISSN 0954-0253

Villalobos-Araya, E. & **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 Special Issue (3): Global Monitoring of National Educational Development: Coercive or Constructive?* pp. 55-59. ISSN 2571-8010

Delprato, M. & Akyeampong, K. (2019) [The effect of working on students' learning in Latin America: evidence from the learning survey TERCE](#). *International Journal of Educational Development*, 70 (102086).

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.

Adzhalie-Mensah, V. & Dunne, M. (2018) [Continuing in the shadows of colonialism: the educational experiences of the African child in Ghana](#).

Perspectives in Education, 36, pp. 44-60, 01 Apr 2018 [completed in 2019-20 but pre-dated by publishers]

Humphreys, S., Dunne, M., Durrani, N., Sankey, S., & Kaibo, J. (2020) [Becoming a teacher: Experiences of female trainees in pre-service teacher education in northern Nigeria](#). *Teaching and Teacher Education*. 87 (102957)

Dunne, M., Humphreys, S. & Bakari, S. (2020) [Troubled spaces: negotiating school-community boundaries in northern Nigeria](#). *Journal of Education Policy* Published on-line 20 April 2020

Dunne, M., Crossouard, B., Bakari, S., & Agbaire, J. (2020). [Beyond the modern: Muslim youth imaginaries of nation in Northern Nigeria](#). *Sociology*. Forthcoming

Higgins, S. & Novelli, M. (2020) [Rethinking Peace Education: A Cultural Political Economy Approach](#). Featured Article in *Comparative Education Review*, 64(1), pp. 1-20.

Hoffmann, N. (2020) *Involuntary experimentation in former colonies: the case for a moratorium*. World Development. 127

Hoffmann, N. (2020) *Involuntary Social Experimentation: Revisiting the Case for a Moratorium*. CODESRIA Bulletin.

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., & Singal, N. (2019) *Reforming Education and Challenging Inequalities in Southern Contexts: New Directions for Education Research*. Routledge, Cambridge

Lewin, K. (2019) *Realising Rights to Education: Is Privatising Educational Services Equitable, Democratic, Inclusive and Sustainable in South Asia?* Chapter in Govinda, R *Democracy, Education and Development: Issues Relating to Inclusion, Equity and Sustainability in India*. Oxford University Press.

Lewin, K. (2019) *Sustainable Educational Development* in Lics, Lmics and Umics: Dancing to An African Rhythm. African Development Bank, Abidjan

Lewin, K. (2019) *GPE Private Sector Strategy Revisited*. Commissioned Study for Open Society Foundations, London

Morrice, L., Tip, L. K., Brown, R. & Collyer, M. (2019) *Resettled Refugee Youth and Education: Aspiration and Reality*. Journal Of Youth Studies. ISSN 1367-6261

Tip, L. K., Brown, R., Morrice, L., Collyer, M & Easterbrook, M. J. (2019) *Improving Refugee Well-Being With Better Language Skills and More Intergroup Contact*. Social Psychological And Personality Science. ISSN 1948-5506

Tip, L. K., Brown, R., Morrice, L., Collyer, M. & Easterbrook, M. J. (2020) *Believing is achieving: a longitudinal study of self-efficacy and positive affect in resettled refugees*. Journal of Ethnic and Migration Studies. pp. 1-17. ISSN 1369-183X

Morrice, L. (2019) *'You Can't Have A Good Integration When You Don't Have A Good Communication': English Language Learning Among Resettled Refugees In The UK*. Journal of Refugee Studies. ISSN 0951-6328

Collyer, M., Morrice, L., Tip, L. K., Brown, R. Odermatt, E. (2019) *A Long-Term Commitment: Integration of Resettled Refugees in The UK*.

Collyer, M. And Morrice, L. (2019) *Breaking the Barriers: Optimising Refugee Resettlement*. Parliamentary Roundtable Report. Spring 2019.

Ndofor-Tah, C., Strang, A., Phillimore, J., Morrice, L., Michael, L., Wood, P. & Simmons, J. (2019) *Home Office Indicators Of Integration Framework 2019*. Forward By The Rt Hon Caroline Nokes MP Minister Of State For Immigration March 2019.

Coley, J. Godin, M. Morrice, L. Phillimore, J. Tah, C. (2019) *Integrating Refugees. What Works? What Can Work? What Does Not Work? A Summary of The Evidence*.

Bonal, X., Coxon, E., Novelli, M and Verger, A (2020 in press) *Education, Globalisation and The State: Essays in Honour of Roger Dale*. London: Peter Lang.

Novelli, M. (2020 in press) *Education and the 'Developing' State: Between Capitalism, Imperialism and Modernity* in Xavier Bonal, Eve Coxon, Mario Novelli, M. & Antonio, V. (2019) *Education, Globalisation and The State: Essays In Honour Of Roger Dale*. London, Peter Lang

Novelli, M., Lopes Cardozo, M., & Smith, A. (2019) *The '4 Rs' As A Tool for Critical Policy Analysis of The Education Sector In Conflict Affected States. In Education and Conflict Review (Volume 2): A Special Issue on Theories and Theoretical Frameworks in Education, Conflict And Peacebuilding*. London, IOE, UCL

Lopes Cardozo, M., Novelli, M., Smith, A. (2019) *Textbook Content as A Symptom of Deeper Struggles: A '4 Rs' Framework to Analyse Education in Conflict Affected States NISSEM Global Briefs* (2019) – Networking to Integrate SDG 4.7 And SEL Skills into Educational Materials.

Novelli, M (2019) *Knowledge Production on Education in Conflict Contexts: Towards an Ecology of Knowledge*. NORRAG Blog, NORRAG, Geneva

Verster, J. & **Sayed, Y.** (2020) *Constraints influencing the efficacy of a PGCE Mathematics programme – A case study*. Australian Journal of Education Research, 66(2).

Van Heerden, S., **Sayed, Y.** & McDonald, Z. (2020) *Student teachers' views of their experiences in a Bachelor program*. South African Journal of Childhood Education.

Sinha, S. & **Wadhwa, G.** (2019) *Youth At 'Risk': Labour, Education and Marginality in Handbook of Education Systems in South Asia: Global Education Systems* (Springer Nature, 2019)

Pluralising Muslim Youth Identities: Intersections of Nation, Religion and Gender in the Global South, 26(3)

Edited by Máiréad Dunne and Barbara Crossouard

Dunne, M. & Crossouard, B. (2020) *Introduction: pluralising Muslim youth identities: intersections of nation, religion and gender*. Social Identities, 26(3), pp. 287-297.

doi:10.1080/13504630.2020.1765759

Crossouard, B. & Dunne, M. (2020) *Muslim youth as global citizens*. Social Identities, 26(3), pp. 298-313. doi:10.1080/13504630.2020.1765760

Durrani, N. & Crossouard, B. (2020) *National identities and the external other in Muslim majority contexts: youth narratives in Pakistan and Senegal*. Social Identities, 26(3), pp. 314-329. doi:10.1080/13504630.2020.1765761

Fincham, K. & Dunne, M. (2020) *Fracturing the nation: Muslim youth identities in multi-religious states*. Social Identities, 26(3), pp. 330-344. doi:10.1080/13504630.2020.1765762

Dunne, M., Durrani, N., Fincham, K., & Crossouard, B. (2020) *Pluralising Islam: doing Muslim identities differently*. Social Identities, 26(3), pp. 345-360. doi:10.1080/13504630.2020.1765763

Crossouard, B., Dunne, M., & Durrani, N. (2020) *Understanding agency differently: female youth's Muslim identities*. Social Identities, 26(3), pp. 361-375. doi:10.1080/13504630.2020.1765764

Dunne, M., Fincham, K., Crossouard, B., & Durrani, N. (2020). *Gender symbolism and the expression of post-colonial national and religious identities*. Social Identities, 26(3), pp. 376-387.

Authored/Edited Books/Monographs

Bonal, X., Coxon, E., **Novelli, M** and Verger, A (2020 in press) *Education, Globalisation and The State: Essays in Honour of Roger Dale*. London: Peter Lang.

Sayed, Y. & De Kock, T. (2019) *Teacher Career Reforms in South Africa*. Paris: International Institute for Educational Planning. Pages: 70. ISBN: 978-92-803-1419-9.

Sayed, Y. For: UNESCO. (2019) *Teacher Policy Development Guide*. Paris: UNESCO. Pages: 128. ISBN: 978-92-3-100318-9.

Sayed, Y. & Soudien, C. (2020) *Managing a progressive educational agenda in post-apartheid South Africa: The emergence of education Public-Private Partnerships (PPPs)*, in Zadjia, J. (ed.) *Globalisation, Ideology, and Education Reform – Emerging Paradigms*. New York: Springer. ISBN: 978-94-024-1742-5.

Sayed, Y. & Moriarty, K. (2020) *SDG4 and the 'education quality turn': Problems, prospects and possibilities*, in Wulff, A. *Grading Goal 4: Tensions, Threats and Opportunities in the Sustainable Development Goal on Education Quality*. New York: Brill Open. pp. 194-213. DOI: 10.1163/9789004430365_009.

Sayed, Y., De Kock, T. & Motala, S. (2019). *Between higher and basic education in South Africa: What does decolonisation mean for teacher education?* In Jansen, J. (ed.) *Decolonisation in Universities: The Politics of Knowledge*. Johannesburg, South Africa: Wits University Press. pp. 155-180. ISBN: 978-1-77614-335-1.

Soudien, C. & **Sayed, Y.** (2019) *Transforming teacher education in South Africa*, in Lampert, J. (ed.) (2019). *The Oxford Encyclopaedia of Global Perspectives on Teacher Education*. Oxford: Oxford University Press. pp. 1-38. ISBN: 9780190264093.

Policy Reports & Submissions

Delprato, M., Morrice, L. & 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, England.

Delprato, M. (2019) *Background and Methodological Note for The Spatial Educational Inequalities (SEI) Website*. Project Report. University of Sussex, England.

Sayed, Y., Hoffmann, N., Kanjee, A. & Salmon, T. (2019) *Teachers speak: acting on teachers' professional development benefits and needs*. Synthesis Report on the First National Survey of Teacher Professional Development in South Africa. Pretoria: Department of Basic Education, South Africa.

Kota, Z., Pearson, K. & **Hoffmann, N.** (2020) *Joint Submission to National Treasury on the Draft Public Procurement Bill*. Joint Submission by the Budget Justice Coalition and Imali Yethu. 30 June 2020.

PUBLIC COMMENTARY

Muller, S., G. Chelwa and **N. Hoffmann.** 2019. *How randomised trials became big in development economics*. *The Conversation*.

Muller, S., G. Chelwa and **N. Hoffmann.** 2019. *Randomised trials in economics: what the critics have to say*. *The Conversation*.

SEMINAR AND EVENTS



CENTRE FOR INTERNATIONAL EDUCATION

CIE Autumn Term Events: 2019

OPEN RESEARCH SEMINARS

Date	Time	Venue	Presenter	Title
Weds 2 Oct 2019	12-1.30pm	Room 303, Ashdown House	Dr Joanna Härmä Independent Research Consultant / CIE Visiting Research Fellow	Comparing Government and Private Schools in Central Region, Ghana

RESEARCH CAFES

1.30-2.30pm in the venues shown below

Date	Venue	Presenter	Title
Thurs 10 Oct 2019	Room 103, Ashdown House	Dr Marcos Delprato Lecturer in International Education, University of Sussex	The Spatial Educational Inequalities (SEI) website: A new monitoring tool for SDG4
Tues 15 Oct 2019	Room 2D10, Pevensey 1	Dr Ratish Shah Senior Lecturer of Comparative of International Education, University of Auckland, New Zealand	Same, Same But Different? A comparative cultural political economy analysis of educational responses to the Syrian crisis
Thurs 24 Oct 2019	Room 3,07A, Medical School	Jennifer Agbale, Su'ur Su'eddie Vershima Agema and Juhli Kumari International Education and Development MA students	The Debate Journal
Thurs 31 Oct 2019	Room 3,07A, Medical School	Professor Kwame Akyeampong Professor of International Education and Development, University of Sussex	Does Learning in Mother-tongue in Early Grades Disadvantage Learning in English or Local Languages? Insights from a Ghana case study
Thurs 14 Nov 2019	Room 317, Silverstone	Dr Jo Westbrook & Dr Sean Higgins Senior Lecturer in Education / Lecturer in International Education & Development, University of Sussex	"Duxing the Class": How does the accelerated learning model of the Second Chance programme in Liberia support learners to make a transition to government schools?
Thurs 21 Nov 2019	Room 317, Silverstone	Professor Tristan McCowan Professor of International Education, Institute of Education, University College London	Community-based Higher Education: Experiences in Latin America
Thurs 5 Dec 2019	Room 317, Silverstone	Dr Tony Somerset	Tackling Disparities in Teacher Provision: A 15 year follow-up of a Philippines action-research project

SUSSEX DEVELOPMENT STUDIES LECTURE SERIES

Date	Time	Venue	Presenter	Title
Thurs 7 Nov 2019			Dr Arathi Shprakash Reader in Sociology, Faculty of Education, University of Cambridge	



CENTRE FOR INTERNATIONAL EDUCATION

CIE Spring Term Events: 2020

OPEN RESEARCH SEMINARS

Date	Time	Venue	Presenter	Title
Thursday 27 Feb	3-5pm	Room 3R143, Chichester 3	Caroline Dyer Professor of Education and International Development, University of Leeds	Accountability Relations and Collective Responsibilities in Education: Contestations of the social contract in India's Right to Education

RESEARCH CAFES

1.30-2.30pm in the venues shown below

Date	Venue	Presenter	Title
Thursday 6 Feb	Room 1B2, Pevensey 1	Rafael Mitchell School of Education, University of Bristol	What's Missing from the World Bank's Pedagogy? Evidence from Africa
Thursday 13 Feb <i>Note: This event is at 1-2pm</i>	Room 102, Ashdown House	Dr Barbara Croussard Reader, Department of Education, University of Sussex	The Sexual Economy of Rural Youth Livelihoods and Imagined Futures in Southern Nigeria
Thursday 27 Feb <i>Note: This event is at 9 am</i>	Room 106, Fulton	Professor Bindu Thirumalai Assistant Professor, Centre for Education Innovation & Action Research (CEIAR)	Designing for Technology Enabled Reflective Practice: Teachers' voices on participating in a connected learning practice
Thursday 5 March	Room 212, Fulton	Cecile van Schalkwyk Attorney, Legal Resources Centre	The Right to Education for Undocumented Learners in South Africa and Beyond
Thursday 12 March <i>Note: This event is at 1-2pm</i>	Room 102, Ashdown House	Hiba Salem University of Cambridge	The Role of Schools in Promoting Wellbeing: Syrian refugee students' perceptions in Jordan's double-shift schools
Thursday 19 March	Room 2D10, Pevensey 1	Rui da Silva President, Education, Development and Global Citizenship Center for African Studies, University of Porto	Supporting Education in Protracted Crises: Portuguese education aid in Guinea-Bissau in the last 20 years
Thursday 26 March	Room 212, Fulton	Máiréad Dunne Professor of the Sociology of Education, University of Sussex	'Who Do They Think They Are?': The politics of place in Muslim youth identities
Thursday 23 April	Room 2,10, Medical School	Dr Rebecca Webb Lecturer in Education, University of Sussex	'But When Are We Making The Bird Box?': Some lessons learnt on translating research concepts into school practice contexts in relation to 'climate change and uncertainty'
Thursday 30 April	Room 2D11, Pevensey 1	Scherito Gill Visiting Research Fellow, Department of Education, University of Sussex	Peace, Holistic Wellbeing and Education
Thursday 7 May		Sara Black Teacher, Policy Analyst & PhD Researcher in Education Sociology, Leadership and Policy Studies, University of Cape Town	The Heartbeat of Schooling: How timetables (re)produce organisational rhythms that disrupt or protect teaching and learning

SUSSEX DEVELOPMENT STUDIES LECTURE SERIES

Date	Time	Venue	Presenter	Title
Thursday 23 April	tba	IDS Convening Space	Nimi Hoffmann Lecturer in International Education & Development, University of Sussex	Building Intellectual Communities for a World in Crisis: Lessons from Africa



READING GROUPS

Regular meetings of the reading groups organized by the IDENTITIES research theme have discussed a wide range of texts during this year, with the last few involving engagement through social media during the COVID19 lockdown. Alongside a persistent focus on social inequalities, their discussions have taken up articles through which state and institutional responses to the COVID19 situation can be theorized, including Membe's (2003) discussion of necropolitics – see list of readings addressed below. The Gender, Identities and Citizenship (GIC) reading group brings together Sussex faculty and doctoral students. Its sister group (POND) meets off campus and is open to all.

GENDER, IDENTITIES AND CITIZENSHIP (GIC) – SUSSEX BASED READING GROUP

- Harraway, D. (1992) *Ecce Homo, Ain't (Ar'n't) I a Woman and Inappropriate/d Others: the Human in the Post-humanist Landscape*. In Butler, J. and Scott, G. (eds) *Feminists theorize the Political*, London, Routledge, pp. 86-100
- Coly, A. A. (2015) *Un/clothing African womanhood: colonial statements and postcolonial discourses of the African female body*. *Journal of Contemporary African Studies*, 33(1), pp.12-26
- Lugones, M. (2007) *Heterosexualism and the Colonial/Modern Gender System*, *Hypatia*, 22(1), pp. 186-219
- Mbembe, A. (2003) *Necropolitics*. *Public Culture*, 15(1), pp. 11-40
- Tuck, E. & Wang, K. W. (2012) *Decolonization is not a metaphor*, *Decolonization: Indigeneity, Education & Society*. 1(1), pp.1-40

PAIRED READINGS

- Butler, J. (1997) *Merely Cultural*. *Social Text*, 52-3, pp. 53-44
- Fraser, N. (1997) *Hetero sexism, misrecognition and capitalism; A response to Judith Butler*. *Social Text* 52/53, *Queer Transexions of Race, Nation, and Gender* pp. 279-289

POND OPEN READING GROUP - BASED ON THE IDENTITIES: CITIZENSHIP, GENDER AND YOUTH THEME

- Lipset, D (2011) *The tides: masculinity and climate change in coastal Papua New Guinea*. *The Journal of the Royal Anthropological Institute*, 17(1), pp. 20-43
- Rushing, S. (2010) *Preparing for politics: Judith Butler's ethical dispositions*. *Contemporary Political Theory*, 9, pp. 284-303
- Tamale, S. (2013) *Confronting the Politics of Nonconforming Sexualities in Africa*, *African Studies Review*, 56(2), pp. 31-45
- Renold, E (2004) *'Other' boys: negotiating non-hegemonic masculinities in the primary school*, *Gender and Education*, 16(2), 247-265.

PAIRED READINGS

- Lorde, A (2017) *The Transformation of Silence into Language and Action*. In *Your Silence Will Not Protect You*. pp.1-6
- Bel Hooks (Ed.) (1991) *Homeplace: A Site of Resistance In Yearning: race, gender, and cultural politics*. London: Turnaround. pp. 383-390

FAREWELLS & OTHER NEWS

Plaudits for Professor Kwame Akyeampong

Kwame and I go back a long way - to Cape Coast in the 1990s and the MUSTER project. Ghana's loss was Sussex's gain when we succeeded in attracting he and Betty to join the CIE community. This was not without the soul-searching that accompanies moving families across continents, and coping with both the opportunities and challenges that life has to offer. Or without criticism for contributing to 'brain drain'! But the signs were auspicious: I took Kwame shopping to furnish his first property and we bought a 1930s chest of drawers. In it was a gift voucher from Marks & Spencer for more than we paid for the furniture! And they honoured the voucher!

Kwame's contribution to the Centre - and more generally to the School and University - has been immense. He will be missed by many. Betty has also contributed to Sussex professionally - as well doing her PhD at Sussex. Kwame and Betty are starting on a new adventure at the Open University. It could have been at Sussex! Ironically, the OU was nearly based at Sussex - Norman MacKenzie who funded the school used to relate how Oxford and Cambridge were both in the running, but no one could agree. As the most fashionable university in the UK at the time, Sussex was mooted as a compromise. Unfortunately, Sussex lost out and the OU ended up half way between Oxford and Cambridge. Otherwise, Kwame would not have far to travel! Great news for Kwame is that working from home has always been common practice within the OU, so all is not lost. We look forward to seeing a lot of Kwame and Betty in Sussex, at UKFIET, and within the development community more generally. Bonne chance et bon voyage!
Emeritus Professor and CIE founder, Keith Lewin

Kwame will be greatly missed within CIE, the School of Education and Social Work and the University of Sussex. He has made an incredible contribution to the reputation and contribution of this research centre, to the field of International and Comparative Education, and to the University more generally. Over the last few years, we have worked very closely as leaders of CIE, and it has been a pleasure working together towards strengthening CIE. Kwame's calmness, reflexivity and wisdom will be particularly missed, and I feel sad that I won't see him around Essex House any more. However, our friendship and collaborations extend well beyond our institutional link and we all look forward to continuing research and event collaboration. The Open University's gain is definitely our loss, but we in CIE look forward to many more connections and interactions - wherever Kwame is.
Professor Mario Novelli, CIE Director

I have worked with Kwame for 11 years, most memorably on the Teacher Preparation in Africa (TPA) project, and evaluations of the Second Chance programmes for Out-Of-School-Children in Ethiopia and Liberia. Kwame has always been the most supportive, convivial and generous colleague. He also has a gift for properly listening - whether in the field working with in-country researchers, our own PhD researchers, or colleagues, providing thoughtful responses that gently refute any easy conclusions - most particularly with funders! Indeed, Kwame's sharp insights greatly contributed to the work that myself and John Pryor carried out with him on the TPA project and have influenced my own way of thinking about research and the Global South. It is such discussions, often incidental, that I will miss the most. The Open University is most fortunate to have Kwame and our misfortune to lose him. I wish him all the best there.
Dr Jo Westbrook, CIE Deputy Director



TEACHING FOR OUR WORLD

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.



Linda Morrice has been working with professional services and academic colleagues as well as students from across the University of Sussex to make the University a more welcoming and supportive space for refugees and migrants. Her efforts have included securing Article 26 scholarships for forced migrants, and developing close links between community and charity groups. [In recognition of its achievements in fostering a culture of inclusion and support for refugees, Sussex is one of 15 UK universities awarded the title 'University of Sanctuary'.](#)

MAIED students, Olivia Gilmore, Christina Tsang and Alexandra Sobolewski, joined Brighton and Hove Sanctuary on Sea to support a motion on child refugees at Hove Town Hall. The Motion called on the Council to reiterate its commitment to offer homes to child refugees, and called on the Prime Minister to state categorically that Brexit legislation will not be used to prevent refugee children trapped in Europe from reuniting with families in the UK.

[The Motion gained cross-party support.](#)



Christina Tsang describes her experience of the 'Refugee Education & Development' module:

"Refugees. We hear about them. We read about them on different forms of media. But there is more to consider than coming to a sweeping conclusion that all countries should show solidarity and share the burden of settling displaced people. This course takes a gradual approach to develop knowledge and interest in refugees and their education - from understanding the concept of being a refugee, to their education in countries of first asylum and ultimately social integration. I found this module thoroughly eye-opening and comprehensive. The more I learnt, the more I understood the complexity of the issues, and how important it is for students who aspire to work in the field to help these people who are the most disadvantaged of the disadvantaged. Coming from a fairly traditional education background, I surprised myself by feeling so at ease with contributing/discussing my ideas with my course mates. The creative assignment provided a little escape from readings and got my creative juices flowing! What's better than seeing your ideas come to LIFE?"

Sussex students on the 'Refugee Education and Development' module continued their engagement with refugee support groups through their assignments. Christina Tsang worked with '[Schools of Sanctuary](#)' to produce a guide to working with

refugees and migrants for schools in Brighton and Hove. The guide includes good practice, including guidance on creating a warm welcome for refugees, to tackling unconscious bias and racism. It will be published by Brighton and Hove City Council ready for the new school year in September 2020. Lucie Marley worked with '[Voices in Exile](#)' to produce a guide to education for case workers supporting the integration of newly arrived Syrians in the city. Her guide brings together resources and information from pre-school to 16-18 years olds. Carly Wonder worked with [Sector 39](#), a non-profit organisation supporting the livelihoods of refugees in Uganda through permaculture training. Carly produced a brief for potential funders and collaborators highlighting the benefits of permaculture for food security and self-reliance of refugees in Uganda.

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

Open to single honours undergraduates in disciplines across the university, this 'pathway' comprises four modules - two taken in each of the first two years of a degree course. Teaching 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 have also run a stand-alone second year undergraduate option in 'International Education and Development' for students in the School of Global Studies.

A new undergraduate module entitled 'Decolonising Education: Knowledge Power and Society' will be launched in 2020//21. Students will be able to take this module as part of the undergraduate pathway in education, or as a stand-alone 'elective'.

International Education and Development MA

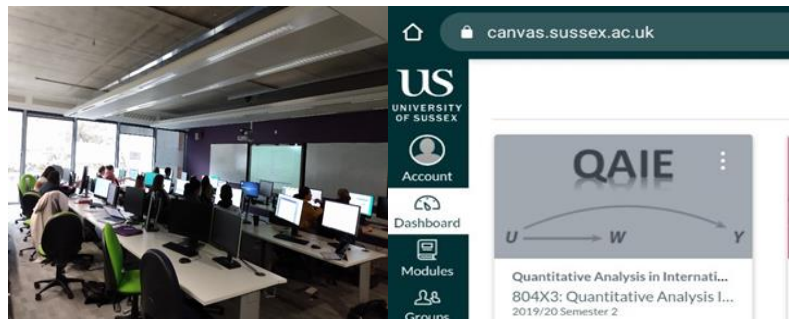


Locally known as the MAIED, the International Education and Development MA is a one-year (or two-year if taken part-time) course with core modules on theories and policy issues in international education and development contexts. Students on this MA also have the opportunity to take additional optional modules to specialise in particular areas. The course involves research methods training and a dissertation.

This flagship course offered by the Department of Education at the University of Sussex has expanded greatly over recent years: the current cohort comprises 47 students from more than 17 nationalities

New module - Quantitative Analysis in International Education (QAIE)

A new optional module, 'Quantitative Analysis in International Education (QAIE)', was introduced to the International Education and Development MA course this year. Led by Marcos Delprato, the module falls within the [Access and Equity CIE 'theme'](#) and introduces students to quantitative techniques in the field of international education, and an array of quantitative research skills and software to prepare them for further research in the field. Student feedback has been very positive in terms of professional (future career/jobs) and academic relevance, as well as lecturer support and feedback as reflected in the following comment provided anonymously as part of a 2019/20 module review: *"The supplementary materials (links, papers, videos) were useful to explore more in depth alone. I also extremely appreciated the lecturer's effort and setting a very clear guidance for the assignment. All of the codes were also provided- which was extremely useful for a beginner to learn it. The lecturer is very approachable and friendly which I highly appreciated. Thank you so much Marcos!"*



International Education and Development MA Careers Workshop

CIE hosted a series of careers workshops for MAIED students in 2020, including one led by CIE Senior Research Fellow, Mark Richmond - who has had a distinguished career as a senior civil servant within UNESCO - and [Priya Joshi - Senior Global Education Monitoring Report \(GEMR\) Researcher](#). Another workshop was delivered by younger alumni who have gone on to have careers within the OECD, UNESCO and Save the Children. The MAIED students welcomed the workshops, later feeding back that they offered an important perspective into careers in international education, and that the workshops left them feeling “inspired” and “better-informed”.



DOCTORAL RESEARCHERS

CONGRATS TO THOSE WHO COMPLETED

Eva Bulgrin

Supervisor: Professor Y. Sayed
Professor K. Akyeampong



The discursive and social practices of actors in Benin involved in the provision of pre-school and primary education in the context of the 2010 decentralisation policy

Suvasini Iyer

Supervisor: Dr B. Crossouard
Professor K. Akyeampong



The Production of Distinction: A study of classed subjectivities in an international school in provincial India

Obaapanin Oforiwaa Adu

Supervisor: Professor M. Dunne
Dr B. Crossouard



Becoming and Being Senior Female Academics in Ghanaian Public Universities

Lynne Heslop

Supervisor: Professor M. Novelli
Professor Y. Sayed



Encountering Internationalisation: Higher education and social justice in Myanmar

Joel Reyes

Supervisor: Professor M. Novelli
Professor Y. Sayed



Using Critical Realism and Resilience to Explain Complex Problems in Education in Emergencies: The Transformative Resilience Framework

Maida Pasic

Supervisor: Professor M. Novelli
Professor Y. Sayed



Education policy development in post-conflict contexts and its effect on achieving sustainable peace: The Case of Bosnia and Herzegovina

CURRENT DOCTORAL RESEARCHERS

Abigail Wells

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



Teaching Feminisms
in UK Secondary Schools

Patrick Kane

Supervisor: Professor M. Novelli
Dr L. Morrice



Stitching Together the Fragments of
Resistance: Popular education and
social movement learning
in southwest Colombia

Agness Mumba-Wilkins

Supervisor: Professor M. Dunne
Dr B. Crossouard



Re-thinking Sexuality Education:
Voices of Zambian youths

Carmen Pon

Supervisor: Dr L.Morrice
Professor M. Novelli



Peacebuilding and the Elite:
A case study of Jordanian private
schools serving youth from the
Middle East and North Africa

Farzana Bardai

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



Education Government Capacity
Development by INGO's in Conflict
Affected Countries:
A case of AKF in Afghanistan

Helen Murray

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



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

Michael Roy
Supervisor: Professor M. Novelli
Professor Y. Sayed



Mapping the Politics of Education Policy in the Republic of North Macedonia: Integration, segregation and conflict

Iris Amponsah-Afah
Supervisor: Professor Y.Sayed
Professor K. Akyeampong



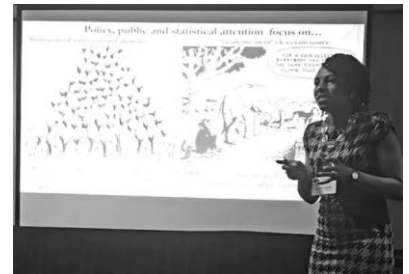
Pedagogical Practices in Middle to High-Fee-Paying Private Schools in Ghana.

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: Professor M. Dunne
Dr L. Gazeley



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

Esi Fenyiwa Amonoo-Kuofi
Supervisor: Professor K. Akyeampong
Dr J. Westbrook



Teacher Leadership in Ghanaian Schools: A focus on the Curriculum Leader

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



Unaccompanied Young Women in England: Constructing spaces of belonging

Sushri Sangita Puhan
Supervisor: Mr B. Luckock
Professor J. Boddy



Illuminating the Experiences of People with Adoption in India

Wezi Mwangulube
Supervisor: Professor Y. Sayed
Dr H. Macgregor (IDS)



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

Pearl Boateng
Supervisor: Professor K. Akyeampong
Dr J. Westbrook



Quality Education for Youth: A case study of secondary education provision in Ghana

Charles Obiero
Supervisor: Professor Y. Sayed
Professor J.Pryor



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

Gillian Emerson

Supervisor: Professor K. Akyeampong
Dr B. Crossouard



Hearing the Teacher's Voice:
First Language-Tamil, Mathematics
Teachers' Perspectives on Navigating
the Challenges of Teaching in English-
Medium Classrooms
in Tamil Nadu, India

Godwin Khosa

Supervisor: Professor Y. Sayed
Professor K. Akyeampong



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

Moneeba Mahmood

Supervisor: Professor M. Dunne
Dr Shandana Mohmand (IDS)



Qualified and Not Working:
Female physicians in urban Pakistan

Sayanti Banerjee

Supervisor: Professor M. Dunne
Dr L. Morrice



Second generation Bangladeshi
women in the UK: Narratives of
identity, education and employment

Daina Gross

Supervisor: Professor M. Dunne
Professor R.I King (Migration Studies)



The psychosocial wellbeing of the
children of return migrants:
The case of Latvia

Doctoral Researcher News



Esi Fenyiwa Amonoo-Kuofi presented her research at UKFIET on the way teacher leadership is being used for progressive improvement teaching practices - a model based on practice from Ghanaian basic schools. Esi also served as part of the conference rapporteur team. The quick-fire talk discussed a model Esi developed based on a live example of professional collaborative learning in Ghanaian basic schools. Esi shared how teachers' confidence in new and challenging practices were both stimulated and supported through this responsive cycle of school-based professional learning.

Agness Mumba-Wilkins, Daniella Rabino, Jennifer Agbaire and Eva Bulgrin, together with Professor Máiréad Dunne and Dr Barbara Crossouard, presented at the [UKFIET Conference](#) in Oxford in September 2019. Their symposium, 'Struggles for Inclusion: Spatial analyses of education in Africa', was part of the 'Future Directions' theme and engaged with the way that education in postcolonial Africa continues to be framed by colonial discourses of development.



In adopting a spatial lens to explore educational exclusion in multiple and diverse contexts in Africa, the group addressed the various complexities of local practices and the impact of education policies and practices on everyday lives in different African settings (Zambia, Madagascar, Nigeria, Benin and Senegal).





Dr Faraj Remmo presented sculptures to all 14 academic institutions as a symbol for inclusive education & collaborations. CIE is grateful for the donation and says thank you to Dr Faraj Remmo and the University of Bielefeld (Photo: Eva Verena Kleinlein).

In December 2019, Eva Bulgrin attended a two-day international symposium and seminar at the University of Bielefeld (Germany) entitled 'Reading Inclusive Education Divergently: Between Official Discourses and Local Complexities'. Academics from 14 institutions in 10 countries participated to develop a deeper understanding of the global circulation and transformation of the commitments, policies, theories and practices that collectively constitute the field of inclusive education currently.

In response to the question of what we have learned from our research in inclusive education, Eva gave a presentation on how a spatial lens on educational governance in Benin (West Africa) frames issues of inclusion differently. In her presentation, Eva pointed out how processes of and voice in education decentralisation in Benin simultaneously included and excluded actors in different field sites. Moreover, she argued that a spatial lens helped to articulate the nuances on inclusion, such as the influence of NGOs in one field site and the power of the central administration in the other.

CIE doctoral researcher, **Jennifer Agbaire**, has been elected as Secretary to the British Association for International and Comparative Education (BAICE). She will take up her place on the BAICE Executive Committee in September 2020 when she will work closely with the Chair and Vice-Chair to develop and deliver the association's agenda.

Congratulations Jennifer!



Doctoral Alumni News



Dr Gunjan Wadhwa our previous CIE Graduate Assistant has been awarded the ESRC Grand Union Doctoral Training Partnership (DTP) Postdoctoral Fellowship 2020. This will allow Gunjan to consolidate her doctoral research completed under the supervision of Prof Máiréad Dunne and Professor Naureen Durrani and extend it working on a research project entitled 'Rural youth identities and technology in India'.

Gunjan will take up this position in the Education Department, Brunel University, London. It will be an opportunity to maximise the impact of her doctoral research through being embedded within a high-quality environment for research and training and undertake a varied programme of activities supporting continued development for a career both within and outside of academia.

Dr Fawzia Haeri Mazanderani has recently been appointed as a Lecturer in Education at the University of Sussex. Fawzia completed her PhD in 2018 (*Navigating the 'new South Africa': an ethnographic study of the 'born free' generation in Mpumalanga*) under the supervision of Dr Barbara Crossouard and Professor John Pryor. Since then, Fawzia has taught different undergraduate modules within Global Studies and Education. She will continue to teach on the education pathway in her new job. During her time as a doctoral researcher, Fawzia was an active contributor to the Gender, Identities and Citizenship and POND reading groups, to which she brought her interests in youth, race and identity in post-colonial contexts. Her other research interests include young people's access to higher education, gender, class and food consumption, and ethnographic research methods. We look forward to welcoming her back in her new position.



Advisory Group

Brian Hudson, Emeritus Professor
Alan Lester, Professor of Historical Geography

Keith Lewin, Emeritus Professor
John Pryor, Emeritus Professor
Elaine Sharland, Professor of Social Work Research

Faculty & Department

Dr Mariam Attia, Lecturer in Teacher Education
Dr Barbara Crossouard, Reader in Education
Dr Marcos Delprato, Lecturer in International Education
Professor Máiréad Dunne, Professor of Sociology of Education
Dr Louise Gazeley, Senior Lecturer in Education
Dr Sean Higgins, Lecturer in International Education
Dr Nimi Hoffmann, Lecturer in International Education
Dr Birgul Kutan, Postdoctoral Research Fellow

Dr Linda Morrice, Reader in Education and Migration
Mario Novelli, Professor of the Political Economy of Education
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, Business School
Dr Anuradha Joshi, Research Fellow, Institute of Development Studies (IDS)
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 of the Institute of Development Studies (IDS)

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
Sally Munt, Professor & Director of the Sussex Centre for Cultural Studies, School of Media, Arts and Humanities
Alison Phipps, Professor & Director of the Centre for Gender Studies, School of Law, Politics and Sociology
Jan Selby, Professor of International Relations & Director of the Sussex Centre for Conflict and Security Research, School of Global Studies
Maya Unithan, Professor of Social and Medical Anthropology & Director of the Centre for Cultures of Reproduction, Technologies and Health (CORTH), School of Global Studies

Visiting Fellows

Professor Joseph Gharthey Ampiah, Vice-Chancellor, University of Cape Coast, Ghana
Dr Naureen Durrani, Professor of Education, Nazarbayev University, Kazakhstan
Dr Keith Holmes, Programme Specialist, Division for Basic Learning and Skills Development, UNESCO, Paris, France
Dr Sara Humphreys, Independent Researcher
Fiona Leach, Emeritus Professor of Education, University of Sussex, England
Professor Shireen Motala, Director of the Centre for Researching Education and Labour, University of Witwatersrand, Johannesburg, South Africa
Professor Robert van Niekerk, Rhodes University, South Africa
Dr Mark Richmond, Ex-UNESCO, France

Dr Irfan Ahmed Rind, Head of the Department of Education, Sukkur Institute of Business Administration, Pakistan
Dr Viola Selenica, Independent Researcher and Consultant
Dr Mieke Lopes-Cardozo, Associate Professor, University of Amsterdam, Netherlands
Dr Ricardo Sabates, Reader in Education, University of Cambridge, England
Tony Somerset, Independent Researcher
Dr Prachi Srivastava, Associate Professor, School of International Development and Global Studies, University of Ottawa, Canada
Dr Oscar Valiente, Senior Lecturer in Education, University of Glasgow, Scotland, UK

Associates

Dr Akunu Agbeti, Assessment Specialist, West African Examinations Council, Ghana
Dr Faraz Ali Bughio, Lecturer at University of Sindh, Pakistan
Dr Kingsley K D Arkorful, University of Ghana
Dr Stuart Cameron, Education Advisor, Oxford Policy Management
Dr Kathleen Fincham, Education Consultant
Dr Cesar Guadalupe, Lecturer/Researcher, Universidad del Pacifico, Peru
Dr Huib Huyse, Head of the Research Group on Sustainable Development, Belgium
Ms Jiddere Musa Kaibo, Chief Lecturer and Director of Academic programmes, Federal College of Education, Yola. Adamawa State, Nigeria
Dr Matthew Karikari-Ababio, Ministry of Education, Ghana
Dr Cecilia Kimani, Head of Department, Special Needs Education, Mount Kenya University, Kenya
Dr Angelika Kümmerling, Universität Duisburg-Essen, Institut Arbeit und Qualifikation, Duisburg, Germany
Dr Lynne Heslop, Independent Researcher
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, England
Dr Swadchet Sankey, Senior Reading Program Manager, RTI International, North Carolina, USA
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
Prof Rosemary Wildsmith-Cromarty, ETDP-SETA Research Chair in Early Childhood Education, North-West University, Potchefstroom, South Africa

Broaden Funding for Research

As we head into REF 2020/2021, CIE is now looking forward to a new phase of research growth, and discussing how to do this in a challenging COVID19 and Post Brexit environment. We have had some great research successes this year and are currently exploring a range new research funding opportunities. This will include supporting CIE colleagues in transitioning them from co-investigators to lead or principal investigators and supporting a new generation of researchers that are emerging.

Improve CIE Profile on Achievements: Impact, Knowledge Exchange and Communication

We have made progress over the last years in developing the CIE website and social media platforms. We have become much better at tweeting out 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 YOU TUBE. We still however have much to do in the coming years.

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.

Development of an International Education and Development BA

In recent months we have been exploring as a group the possibility of developing a BA in International Education and Development. In the coming year we will begin explorations on how to develop this further. It may take some time with the current uncertainties of Covid19, 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 the 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 CIEs 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 such as the Covid19 pandemic, 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 academic year.



Mario Novelli

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Yusuf Sayed

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Jo Westbrook

Deputy Director

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Farzana Bardai

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LOCATION

The Centre for International Education (CIE) 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 and Hove. London is one hour away by train, and there is easy access to Gatwick and Heathrow airports.

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