

ANNUAL REPORT
2020-21

CIE

CENTRE FOR INTERNATIONAL EDUCATION

Education Research for a Better World



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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 research fellows, associates and friends. CIE is based in the Department of Education 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) for the last five years (2017-21).

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 climate-friendly sustainable 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, Queen Rania 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 165 CIE doctoral researchers have graduated from the Education PhD, the International Education & Development PhD and the International Doctor of Education (Int EdD). Additionally, over 460 students have successfully completed the International Education and Development MA (MAIED). CIE members also teach on 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.



Welcome

It has been an extraordinary year of unpredictability, uncertainty and challenge. The harsh Overseas Development Aid (ODA) cuts by the UK government resulted in reduced funding for some of our research projects and the complete withdrawal of funding from others. These cuts have impacted our research partners and collaborators in low- and middle-income countries the most, and led to ongoing funding uncertainty for many of our projects. At the same time, the newly created Foreign, Commonwealth and Development Office (FCDO) has highlighted the growing politicisation of UK aid which is foregrounding the needs and interests of the UK over the needs of the poorest around the world.

The COVID-19 pandemic and its economic, social and political fall-out has continued longer than any of us had hoped or anticipated. In high income countries, effective vaccination programmes have led to light at the end of the tunnel. But for the majority in other parts of the globe, the pandemic continues unabated, interrupting education for children, young people and adults. It has also exposed education systems in high income countries to challenges which are commonplace for refugees, the poor and those living in conflict affected contexts. In doing so, it has exposed the inequalities within national education systems as well as those between high- and low- income countries. The gulf between rich and poor - whether located in the global north or south - has been exposed and amplified by the pandemic.

CIE colleagues have been active in campaigning for social justice and building public engagement on issues of inequality through blogs. See, for example, our critical response to the Commission on [Race and Ethnic Disparities](#) and [Nimi Hoffmann's work on South Africa's response to the COVID-19 crisis](#). In times of economic crises and with an uncertain year ahead, particularly for the Global South, it is more vital than ever to ensure that commitments to social justice and reducing inequalities are put into action - particularly as they relate to the most disadvantaged. It has never been more important to collaborate and learn from and with colleagues and partners across the globe, and to build solidarities which recognise diverse knowledges and approaches.

Against this challenging backdrop, CIE has continued to thrive as evidenced by the work presented in this report. We have won major funding bids, have found ways to continue with fieldwork through remote means in collaboration with in-country teams, and brought projects to successful conclusions. The move to online working has enabled us to extend our geographical reach and to be more inclusive. It has been a pleasure to engage with colleagues from across the globe at our weekly research cafes and at our open lectures. [Our YouTube channel](#) continues to grow, as does our [Twitter](#) traffic. This opening up is reflected too in the greater variety of modes of communication now available to us as academics, such as blogs, podcasts, webinars and videos, as well as publishing in Open Access journals, all of which - as global goods - can engage a larger and more varied audience with our intellectual endeavours.

Our academic year started with 'high-flex' teaching which combined face to face and online learners, although as the second wave of the pandemic swept through the UK this swiftly moved to online delivery only. Despite forecasts of lower numbers of overseas students, our International Education & Development MA student numbers remained buoyant, and for the first time students have been able to complete the MA without having set foot in the UK! Similarly, PhD researchers who returned to their home countries during the year have been able to continue to engage with seminars, workshops and other research activities in a relatively seamless way. As with all of us, research plans have had to alter considerably in response to the pandemic, but researchers and postgraduates alike have been creative in their use of online research methods.

Finally, this year saw Mario Novelli (Professor of the Political Economy of Education) step down as CIE Director. Mario led CIE for four years and was Deputy Director for more than five years. Under his direction, CIE has gone from strength to strength and he will be a hard act to follow. We also have had to say farewell to Farzana Bardai who has been our excellent Research Assistant for the past two and a half years. Many thanks to you both! We extend a warm welcome to Ramona Saraoru who joins the team as our new Research Assistant. CIE has moved to a shared leadership model with two Co-Directors, Dr Jo Westbrook (Senior Lecturer in Education) and Dr Linda Morrice (Reader in Education & Migration). We are immensely grateful for the kindness and warmth of our CIE colleagues as we took on this role and look forward to the journey ahead.

Linda Morrice & Jo Westbrook, CIE Co-Directors

CIE faculty



Dr Mariam Attia
Lecturer in International
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



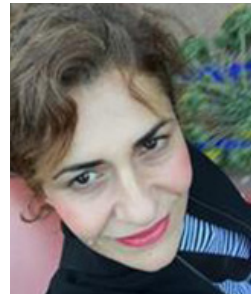
Dr Sean Higgins
Lecturer in International
Education & Development



Dr Tamsin Hinton-Smith
Senior Lecturer in Higher
Education



Dr Nimi Hoffmann
Lecturer in International
Education & Development



Dr Birgul Kutan
Research Fellow



Dr Linda Morrice (Co-Director)
Reader in Education &
Migration



Dr Helen Murray
Research Fellow



Professor Mario Novelli
Professor of the Political
Economy of Education



Professor Yusuf Sayed
Professor of International
Education & Development
Policy



Dr Jacqui Shepherd
Lecturer in Education



Professor Simon Thompson
Professor of Education



Dr Rebecca Webb
Lecturer in Education



Dr Jo Westbrook (Co-Director)
Senior Lecturer in Education

Our research themes

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

CIE applies its interdisciplinary, multiple methods approaches to researching 4 core themes relating to International Education and Development:

Teachers, Curriculum & Pedagogies

The SDGs aim to ensure that all learners receive an inclusive, equitable and quality education. They also emphasise the role of teachers, their mediation of the curriculum through their pedagogical practices and appropriate and relevant curriculum content in achieving this goal. This theme speaks directly to these fundamental issues of access, equity and educational experiences for diverse groups of vulnerable and marginalised children and youth, focusing on formal and informal educational provision including accelerated learning programmes for out of school children, as well as peace, health, sexuality, citizenship and environmental education. This theme is particularly urgent and timely given the amplification of educational inequalities resulting from COVID-19, with the worst learning losses suffered by already marginalised children.

Governance, Planning & Finance

Research in this theme examines the political economy dynamics of education systems through the lens of popular and scholarly debates from within the Global South. Low and falling funding for education, colonial language and curriculum policies, and the violent dynamics of education systems have been central sites of contestation across the South. At the same time, policy actors are increasingly advocating public private partnerships as a mechanism for addressing issues of quality, equity, and efficiency in education systems. Yet the insertion of private actors into the public system has often been made with limited democratic participation.

Identities:

Gender, Citizenship & Youth

The 'Identities' theme explores the intersections of education, society and citizenship. More specifically it addresses the social geographies of identity and how these are produced and shaped by education. Our research explores the dynamic relationships between education and identities, in particular the intersections of gender and sexuality; national, citizen, ethnic and religious identities; youth, age and generation; work and employment; socio-economic status, class and caste; location, migration and displacement. Informed by sociological, anthropological, feminist, poststructural and postcolonial perspectives, CIE members have used a wide range of research methods and intersectional analyses to critically engage with the power relations of identity production.

Education, Conflict & Displacement

Research within this theme explores the complex relationship between education, conflict and displacement. Our research examines a number of key questions, including what role education systems can play in contributing to both war and peace, and how state, non-state, national and international actors can contribute to long-term, sustainable peace-building. A strand of work explores how education for refugees and IDPs is funded, organised and implemented, and we have a strong focus on the experiences of refugees as they navigate life and education in exile. Our work in this theme encompasses research projects in both the Global South and North.

Spotlight on CIE research

Spotlight features reflect the work carried out under the theme over the last academic year

Teachers, Curriculum & Pedagogies

Process Evaluation of government adoption of the Speed School Programme for Out of School Children, Ethiopia

Dr Jo Westbrook and Dr Sean Higgins have worked on previous projects in Ethiopia and Liberia that evaluated the quality of the teaching and learning in accelerated learning programmes for out-of-school children. We are now excited to be Co-Investigators of a three-year process evaluation that is tracking government adoption of the Speed School programme in Ethiopia. This evaluation is funded by the Luminos Fund with Professor Kwame Akyeampong as Principal Investigator - previously at Sussex and now with the Open University. Through the one-year programme, out of school children acquire basic literacy and numeracy skills that enable them to transition into public schools and complete successfully. The impact evaluation carried out by the Sussex researchers between 2011 and 2017 established that the Second Chance pedagogy played a critical role in this achievement. The government is now working towards delivering the programme themselves, thereby greatly increasing numbers of the ALFA classes as they are known locally.

After a delay of a year, schools have opened again and the research team in Ethiopia are collecting baseline data from policy makers, regional education bureaus, implementing partners, head teachers and teachers in three regions. Researchers are using both remote means and direct observations in the face of continuing COVID-19 restrictions, and communicating with the UK team through weekly WhatsApp meetings and via email.

Building on our respective previous experience, Jo Westbrook is looking in particular at the pedagogy used in the ALFA classroom, which is a highly interactive, group and activity-based and creative by design, together with looking at the training received by established classroom teachers for this very different approach to catch up learning. Sean Higgins is looking closely at community engagement, curriculum and pedagogy.



Development and scale-up of Continuous Professional Development in Inclusive Education for Primary School Teachers in Uganda

Since 2016, Jacqui Shepherd and Jo Westbrook have been engaged in the development and implementation of a ten-module *Certificate in Inclusive Education* with the Special Needs Department from the University of Kyambogo, Uganda, in collaboration with Disabled Peoples' Organisations and funded by Sightsavers. Some 108 tutors from each of the 54 Primary Teacher Colleges have now taken this course and cascaded learning back to their colleagues working across different subject areas. Trainees must now demonstrate inclusive approaches on their practicum in order to complete their teacher training.

From June 2021, we have received funding for a further two and a half years to support the development of a Continuing Professional Development (CPD) package in inclusive education targeted at building up the capacity of in-service teachers already in schools to teach learners with disabilities inclusively. School Management Committees are strongly represented as key stakeholders and will be trained in inclusive education to support implementation. The CPD package will be trialled at three Primary Teacher Colleges in the Central Region, working with 20 Centre Coordinating Tutors who will carry out training with 40 primary schools. Following observations and interviews these will then be further revised. The Ministry, under a new teacher policy that strives for greater teacher professionalism, is the third and integral partner tasked with institutionalising the CPD package nationwide.

Jo and Jacqui attended the launch event of the project that took place remotely on 1 June 2021. The three attending Commissioners of Education signified the importance of the project for the Ministry of Education and Sports.



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

March 2018 - May 2021

Lead Researchers (PIs): Professor Yusuf Sayed & Professor Simon Thompson

Teachers and teaching have received global attention, especially in this current pandemic, for issues relating to equity and quality in education. Sustainable Development Goal 4 of the 2015 United Nations General Assembly identifies teachers as a vital element in education systems to ensure 'inclusive and quality education for all and promote lifelong learning. Improving the quality of education and learning outcomes will require more than getting teachers into the classroom: teachers need to be qualified and have access to quality professional development throughout their career.'

This comparative research examines teacher professional development and policies across various contexts. Specifically, it examines teacher education between select BRICS countries (Brazil, India, South Africa) and the UK and the response to international commitment to equitable and quality education for all.

Process Evaluation of the Ongoing Government Adoption of the Second Chance Education Programme in Ethiopia

Feb 2020 - June 2022

Lead Researcher (PI): Professor Kwame Akyeampong
Co-Investigators: Dr Jo Westbrook and Dr Sean Higgins

Sponsor: The Luminos Fund / Dubai Cares
Funding amount: £43,000

Development and scale-up of Continuous Professional Development in Inclusive Education for Primary School Teachers in Uganda

June 2021-July 2023

Technical/consultative services (Lead):
Dr Jo Westbrook
Sponsor: Sightsavers UK

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

March 2018 - May 2021

Lead Researchers (PIs): Professor Yusuf Sayed & Professor Simon Thompson

Sponsor: Ministry of Human and Resources Development, India SPARC Project and UKIERI
Funding amount: \$30,000-50,000 USD



Governance, Planning & Finance

The [COVID-19 \(C19\) People's Coalition](#) in South Africa is an emerging alliance of 320 organisations, including trade unions, community-based organisations, social movements and NGOs that was formed in response to the pandemic. Dr Nimi Hoffmann assisted the Coalition's Education Working Group to bring together the South African Human Rights Commission (SAHRC) and the five major teacher unions in South Africa. The group designed a survey and sampling strategy for use with over 10,000 schools or about 40% of all schools in the country to assess and monitor whether schools had sufficient teachers and resources to reopen during the pandemic. The research was [reported in the national media](#) and used to inform decisions around whether to reopen schools.



COVID-19 People's Coalition project laser slogans onto South African Parliament in February this year

Identities: Citizenship, Gender & Youth

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

Professor Máiréad Dunne was a co-investigator on this project led by lead researchers in IDS and including partners in universities in the UK and Ghana as well as a range of INGOs concerned with agriculture and the environment. Máiréad with Dr Sara Humphreys (CIE Research Fellow) and Carolina Syzp (Research Officer, Institute of Development Studies) focused on how education and schooling played into children's work and lives in rural Ghana. Together they developed ACHA Working Paper 9 that proposes a dynamic conceptual framework – the Edu-workspace – for understanding how rural children in sub-Saharan Africa navigate three key gendered social arenas: the household, school and workplaces. The paper highlights the violence, harm and labour in each of these arenas, and argues that learning, work and harm co-exist across all three institutional domains. They suggest that action on children's harmful work should consider the daily lives of children more holistically and in context.



Youth, Gender and Education: Changing landscapes of work in rural sub-Saharan Africa (WE-SAY)

Led by Dr Barbara Crossouard with Co-Investigator Professor Máiréad Dunne, this project focuses on intersections of work and education in the livelihoods and imagined futures of rural female youth in Nigeria and South Africa. We use participatory visual methods and life history approaches to engage with rural female youth in two different contexts of each country. Through these creative participatory methodologies, the project aims to support female youth in reconceptualizing young women's work and develop an agenda for social change. Youth will be involved throughout the project, including as youth researchers. Fieldwork is about to commence after a delay of almost a year because of the COVID-19 pandemic. During that year, the research team has met regularly, conducted literature reviews, completed instrument design and ethical approvals, as well as engaging in a series of online workshops on participatory visual methods led by Professor Moletsane from the University of KwaZulu-Natal.



Youth participants with Dr Tessy Madu in Awka, Nigeria



Action on Children's Harmful Work in African Agriculture

Jan 2020 - Jan 2027

Lead Researcher (PI): James Sumberg (Emeritus Fellow, Institute of Development Studies) and Rachael Sabates-Wheeler (Professor, Institute for Development Studies)

Co-Investigators: Professor Máiréad Dunne, Dr Sara Humphreys, and partners in several Ghanaian universities, research centres and commodity producers

Sponsor: Department for International Development (DFID)

Funding amount: £8,000,000

Following a very positive response to ACHA inception and series of background papers the funding was cut and the project has now been terminated. This was in the face of its work on child labour which remains a pressing development concern and its strong multi-disciplinary network of academic and agricultural organisation in Europe and Africa.

Youth, Gender and Education: Changing landscapes of work in rural sub-Saharan Africa (WE-SAY)

March 2020 – December 2022

Lead researcher: Dr Barbara Crossouard

Co-researchers: Professor Máiréad Dunne, Professor Relebohile Moletsane (University of KwaZulu Natal, Durban, South Africa), and Dr Moses Dauda (Modibbo Adama University of Technology, Yola, Nigeria)

Sponsor: British Academy

Funding Amount: £296,000

Dunne, M.; Humphreys, S. and Szyp, C. (2021)

'Education and Work: Children's Lives in Rural Sub-Saharan Africa', ACHA Working Paper 9,

Brighton: Action on Children's Harmful Work in African Agriculture, IDS,

DOI: 10.19088/ACHA.2021.004

Education, Conflict & Displacement

Strengthening Rapid Education Responses in Acute Emergencies

A new UNICEF/Global Cluster funded research project led by Dr Sean Higgins (PI) together with Professor Mario Novelli, Dr Birgul Kutan and Dr Gabrielle Daoust launched in January 2021. The 'Strengthening Rapid Education Responses in Acute Emergencies' project aims to better understand the challenges faced by the education sector, historically and contemporaneously, during emergency response interventions in conflict affected contexts. By drawing on lessons learned from recent programming experience, including the ongoing COVID-19 responses, the project seeks to contribute to better rapid response mechanisms that recognise the vital role of education.

The research includes six case studies (South Sudan, Yemen, Democratic Republic of Congo, Central Sahel Region, Afghanistan, Ethiopia). So far, we have carried out interviews with key informants both at the global level and in each country context (such as UNICEF, Save the Children, ODI, OCHA). The research team also produced an inception report, a methodology framework document, and a global literature review. We have started the first case study on South Sudan, which will be followed by field work study in the other 5 countries. The research feeds directly into broader work that CIE does on the theme of Education, Conflict and Displacement as well as its broader ethical concern with social justice and the imperative to listen to the experiences of marginalised and precaritised groups, in particular women and children.



Political Economy of Education in Conflict Contexts - The PEER Network

Between the COVID-19 pandemic and harsh UK ODA cuts, we have faced many existential challenges. However, despite this, we have managed to run an extremely successful lecture series on the [Political Economy of Education in Times of Conflict, Crisis and Pandemics](#), and develop a free open source online learning site in the Political Economy of Education in Contexts of Conflict and Crisis – the [PEER Network Learning Platform](#). We have also developed [a new website](#) to act as a base for our cross-university collaborations in this area. Dr Helen Murray, our new Post-Doctoral researcher on this project, has made a great impact already and will no doubt continue to do so in the coming years. Mario Novelli, is the Principal Investigator alongside Professor Kelsey Shanks, University of Ulster. Our other partners are the University of Cape Town and Nazarbayev University. The project aims to work with young scholars in southern Africa and Central Asia on the theme of the political economy of education and conflict, to strengthen research and critique in this growing area.



Social Movement, Learning and Knowledge Production in the Struggle for Peace and Social Justice

Funded by the UK's Economic and Social Research Council (ESRC), this three-year research project culminated in the writing up of four country case studies and a final report. The Turkey case study was led by Dr Birgul Kutan and Dr Adnan Celik; the Colombia case by Patrick Kane; the Nepal case by Dr Tejendra Pherali, UCL and the South Africa case by Saranel Benjamin, Oxfam, UK. Over the coming months we will be publishing the reports online, and organising a series of dissemination events in the 4 country case study locations and in the UK. The overall project lead is Professor Mario Novelli. Visit [the project website](#) for further information.

Assessment of Education Strategies and Interventions Adopted in Jordan as a Response to the Syrian Crisis

This two-year research project examining social cohesion among Syrian and Jordanian students came to an end in the summer. Led by Dr Linda Morrice with Co-Investigators Dr Marcos Delprato, Dr Mariam Attia, Professor Yusuf Sayed and Professor Gillian Hampden-Thompson (Professor of Education and Head of the School of Education and Social Work) was funded through the Queen Rania Foundation in Jordan.

The research examined social cohesion and pedagogical approaches across different school types (camp, double shift and integrated schools). We combined survey data from over 3000 Jordanian and Syrian students, with interview and focus group data with teachers, school principals, parents and students. The project contributes directly to CIE's work on the role of education in conflict affected areas, and on improving equitable access to quality education for all. Our findings highlight the differences in learning experience across different settings, and how although teachers discussed inclusive pedagogies, they did not have the appropriate strategies to implement them in practice.

[See the project's working papers and final report on the CIE website.](#)

Strengthening Rapid Education Responses in Acute Emergencies

Jan - Dec 2021
Lead Researcher (PI): Dr Sean Higgins
Co-PI: Professor Mario Novelli
Co-Investigators: Dr Gabrielle Daoust & Dr Birgul Kutan
Sponsor: The United Nations Children's Fund (UNICEF)
Funding amount: \$300,000

Political Economy of Education in Conflict Contexts - The PEER Network

Jan 2020 - Jan 2024
Lead Researcher (PI): Professor Mario Novelli
Co-PI: Professor Kelsey Shanks
Co-Investigators: Professor Naureen Durrani & Professor Azeem Badroodien
Sponsors: UKRI Global Challenge Research Fund Network Plus Grant
Funding amount: £2,000,000

Social Movement, Learning and Knowledge Production in the Struggle for Peace and Social Justice

Jan 2018 - June 2021
Lead Researcher (PI): Professor Mario Novelli
Co-researchers: Dr Birgul Kutan & Dr Patrick Kane
Sponsor: ESRC
Funding Amount: £442, 670

Assessment of Education Strategies and Interventions Adopted in Jordan as a Response to the Syrian Crisis

July 2018 - March 2021
Lead Researcher (PI): Dr Linda Morrice
Co-researchers: Dr Mariam Attia, Dr Marcos Delprato, Professor Yusuf Sayed & Professor Gillian Hampden-Thompson
Sponsor: Queen Rania Foundation
Funding Amount: £146,300

Two AHRC- GCRF projects were awarded to Dr Linda Morrice but had funding withdrawn in the ODA budget cuts:

Girls Into Vocational Education

Funding amount:, £171,854 (with Birmingham City University and partners in Uganda, Bangladesh, Pakistan and Ethiopia)

Refugee Integration and Vocational Education

Funding amount: £223,277 (with University of Derby and partners in Uganda)



Spotlight on impact

Impact Case Study Reports

CIE was delighted to have three impact case studies selected for the University's 2021 Research Excellence Framework (REF) submission. This reflects how the work of CIE has been a catalyst for change in society bringing about tangible benefits to the lives of marginalised groups and individuals.

Improving policy and practice on Integration, Education and Language for refugees and migrants

Dr Linda Morrice - Reader in Education & Migration, Michael Collyer - Professor of Geography, Rupert Brown - Professor Emeritus of Psychology (University of Sussex) and Dr Linda Tip - Senior Lecturer in Applied Social Science (University of Brighton)

The research for this impact case study showed how the diverse language and educational needs of refugees require targeted pedagogical approaches if refugees are to do more than simply survive at the margins of UK society. Starting with doctoral research in 2011 Dr Linda Morrice has collaborated on research projects which have highlighted the lack of policy support for adult refugees to learn English, to find meaningful work and to access and participate fully in continuing education. A four year study with Professor Mike Collyer, Professor Rupert Brown and Dr Linda Tip found that better language skills lead to more positive contact with neighbours, in turn leading to higher levels of wellbeing for refugees, but crucially, the reverse was not true – day-to-day contact with others was not enough for refugees to learn English. Despite being a key driver of integration and of refugee well-being, existing language provision and policy was inadequate. Women, the elderly and those with caring responsibilities were particularly vulnerable to long-term exclusion.

Young refugees who arrive expecting to be able to continue with full time education, often became 'aged out' of free full-time education before they could gain key qualifications to continue with their education. Adult refugees faced lack of recognition of overseas qualifications and inflexible entry requirements for courses. [These findings were shared by The Guardian](#), and were cited in a major review of UK refugee support, conducted by the All Party Parliamentary Group on Refugees.

The Home Office drew on the findings to revise their Indicators of Integration Framework. As refugee settlement to high income countries is set to expand the research is a timely reminder that arriving in wealthy nations is not the end of the refugee journey and that specific policies and practices are essential if refugees are not to be caught in poverty-trap conditions of low income, poor educational support and precarious employment or benefits.

Research underpinning the case study

Morrice, L. (2011): *Being a refugee: learning and identity. A longitudinal study of refugees in the UK*. Stoke-on-Trent: Trentham Books.

Morrice, L. (2013): '[Refugees in higher education: boundaries of belonging and recognition, stigma and exclusion](#)', *International Journal of Lifelong Education*, 32(5): 652-668.

Morrice, L., Tip, L. K., Brown, R. and Collyer M. (2020): '[Resettled refugee youth and education: aspiration and reality](#)', *Journal of Youth Studies*, 23(3): 388-405.

Tip, L. K., Brown, R., Morrice, L., Collyer, M. and Easterbrook, M. (2018): '[Improving refugee well-being with better language skills and more intergroup contact](#).' *Social Psychological and Personality Science*, 10(2): 144-151.

Morrice, L., Tip, L.K. Collyer, M. and Brown, R. (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*.

Enabling second chance education for out of school children in Ghana and Ethiopia

Professor Kwame Akyeampong (Open University), Dr Jo Westbrook, Professor Emeritus John Pryor, Dr Sean Higgins, Professor Emeritus Keith Lewin, (University of Sussex) and Professor Ricardo Sabates (University of Cambridge).

This study draws on research in CIE from 2007-20, beginning with the Consortium for Educational Access, Transitions and Equity (CREATE) that analysed regional variations in educational access and participation in sub-Saharan Africa (SSA). The 2009-11 Teacher Preparation in Africa (TPA) project funded by the Hewlett Foundation and led by Kwame Akyeampong, John Pryor and Jo Westbrook identified teacher preparation and teacher instructional practices in beginning reading and mathematics in the early years of primary education as contributory factors in producing school dropout in African education systems. In 2014, researchers in CIE, led by Akyeampong, secured funding from US Geneva Global Philanthropy to study the long-term impact of a 10-month second chance education programme 'Speed School' for out-of-school children in Ethiopia.

The team found that the pedagogy transformed the learning environment enabling children who were initially unable to recognize letters to progress to reading passages in just 10 months. Building on evidence from the CREATE, TPA and Ethiopia research, Sussex and Cambridge researchers tested the effectiveness of another second chance complementary basic education (CBE) programme for Ghanaian school dropouts. This two-year DFID funded CBE research completed in October 2018, confirmed that it was possible to raise the achievement levels of previously out-of-school children to levels attained by children who have had 4 years of schooling in government schools.

In 2020, the longitudinal report on the Speed School students in Ethiopia was a game-changer for the Ministry of Education in Ethiopia and on the evidence Sussex provided, are currently adopting the Speed School model, supported by Geneva Global and the Luminos Fund with the aim that by 2022 Speed School classes will be sustainably operating in mainstream primary schools in four administrative regions with 248 classes, impacting approximately seven, 440 out-of-school and overage students, and in the long term over 4.7 million primary school children.

Research underpinning the case study

Akyeampong, K., Delprato M., Sabates, R., James, Z., Pryor J., Westbrook J., Humphreys, S., & Tsegay A. (2018): *Tracking the Progress of Speed School Students in Ethiopia: 2011-2017* CIE Research Monograph.

Akyeampong, K., Higgins, S., Sabates R., Carter E., & Rose P., (2018): *Understanding Complementary Basic Education in Ghana - Final Impact Evaluation*. DFID London.

Akyeampong K, Lussier K, Pryor J, Westbrook J (2013): 'Improving teaching and learning of basic maths and reading in Africa: Does teacher preparation count?' *International Journal of Educational Development*, 33 (3): 272–282.

Lewin K & Akyeampong K (2009): 'Education in sub-Saharan Africa: Researching access, transitions and equity'. *Comparative Education* Vol. 45, (2): 143-150



A Speed School classroom in Ethiopia

Education and Peacebuilding in Conflict-Affected Contexts: Influencing UNICEF's and key international actors' approaches to peace-promoting education policy and practice

Professor Mario Novelli and Professor Yusuf Sayed, (University of Sussex) & Professor Naureen Durrani (CIE Honorary Fellow / Nazarbayev University, Kazakhstan)

Sussex researchers have played a leading role in pioneering systematic research on the relationships between education, conflict and peacebuilding and this led UNICEF to incorporate Education Sector Focussed Conflict Analyses into its work to support peacebuilding in conflict-affected contexts. It enabled UNICEF to successfully implement a US\$150,000,000 Peacebuilding in Education and Advocacy Programme (PBEA), which delivered analysis – and achieved subsequent policy and capacity improvements – in 14 conflict-affected contexts. Further Sussex research, funded by the PBEA programme, led to the development of the “4Rs framework” for analysing and reforming education systems in conflict-affected contexts, which has been widely used by UNICEF teams and their partners. UNICEF's role as a global actor and thought leader, and its influence on state and non-state actors operating in this field, then ensured that this shift in approach had important effects on 'good practice' in conflict-affected contexts amongst multiple actors, including the World Bank, UNESCO-IIEP, and several national governments.

Research underpinning the case study

Novelli, M. and Smith, A. (2011): [The Role of Education In Peacebuilding: A synthesis report of findings from Lebanon, Nepal and Sierra Leone.](#) New York: UNICEF.

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

Novelli, M et al (2014): *DFID Rigorous Literature Review: Political Economy of Education Systems in Conflict Affected States*. London: DFID



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A student stands in the ruins of his former classroom, at the Aal Okab school in Saada, Saada Governorate, Yemen Monday 24 April 2017.

CIE Research Cafes and lectures

CIE has been running a series of lunchtime research cafes for many years and this year was no exception, albeit carried out through remote means. In the autumn term we held the PEER network series of lectures in conjunction with the United Kingdom Forum on International Education and Training (UKFIET). The global, online lecture series explored the theme of 'the Political Economy of Education in Times of Conflict, Crises and Pandemics.' The series was aimed at all those wanting to better understand the complex situations facing education systems around the world in a period of increasing instability, where education systems are challenged by war, environmental crisis, financial austerity and pandemics. [This freely available lecture series was recorded and is available to watch on YouTube.](#)

1. *Introduction to the Lecture Series: An Overview*
Professor Mario Novelli (CIE)
2. *The Politics of COVID-19 and Education*
Dr Prachi Srivastava, Western University, Canada
3. *Political Economy of Education Privatization and Crisis*
Professor Antoni Verges and Dr Clara Fontdevila, Universitat Autònoma de Barcelona, Spain
4. *Evidence and Education Policy-Making in the Global South during COVID-19: Pundits, Social Movements and Policy-Makers in an Age of Unpredictability*
Professor Yusuf Sayed (CIE)
5. *The Construction and Survival of an Intellectual Community during Structural Adjustment in Africa*
Dr Nimi Hoffman (CIE)
6. *The Political Economy of Decolonizing Education in South Africa*
Dr Yunus Omar and Professor Azeem Badroodien, University of Cape Town, South Africa
7. *Academics For Peace and The Political Economy of Repression in Turkey's Higher Education Sector*
Dr Birgul Kutan (CIE) and Prof Mehmet Ugur, University of Greenwich, UK
8. *Gender, Education, Conflict and Crises*
Professor Naureen Durrani and Dr Hélène Thibault, Nazarbayev University, Kazakhstan
9. *Rethinking Peace Education: A Cultural Political Economy Approach*
Dr Sean Higgins (CIE)
10. *The Political Economy of Education in Perilous Times: Some Reflections*
Professor Steve Klees, University of Maryland, USA

In the spring term we invited a range of external speakers to present and discuss their work, as well as CIE members themselves:

1. *Peace, Holistic Wellbeing and Education*
Dr Scherto Gill, Visiting Research Fellow, University of Sussex, UK
2. *The Right to Education for Undocumented Learners in South Africa and Beyond*
Cecile van Schalkwyk, Lawyer, Legal Resource Centre-Human Rights, South Africa
3. *Learning, Hunger and Urgency: The Second Chance programme for out-of-school children in conflict-affected Liberia*
Dr Jo Westbrook and Dr Sean Higgins (CIE)
4. *Low-fee Private Schooling and Poverty in Developing Countries*
Dr Joanna Härmä, Independent Researcher
5. *School Efficiency in Low and Middle Income Countries: An analysis based on PISA for development learning survey*
Dr Marcos Delprato (CIE)
6. *Global Education Policy in African Fragile and Conflict-affected States: Examining the Global Partnership for Education*
Dr Rui da Silva, Center for African Studies, University of Porto, Portugal
7. *The Debate over Shutting Down Schools in South Africa: A closer look at the demands for a democratic social policy*
Dr Nimi Hoffmann (CIE)
8. *How Achievable is UPE?: The political economy of national Universal Primary Education strategies in sub-Saharan Africa*
Dr Paul Bennell, Independent Researcher
9. *Learning and Social cohesions among Jordanian and Syrian students in Jordan*
Dr Linda Morrice (CIE)
10. *The Heartbeat of Schooling: How timetables (re)produce organisational rhythms that disrupt or protect teaching and learning*
Dr Sara Black, Leadership and Policy Studies, University of Cape Town, South Africa

Open Lecture

Palestinian Higher Education in Protracted Crises: Identity, resilience and hope
Joint CHEER & CIE Open Lecture presented by
Dr Nazmi Al-Masri, The Islamic University of Gaza,
Palestine

Sussex Development Lecture

The series was launched in October 2021 with an introduction and panel discussion on ways the crisis might offer glimpses of how progressive transformation could be achieved. The online event had panel members from each of the Sussex Development units: Mike Collyer, Professor of Geography, Global Studies; Mario Novelli, Director, Centre for International Education; Andy Stirling, Professor of Science and Technology policy at SPRU and Co-director of the [STEPS Centre](#); and Melissa Leach, Director, Institute of Development Studies.

The Sussex Development Lecture series is run jointly by the Institute of Development Studies (IDS), the School of Global Studies, the Science Policy and Research Unit (SPRU) and CIE at the University of Sussex.

The 2020/21 series had the theme of ‘COVID-19 and development – building back better?’ In January 2021, Professor Yusuf Sayed was in conversation with Fazel Rizvi, Emeritus Professor, University of Melbourne, Australia, with their dialogue on [‘Education Policy in the Global South’](#), discussing the politics of education policy-making during the pandemic. They looked at the decisions made around education and the impacts on equity and quality, reflecting on what building back better in education might look like.



Publications

Fassetta, Giovanna, AlMasri, N., **Attia, M.** and Phipps, A (2020): 'Gaza teaches Arabic online: opportunities, challenges and ways forward'. In Fassetta, Giovanna, Al-Masri, Nazmi and Phipps, Alison (eds.) *Multilingual online academic collaborations as resistance: crossing impassable borders*. Multilingual Matters, Bristol. ISBN 9781788929592

Crossouard, B., Dunne, M. and Szyp, C. (2021): 'The social landscape of education and work in rural sub-Saharan Africa'. In: Sumberg, James (ed.) *Youth and the rural economy in Africa: hard work and hazard*. CAB International, UK, pp. 147-164. ISBN 9781789245011

Crossouard, B., and Dunne, M. (2021): '[Gender and education in postcolonial contexts](#)'. In *Oxford Research Encyclopedia of Education*. Oxford University Press.

Crossouard, B., Dunne, M., Ananga, E. D., Adu-Yeboah, C., & Adzahlie-Mensah, V. (2021): '[Being a young Muslim woman in Southern Ghana: intersections of nation, religion and gender](#)', *Journal of Contemporary African Studies*, 39(3), 497-513.

Delprato, M. (2021): '[Indigenous learning gaps and home language instruction: New evidence from PISA-D](#)', *International Journal of Educational Research*, 109, p. 101800

Delprato, M., and Antequera, G. (2021): 'Public and Private School Efficiency and Equity in Latin America: New Evidence Based on PISA for Development', *International Journal of Educational Development*, 84 (102404).

Delprato, M. and Antequera, G. (2021): '[School efficiency in low and middle income countries: An analysis based on PISA for development learning survey](#)', *International Journal of Educational Development*, 80.

Sabates, R., Alcott, P. and **Delprato, M.** (2021): '[Assessing cost-effectiveness with equity of a programme targeting marginalised girls in secondary schools in Tanzania](#)', *Journal of Development Effectiveness*, 13(1), pp. 28–46.

Dunne, M., Crossouard, B., Agbaire, J. and Bakari, S. (2020): '[Beyond the Modern: Muslim Youth Imaginaries of Nation in Northern Nigeria](#)', *Sociology* (Oxford), 54(6), pp. 1122–1140.

Dunne, M., Humphreys, S. and Szyp, C. (2021): 'Education and work: children's lives in rural sub-Saharan Africa'. ACHA Working Paper 9, *Brighton: Action on Children's Harmful Work in African Agriculture*, Institute of Development Studies.

Higgins, S. and **Novelli, M.** (2020): '[Rethinking Peace Education: A Cultural Political Economy Approach](#)', *Comparative Education Review*, 64(1), pp. 1–20.

Danvers, E. and **Hinton-Smith, T.** (2021): 'The shifting subjectification of the 'Widening participation' student: the affective world of the 'Deserving' consumer'. In: Brooks, Rachel and O'Shea, Sarah (eds.) *Reimagining the Higher Education student: constructing and contesting identities. Research into Higher Education*. Routledge, Abingdon, Oxon. ISBN 9780367426514

Derbyshire, C., Danvers, E., **Hinton-Smith, T.**, Cole, J. and Buck, T. (2020): '*Learning under lockdown: the experiences of Gypsy, Roma and Travellers in Sussex*'. Sussex Learning Network.

Adesina, J., Fischer A. M., and **Hoffmann N.** (2021): 'Reflections on aid and regime change in Africa: a response to Cheeseman'. *CODESRIA Bulletin Online*. Republished by the *Review of African Political Economy, Developing Economics, IDEAs, and The Elephant*.

Adesina, J. Fischer, A. M and **Hoffmann, N.** (2021): 'Reflections on aid and regime change in Ethiopia: a response to Cheeseman'. *CODESRIA Bulletin Online* (1). pp. 1-5. ISSN 0850-0712

Hoffmann, N. (2020): 'Involuntary social experimentation: revisiting the case for a moratorium'. *CODESRIA Bulletin*, 2020 (1). pp. 7-14. ISSN 0850-8712

Hoffmann, N., de Kock, T., McDonald, Z. and **Sayed, Y.** (2020): 'Teacher Education, Common Purpose and the Forging of Multiple Publics in South Africa', *Africa Development*, 45(4), pp. 23–52.

Kutan, B. & Çelik, A. (2021): *Social Movement Learning and Knowledge Production in the Struggle for Peace with Social Justice: The Case of Peoples' Democratic Congress (HDK): The Nexus of common struggle and opposition in Turkey*, ESRC Project Final Case Study Report.

Kutan, B. & Çelik, A. (2021): 'Kriz ve Catisma Zamanlarında Sosyal Hareketlerde Öğrenme ve Bilgi Üretimi, Halkların Demokratik Kongresi: "Müşterek Bir Toplumsal Örgütlenme Zemini", ESRC projesi final Rapor.

Lewin, K. M. (2020): '[Beyond business as usual: aid and financing of education in Sub-Saharan Africa](#)'. *International Journal for Educational Development* 78 (2020) 102247

Lewin, K. M. (2020): 'Contingent reflections on coronavirus and priorities for educational planning and development'. Lead article. *Prospects* 49, 17-24.

Lewin, K.M. (2021): 'Equity in Access and Learning: A Way Forward for Secondary Education in India'. Chapter in Mangalagiri A, Festschrift for R. Govinda, Vice Chancellor for National University of Educational Administration, Delhi, India.

Lewin, K.M. (2020): 'Taxing matters; fiscal reforms, public goods and aid'. Lead article in Norrag Special Issue No 5 *Domestic financing: tax and education*.

Tip, L. K, Brown, R, **Morrice, L.**, Collyer, M. and 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*, 46(15), pp. 3174–3190

Phillimore, J, **Morrice, L.**, Kabe, K, Hashimoto, N, Hassan, S and Reyes, M. (2021): '[Economic self-reliance or social relations? What works in refugee integration? Learning from resettlement programmes in Japan and the UK](#)', *Comparative Migration Studies*, 9(1), pp. 1–19

Coxon, E., Bonal, X., **Novelli, M.** and Verger, A, eds. (2020): 'Education, globalisation and the state: essays in honour of Roger Dale'. *Global Studies in Education*. Peter Lang Inc., International Academic Publishers, London. ISBN 9781433181658

Novelli, M. (2020): 'Education and the 'developing' state: between capitalism & culture'. In: Bonal, Xavier, Coxon, Eve, Novelli, Mario and Verger, Antonio (eds.) *Education, globalisation and the state: essays in honour of Roger Dale*. *Global Studies in Education*. Peter Lang Inc., International Academic Publishers, London. ISBN 9781433181658

Pesambili, J. C. and **Novelli, M.** (2021): '[Maasai students' encounter with formal education: their experiences with and perceptions of schooling processes in Monduli, Tanzania](#)'. *Elsevier*.

Daoust, G. and **Novelli, M.** (2020): *Background study on political economy of education tools*. *Political Economy of Education Research Network*, PEER Working Paper 1.

Nakidien, T., Singh, M. and **Sayed, Y.**, (2021): '[Teachers and Teacher Education: Limitations and Possibilities of Attaining SDG 4 in South Africa](#)'. *Education Sciences*, 11(2), p.66

Balie, L. and **Sayed, Y.**, (2020): '[Education and Care: How Teachers Promote the Inclusion of Children and Youth at Risk in South Africa](#)'. *Education Sciences*, 10(10), p.273

Leaney, S. and **Webb, R.** (2021): '[Representation as politics: asserting a feminist ethic in ethnographic research](#)', *Ethnography and Education*, 16(1), pp. 44–59.

Solvason, C., **Webb, R.** and Sutton-Tsang, S. (2021): '["What is left...?": The implications of losing Maintained Nursery Schools for vulnerable children and families in England](#)', *Children & Society*, 35(1), pp. 75–89

Webb, R. and Kirby, P. (2021): 'COVID-19 & Schooling for Uncertainty'. *British Educational Research Association/BERA Bites* (7). pp. 24-25

Webb, R. and Kirby, P. (2021): 'Engaging children's climate change experiences for action'. *ASPE Bulletin* (24).

Kirby, P. and **Webb, R.** (2021): 'Conceptualising uncertainty and the role of the teacher', Special Edition on Youth Climate Activism and Climate Change, *Educational Review*.

Akyeampong, K, **Westbrook, J.** and Pryor, J. (2020): 'The Speed School pedagogy and how it unlocks the creative and learning potential of disadvantaged children in Ethiopia'. *NISSEM Global Briefs*, 2. pp. 34-53.

Westbrook, J., Baleeta, M., Kaswarra, G., Tuhaise, S. and Islei, A. (2021): 'Excellence and inequity in Western Uganda: Learning to read in two languages from home to Early Childhood to Primary 4' in (Parry, K. & Kiggundu, H., Eds) *Literacy for Equity: Selected Papers from the Pan African Literacy for All Conference, Kampala, 2019*, Fountain Publishers: Kampala.

Sutherland, J. & **Westbrook, J.** (2021): 'Developing Comprehension' in the *Routledge Practical Guide to Teaching English in the Secondary School*, (Editors Newman, R. & Watson, A.), London; Routledge

Public engagement and knowledge exchange

The work of CIE is driven by principles of social justice and challenging inequalities. A key part of this is making our research visible and accessible to colleagues, practitioners and professionals outside of the academy. Over the year colleagues have worked with partners to deliver a range of public lectures, have participated in panel discussions and contributed to written submissions to parliament. We have also actively engaged with social and mainstream media to share learning and build public engagement.

Dr Barbara Crossouard and Dr James Sumberg (Emeritus Fellow, Institute of Development Studies) participated in a 2-day blended workshop held on 8/9 March 2021 in Awka, Nigeria, that collectively addressed the policy implications of the Nigerian strand of the Rural Youth Employment in Sub-Saharan Africa project, funded by the International Fund for Agricultural. This was organized by the research partners in Nigeria, Dr Béla Teeken (International Institute for Tropical Agriculture, Ibadan) and Dr Tessy Madu (National Root Crops Research Institute, Umudike). Participants included youth from the four rural research sites in SE and SW Nigeria, NGOs and local government representatives. Youth participants endorsed the need to address gender relations that constrain young women's education in their rural contexts. Education for young women was 'essential - not an option' and should include supporting their access to higher education. The project was the focus of a recent seminar in the IDS Youth Employment and Politics seminar series in which Barbara addressed implications for gender and education.

[See more about the rural contexts of the research.](#)

Dr Nimi Hoffmann, as part of the COVID-19 People's Coalition, assisted with two written submissions to the South African parliament in 2020: [Submission to the Standing and Select Committees on Appropriations: Division of Revenues Bill](#), and [Submission to the Standing and Select Committees on Appropriations: Adjusted Estimates of National Expenditure 2020](#). Nimi also made two presentations to the Parliament of South Africa on behalf of the COVID-19 People's Coalition: [a presentation to the Standing and Select Committee on Appropriations: Division of Revenues Bill 2020](#), and a [presentation to the Standing and Select Committee on Appropriations: Adjusted Estimates of National Expenditure 2020](#). Both presentations were live streamed by the South African Broadcasting Commission on both tv and radio. The Standing and Select Committee on Appropriations subsequently agreed to reverse the reduction to the South African Revenue Service in line with the demands of the COVID-19 People's Coalition. It further agreed to investigate the demand for a People's Budget Assembly.

In addition, Nimi assisted the Budget Justice Coalition to make a submission to the National Treasury on the anti-democratic elements of the draft Public Procurement Bill:

Kota, Z., Pearson, K. and Hoffmann, N. (2020): [Joint Submission to National Treasury on the Draft Public Procurement Bill](#) by the Budget Justice Coalition.

Lewin, K.M. (2021): *Financial challenges, Global Partnership for Education Replenishment, and Commonwealth Programmes for Action towards 2030* presented at the Commonwealth Parliamentary Association meeting "Mobilising resources for education and the crucial role of Commonwealth countries" Commonwealth Secretariat and Global Partnership for Education. London July 14th 2021.

Novelli, M. (2020): [COVID-19. Movimientos Sociales y Solidaridad Internacional en el seminario Luchas Sociales y Buen Vivir: perspectivas antes, durante y despues del COVID-19](#), 24 July 2020

Novelli, M. (2021): ['Education & Solidarity: From Palestine to Colombia. Prepared for Palestine under attack: The assault on Palestinian education'](#) May 26 2021, CIED, IOE/UCL, UK

Dr Jo Westbrook was an invited member of two online sessions in May to discuss assessment-informed instruction in early reading and mathematics, run by the Global Education Learning Initiative team at the Bill & Melinda Gates Foundation. Attendees included CEOs of major NGOs such as the Luminos Fund, Room to Read, the India Language and Learning foundation and researchers from RTI. These sessions continue on previous panels Jo was also invited to that focused on improving foundational literacy and numeracy at scale on the Science of Teaching FLN (March 2020), and Structured Pedagogy (October 2020).

Engagement with online communities and news outlets

[‘Why community participation in schooling is struggling in Nigeria: a view from the ground’](#) by **Dunne, M.** and Humphreys, S. Published in *The Conversation* January 19, 2021.

[‘Scholarships alone are not enough to get more qualified female teachers into Nigeria’s schools’](#). by Humphreys, S., **Dunne, M.** and Durrani, N. Published in *The Conversation*, January 21, 2021.

[Reflections on aid and regime change in Africa: A response to Cheeseman](#). by Adesina, J., Fischer, A.M., and **Hoffmann, N.** Published in the *Review of African Political Economy, Developing Economics, IDEAs, and The Elephant*.

[Draft Procurement Bill – Ditch the secrecy, recover with integrity](#) by Pearson, K., Kota, Z and **Hoffmann, N.** Published in the *Daily Maverick*, December 13, 2020.

[South Africa’s draft procurement bill falls short of what’s required to fight corruption](#). by Kota, Z., **Hoffmann, N.**, and Pearson, K. Published in *The Conversation*, November 1, 2020.

[Spain did it, so why can’t South Africa nationalise the healthcare to save lives?](#) by **Hoffmann, N.** Published in *The Mail and The Guardian*, April 17, 2020.

[Peak Aid, Catalytic Change and Sustainable Educational Financing](#) [NORRAG podcast] by **Lewin, K.M.** and Draxler, A. (NORRAG Senior Advisor), March 5, 2021.

[Smart buys, great sales and special offers](#), by **Lewin K.M.** Commentary on Report of the Global Education Advisory Panel, UKFIET Blog, November 2020.

[Reflections on Coronavirus: 10 propositions for Educational Planning and Development](#) by **Lewin, K.M.** UKFIET Blog August 2020.

Advisory Group membership

Professor Máiréad Dunne is an invited member of the Advisory Group to British Council funded project ‘A research study to further gender equality in higher education in India’ (April 2021 - March 2023). This research will be led by Principal Investigators Professor Maria Tsourouflito, Brunel University London, UK and Dr Anagha Tambe, KSP Women’s Studies Centre, Savitribai Phule Pune University, India. The study will focus on access, campus climate, retention, and the inclusion of gender in curricular and institutional practices in India

Professor Máiréad Dunne is an Advisory Group member for a research study entitled, ‘Policy enactment of mainstreaming gender equality in higher education and civil service in Kazakhstan’ (January 2021-December 2023). The research is funded by the Collaborative Research Program of Nazarbayev University and the team drawn from several Kazakh institutions is led by Principal Investigator, Dr Zumrad Kataeva, Nazarbayev University. The project focuses on the implementation and outcomes of mandatory gender training sponsored by national policy of mainstreaming gender equality in higher education institutions and civil service.

Dr Sean Higgins is now Co-Chair of the Peace Education SIG at the Comparative and International Education Society (CIES). This is a great opportunity to contribute to the wider global field of critical peace education studies as well as a being a privilege to represent and promote the critical scholarship of the Centre for International Education at the University of Sussex with scholars and students from around the world.

Dr Jo Westbrook has been invited to become a member of the UK Education and Development Forum (UKFIET) Executive Committee, attending quarterly meetings of the Committee whose role is to organise and deliver UKFIET’s various activities over the year.

Teaching for a better world in the time of COVID-19

CIE provides high quality, research-led teaching to students and practitioners from around the world in an international and multicultural environment. Graduates have gone on to careers in international organisations such as national education ministries, educational institutions, NGOs and universities.

Teaching associated with the Centre for International Education includes:

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

International Education & Development Undergraduate Pathway

This pathway is open to single honours undergraduates in disciplines across the university. It comprises a series of four 15 credit 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. We currently have 122 students registered for our undergraduate modules for 2020-21.

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 and Gender
- Education, Peacebuilding and Conflict

CIE faculty also run a highly popular stand-alone second year undergraduate option in 'International Education and Development' for students in the School of Global Studies, currently with 68 students taking the module. A new undergraduate module entitled 'Decolonising Education: Knowledge Power and Society' was launched in 2020-21. This will be available as part of the Undergraduate pathways in education as well as an individual module.

International Education & Development MA

This 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, 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 35 students from 16 nationalities.

Congratulations to last year's prize winners announced in September 2020:

- CIE Prize for best overall performance
Olivia Gilmore
- The Luke Akaguri Memorial Prize for the best dissertation
Alesia Frola and Giada Costantini

This year's cohort adapted well to the combination of socially distanced face to face learning and online.



MAIED students at their final Christmas session before teaching moved entirely online



MAIED students picnic-ing at the end of 'Luke's Walk', Stanmer Park, May 2021



MAIED students join protests on International Women's Day, raising awareness of the injustices that women in their respective countries face, March 2021

Congratulations to our doctoral researchers who completed this year

Dr Iris Amponsah-Efah

Pedagogy of English and Mathematics Teachers in Middle to High Fee-Paying Private Schools in the Ashanti Region, Ghana

Supervisors:
Professor Yusuf Sayed & Dr Sean Higgins



Dr Jennifer Agbaire

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

Supervisors:
Professor Máiréad Dunne & Dr Louise Gazeley



Dr Akiko Hanaya

Teacher Education Quality Assurance Policy Making in India: The construction of the teacher education accreditation policy

Supervisors:
Professor Yusuf Sayed & Professor Naureen Durrani



Dr Helen Murray

Universities, Conflict and the Public Sphere: Trajectories of the Public University in Lebanon

Supervisors:
Professor Mario Novelli and Dr Barbara Crossouard



Dr Charles Obiero

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

Supervisors:
Professor Yusuf Sayed & Professor John Pryor



Dr Anna Wharton

Unaccompanied Girls in England: (Re)Constructing spaces of belonging and learning

Supervisors:
Dr Linda Morrice & Dr Jo Westbrook



Pedagogy of English and Mathematics Teachers in Middle to High Fee-Paying Private Schools in the Ashanti Region, Ghana

Dr Iris Amponsah-Efah

The prevalence of private schooling in the sub-Saharan region is growing in size and importance. In Ghana, the government views private schools as a supplement to educational provision, and considers middle- to high-fee paying private schools (MHFP) as being of good quality. Yet, there is very limited empirical research on the pedagogical practices in such schools and what the notion of education quality means. This deficit made my study timely.

Drawing on interview and classroom observations, the findings suggest that the characteristic picture of the African teacher using mainly transmission practices may be unduly simplistic.

Mathematics and English teachers employed a combination of techniques, including repetition, recitations and activity-based learning, featuring group and paired work activities. Teachers also strived to make learning relevant to their students' backgrounds, and emphasised the affective dimension of pedagogy by engendering an inclusive classroom climate of respect, love, joy and care.

The research suggests that effective pedagogy requires consideration of context and a focus on affective dimensions, and that professional development for all teachers should comprise both.

After completing my PhD, I returned to Ghana where I am the Director of a private school that is mid-high fee paying.

**Unaccompanied Girls in England:
(Re)Constructing spaces of belonging and learning**

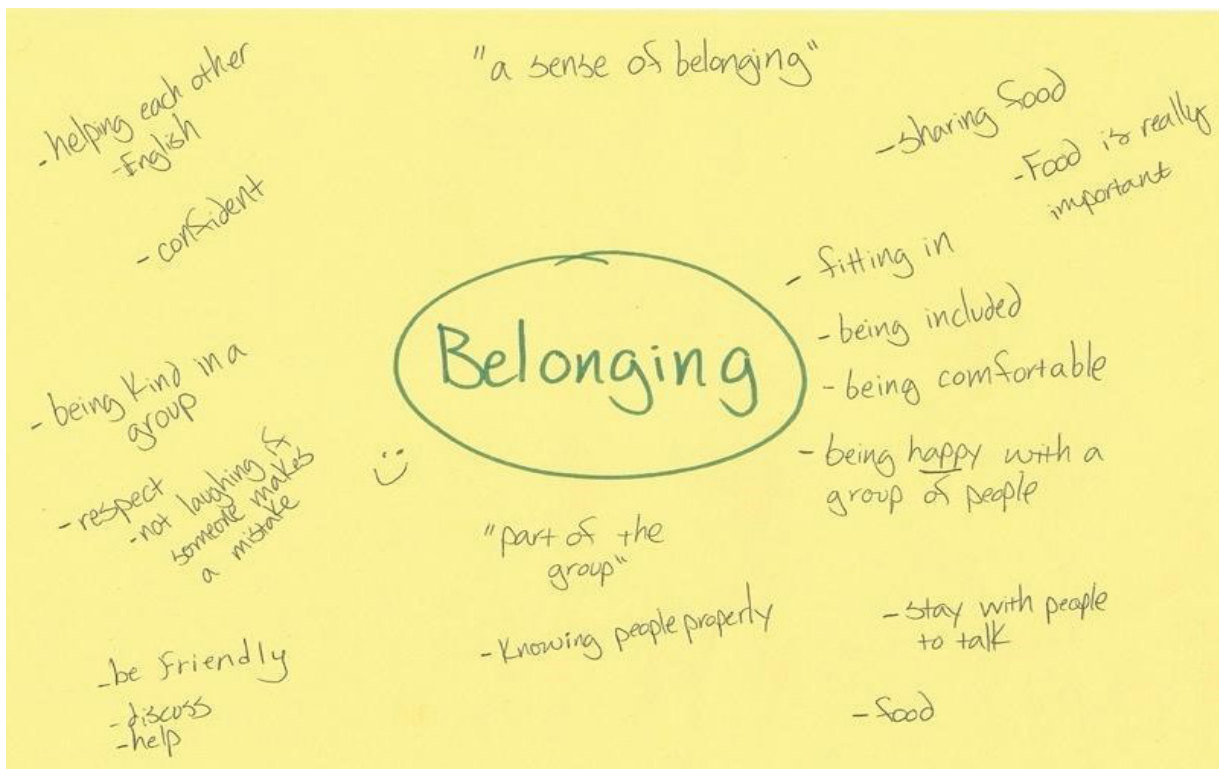
Dr Anna Wharton

I conducted my doctoral research with unaccompanied refugee young women in their older teens ('the girls') about their experiences of learning and belonging in England.

Research has largely neglected unaccompanied girls who make up around just 10% of unaccompanied young people. I was privileged to work with four absolutely lovely young women from central and east Africa who were settling in the south of England. My original plans to use creative methods were rejected as they insisted on co-designing methods and jointly determining how our time together would be spent. The result was 'a series of conversations, sometimes using conventional methods of interviews, focus groups and mindmaps, and sometimes involving chatting and me teaching points of English!

Our conversations resulted in findings about methodology, ethics and co-constructing safe research spaces with vulnerable young people; the negative impacts of ESOL taught in a silo; and the benefits of both long-term and temporary spaces of belonging. They also contributed to understandings about the construction of spaces of belonging and learning in college - through faith and through the practice of food.

Since completing my PhD, I have recently begun a new job as Research Officer in a small but growing college. My role is to grow and support a culture of research there. It is certainly a different environment from the established focus on research at Sussex, but I am excited for the challenge of driving sound research practice and promoting opportunities for research.

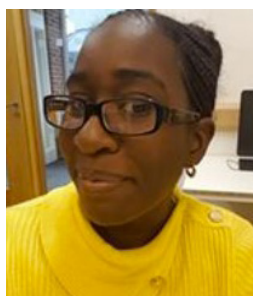


Our current doctoral researchers

Esi Fenyiwa Amonoo-Kuofi

Teacher Leadership and Professional Development in Ghanaian Schools

Supervisors:
Dr Jo Westbrook & Professor Yusuf Sayed



Farzana Bardai

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

Supervisors:
Professor Yusuf Sayed & Professor Mario Novelli



Pearl Boateng

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

Supervisors:
Dr Jo Westbrook & Professor Kwame Akyeampong



Donna Comerford

Emerging Technology: Narrowing the educational gap for displaced women and girls in small and Pacific island developing states

Supervisors:
Dr Linda Morrice & Dr Liam Berriman



Gillian Emerson

Hearing the Teacher's Voice: First language-Tamil mathematics teachers' perspectives on navigating the challenges of teaching in English medium classrooms in Tamil Nadu, India

Supervisors:
Dr Barbara Crossouard & Dr Julia Sutherland



Tina Hyder

Perspectives on Early Childhood Development Interventions for Young Refugee Children and their Families

Supervisors:
Dr Linda Morrice & Dr Rebecca Webb



Matt Johnson

Beyond Manufactured Spaces: Re-imagining youth participation in urban Zimbabwe

Supervisors:
Dr Barbara Crossouard & Professor Máiréad Dunne



Patrick Kane

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

Supervisors:
Professor Mario Novelli & Dr Linda Morrice



Godwin Khosa

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

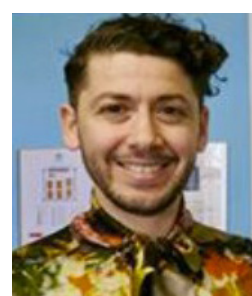
Supervisors:
Professor Yusuf Sayed & Dr Nimi Hoffmann



Yasser Kosbar

The Experiences of Egyptian Women Postgraduates in UK Universities

Supervisors:
Professor Louise Morley & Dr Barbara Crossouard



Angie Kotler

Stories of Peace and Progress in Rwanda. All the pieces (of peace) matter: An ethno-methodological case study of a school in Rwanda which has been named 'Lead School for Peace'

Supervisors:
Dr Jo Westbrook &
Professor Mario Novelli



Mohamed Yasin Osman

Understanding Self-directed Teacher Professional Development in the Global South

Supervisors:
Professor Yusuf Sayed &
Dr Mariam Attia



Carmen Pon

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

Supervisors:
Professor Kelly Coate,
Professor Louise Morley &
Dr Emily Danvers



Daniella Rabino

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

Supervisors:
Professor Máiréad Dunne &
Dr Rebecca Webb



Michael Roy

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

Supervisors:
Professor Mario Novelli &
Professor Yusuf Sayed



Adriana Ramona Saraoru

Teacher Professional Learning in the United Arab Emirates: A case study of a professional learning community in a public school in the Emirate of Abu Dhabi

Supervisors:
Professor Yusuf Sayed &
Dr Jo Westbrook



Doctoral scholars have worked alongside CIE colleagues to support funded research projects. Below are some of the publications which doctoral scholars have published with us:

Hockly N, Traxler J, **Johnson M** et al (2021): [Supporting Departments and Ministries of Education in Southern Africa with the remote delivery of English language teaching and learning during COVID-19: An evaluation of the impact of the 'Learn on WhatsApp and 'Learn on DBE TV' projects.](#) Pretoria, South Africa: British Council.

Morrice, L., Salem, H., **Al Nahi, S.** and Delprato, M. (2020): *Learning and Social Cohesion in Schools in Jordan*. Centre for International Education, University of Sussex, UK.

Delprato, M., Morrice, L. and **Al-Nahi, S.** (2020): [A Summary of Key Patterns in the Jordanian Education System by School Type, Gender and Region](#). Centre for International Education, University of Sussex, UK..

Sayed, Y., Hoffmann, N., Bibi, A., Hersi, M. & **Bardai, F.** (forthcoming): *Safe and quality education for girls and boys in displacement situations in Ethiopia and Somalia: Findings from the first phase of research in Garowe, Somalia*. CIE: University of Sussex, UK

Sayed, Y., Hoffmann, N., Key, D., Chuol, B., Paul, J. & **Bardai, F.** (forthcoming). *Safe and quality education for girls and boys in displacement situations in Ethiopia and Somalia: Findings from the first phase of research in Gambella, Ethiopia*. CIE: University of Sussex, UK

Imelda Dwi Rosita Sari

A Study of Professional Connectedness and Isolation in the Learning Lives of Teachers in Remote and Peri-Urban Primary Schools of Indonesia

Supervisors:
Dr Jo Westbrook &
Dr Mariam Attia

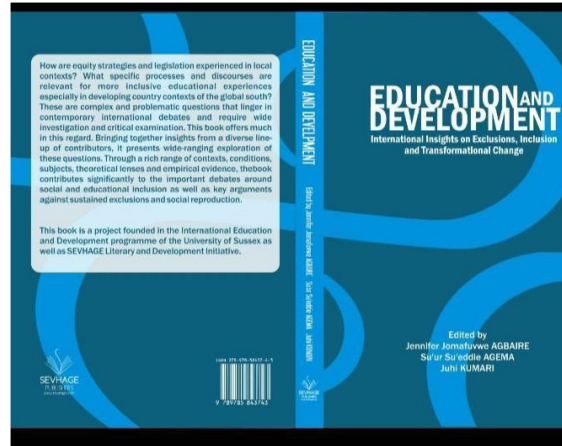


CIE doctoral scholars also contributed to the 10th Annual Teacher Research Conference co-hosted by the Centre for Teaching & Learning Research (CTLR) and, for the first time this year, CIE. Held on 12 June 2021, the conference included short presentations and facilitated discussions by Education MA postgraduate students and doctoral researchers on the broad theme of teacher development and practice, spanning education 3-18 years in the UK and globally.

The keynote presentation, 'Developing attachment and trauma awareness in UK schools', was delivered by Professor Emerita Judy Sebba from the Rees Centre, University of Oxford. Judy was previously a Professor of Education at the University of Sussex.

Doctoral alumni news

Sussex CIE alumn, [Dr Jennifer Jomafuywe Agbaire](#), [Suu'r Su'eddie Agema](#) and [Juhi Kumari](#), have recently published a book edited by them and entitled [Education and Development: International Insights on Exclusions, Inclusion and Transformational Change](#). A collection of 15 essays and an insightful introduction, the book brings together insights from a diverse line-up of contributors, including other CIE alumni. It presents a wide-ranging exploration of complex issues related to experiences, processes and discourses around inequalities in developing country contexts of the global south. The book was founded in the SEVHAGE Literary and Development Initiative and the International Education and Development programme offered by CIE.



Jennifer has also been appointed as the [Executive Secretary of the British Association of International and Comparative Education \(BAICE\)](#).

Jennifer has also taken up the post of Research Associate in the School of Education at the University of Bristol working on two ongoing research projects funded by the ESRC and AHRC respectively.

Jennifer is also working as an external research consultant.

Awards and recognition

Dr Nimi Hoffman was nominated by the Academy of Science South Africa - and thereafter selected to attend the 7th Nobel Lindau Meeting on Economic Sciences - on the basis of her work on experimental methods.

The Lindau Nobel Laureate Meetings are annual scientific conferences held in Lindau, Germany, since 1951. They bring together Nobel laureates and young scientists to foster scientific exchange between different generations, cultures and disciplines.



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 the Centre for Study of Race and Citizenship, 7-9 November 2019, University of Bristol, UK.

Delprato, M. (2020): '*Spatial inequality monitoring of SDG4 - the case of Sub-Saharan Africa*' presented to staff and MA students at the Center for African Studies (CEAUP).

Marcos was invited as an expert to guide CEAUP through the different tools to monitor SDG4, with a focus on Spatial Education Inequalities. 11 December 2020, University of Porto.

Dunne, M., Humphreys, S. and Syzyp, C. (2021): '*Education and child work*' ACHA paper presentation 8 July 2021, Institute of Development Studies.

Dunne, M. (2021): '*Policyscapes of educational decentralisation: a spatial analysis of school-community relations in Northern Nigeria*'. Invited seminar to the Diversity, Equity and Education Collective Open Seminar Series 17 June 2021, Brunel University, London, UK.

Kane, P. (2021): '*Pedagogies of Solidarity in the Midst of War: The Inter-cultural University of the Peoples in South West Colombia*'; Comparative & International Education Societies (CIES) 2021 Annual Conference April 2021, Seattle, USA.

Kutan, B. (2021): '*Gender, Prefigurative Politics & Knowledge Production in Times of Authoritarianism: The Peoples' Democratic Congress (HDK), Turkey*', Comparative & International Education Societies (CIES) 2021 Annual Conference April 2021, Seattle, USA.

Kutan, B. (2021): '*Gender, Prefigurative Politics & Knowledge Production in Times of Authoritarianism: The Peoples' Democratic Congress (HDK)*', The third Conference on Critical Perspectives on Governance by Sustainable Development Goals 26/27 January 2021, University of Amsterdam.

Novelli, M. (2021): '*Social Movement Learning & Knowledge Production in times of Conflict, Crises & Authoritarianism: Radical Insights from Turkey, Colombia, South Africa and Nepal*'. The third Conference on Critical Perspectives on Governance by Sustainable Development Goals 26/27 January 2021, University of Amsterdam.

Novelli, M., Benjamin, S., Celik, A., **Kane, P.,** Pherali, T. (2021): '*Laboratories of Learning" Synthesis of Key Findings of Social Movement Learning & Knowledge Production in the Struggle for Peace with Social Justice*', Comparative & International Education Societies (CIES) 2021 Annual Conference April 2021, Seattle, USA.

Novelli, M. (2020): '*COVID-19, Social Movements and 'new' Pedagogies of Resistance and Repression*' Webinar on Social Movements and Education after the Pandemic: Time for renewed agency? Hosted by UCL and University of East Anglia 3 July 2020

Jo Westbrook (2021): '*Translating the Language Policy: Learning to read in two or more languages in Western Uganda*', Joint CTRLR/CIE Translations in Research Seminar 26 April 2021.

Jo was joined by doctoral researchers Tania Del Campos who presented on issues around translating from Mexican Sign Language to Spanish and to English for academic purposes, and alumni PhD researcher, Norina Yusuf, from Malaysia who presented on her use of translanguaging in interviews and use of multilingual WhatsApp scripts as data.

Appointments and farewells

Welcome to CIE's new Postgraduate Research Assistant

In June, we welcomed Ramona Saraoru as Postgraduate Research Assistant to CIE. Ramona brings a wealth of experience to the role having worked extensively with schools in the Middle East and managing programmes at tertiary education institutions in Abu Dhabi and London. Her experience spans from teaching to educational consulting and project management. Ramona is in the first year of her PhD which is on 'Teacher Professional Learning in the United Arab Emirates: A Case Study of a Professional Learning Community in a Public School in the Emirate of Abu Dhabi'.

Farewell to Farzana Bardai

After two and a half years of providing excellent support to CIE, we bid a fond farewell to Farzana. Farzana will be remembered for her wise advice and for developing CIE's social media presence, including [our YouTube channel](#), and bringing CIE colleagues into the twenty-first century with tutorials on tweeting! We wish Farzana all the very best in completing her PhD and for her forthcoming nuptials in Calgary this August!

Farewell to Jacqui Shepherd

CIE colleague, Dr Jacqui Shepherd, has been a valued member of CIE with expertise in inclusion and disability. She has undertaken projects on learners with disability in Jordan funded by the Queen Rania Foundation, and an Inclusive Education project in Uganda funded by Sightsavers, as well as research on inclusion in England. Jacqui will be sorely missed as a member of CIE and a wise and generous School colleague. We wish her well in her future endeavours.

Professor Aziz Choudry: In Memoriam 23/06/1966 – 26/05/2021

It is with great sadness that we lament the passing of Dr Aziz Choudry, who died suddenly in Johannesburg, South Africa on 23 May 2021.

Aziz had just taken up a Professorship at the University of Johannesburg's Centre for Education Rights and Transformation, Faculty of Education after more than a decade at the University of Montreal, Canada. Aziz was a phenomenal academic, prolific writer, teacher, popular educator and friend to CIE. He was an expert on Social Movement Learning and, besides writing a number of key books in this area, was also very active on the political scene with a long history of working with and for labour, trade union and social movements in global justice struggles.

He was a regular visitor to CIE and the University of Sussex, and an advisor on our ESRC funded Social Movement Learning Project. He will be sadly missed.



Professor Aziz Choudry giving a lecture at a CIE event, University of Sussex, March 2019

CIE members

Advisory Group

- **Dr Robinah Kyeyune**
Materials Development Manager for the USAID-Integrated Child & Youth Development Activity, Uganda
- **Professor Keith Lewin**
Professor Emeritus, CIE Research Adviser
- **Professor Nandini Manjrekar**
Professor, Tata Institute of Social Sciences, India
- **Professor Relebohile Moletsane**
Professor, Centre for Critical Research on Race & Identity, University of KwaZulu-Natal, South Africa
- **Professor John Pryor**
Emeritus Professor of Education and Social Research
- **Professor Leon Tikly**
Professor, Centre for Comparative & International Research in Education, University of Bristol, UK

* * *

Faculty and 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 & Migration
 - **Dr Helen Murray**
Postdoctoral Research Fellow
 - **Professor Mario Novelli**
Professor in the Political Economy of Education
 - **Professor Yusuf Sayed**
Professor of International Education and Development
 - **Dr Tamsin Hinton-Smith**
Senior Lecturer in Higher Education
 - **Professor Simon Thompson**
Professor of Education & Head of the Department of Education
 - **Dr Rebecca Webb**
Lecturer in Education
 - **Dr Jo Westbrook**
Senior Lecturer in Education
- **Professor Mike Collyer**
Professor of Geography, School of Global Studies
 - **Professor Jeremy Hall**
Director of the Science Policy Research Unit (SPRU)
 - **Professor Elizabeth Harrison**
Professor of Anthropology and International Development, School of Global Studies
 - **Dr Naomi Hossain**
Research Fellow, Institute of Development Studies (IDS)
 - **Dr Iftikhar Hussain**
Lecturer in Economics, University of Sussex Business School
 - **Dr Anuradha Joshi**
Research Fellow, Institute of Development Studies (IDS)
 - **Professor 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
 - **Professor Melissa Leach**
Professor and Director, Institute of Development Studies (IDS)
 - **Professor Alan Lester**
Professor of Historical Geography
 - **Professor Magnus Marsden**
Professor of Social Anthropology, School of Global Studies & Director of the Sussex Asia Centre
 - **Professor JoAnn McGregor**
Professor of Geography, School of Global Studies
 - **Dr Lyndsay McLean Hilker**
Lecturer in Anthropology & International Development, School of Global Studies
 - **Professor Alison Phipps**
Director of the Centre for Gender Studies, School of Law, Politics & Sociology
 - **Professor Maya Unithan**
Professor of Social and Medical Anthropology & Director of the Centre for Cultures of Reproduction, Technologies & Health (CoRTH), School of Global Studies
 - **Dr Mary Wickenden**
Institute of Development Studies (IDS)

Research Fellows

- Dr Akunu Agbeti
Assessment Specialist, WAEC, Ghana
- Professor Joseph Ghartey Ampiah
Vice-Chancellor, University of Cape Coast, Ghana
- Dr Kingsley K D Arkorful
University of Ghana
- Dr Faraz Ali Bughio
Lecturer at University of Sindh, Pakistan
- Dr Eva Bulgrin
Research Fellow, University of Sussex
- Dr Stuart Cameron
Education Advisor, Oxford Policy Management
- Professor Naureen Durrani
Professor of Education, Nazarbayev University
- Dr Kathleen Fincham
Education Consultant
- Dr Cesar Guadalupe
Lecturer/Researcher, Universidad del Pacifico, Peru
- Dr Lynne Heslop
Independent Researcher
- Dr Keith Holmes
Programme Specialist, Division for Basic Learning and Skills Development, UNESCO, Paris
- Dr Sara Humphreys
Independent Researcher
- Dr Huib Huyse
Head of the Research Group on Sustainable Development, Belgium
- Dr Priyadarshani Joshi
Princeton School of Public and International Affairs, USA
- 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
- Professor Fiona Leach
Professor Emerita of Education, University of Sussex
- Dr Mieke Lopes-Cardozo
Associate Professor, University of Amsterdam
- Dr Juliet McCaffery
Independent Researcher
- 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 Kate Nielsen
Education Consultant
- Dr Yukiko Okugawa
Japan International Cooperation Agency, Ethiopia
- 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 Mark Richmond
Ex-UNESCO, France
- Dr Irfan Ahmed Rind
Head of Education Department, Sukkur Institute of Business Administration, Pakistan
- Dr John Rutayisire
Director General, Rwandan Education Board
- Dr Najwa Saba 'Ayon
Lecturer in Languages and Humanities, Hariri Canadian University, Lebanon
- Professor Ricardo Sabates
Professor, University of Cambridge
- Dr Hiba Salem
Research Fellow, University of Sussex
- Dr Francesca Salvi
Lecturer in Childhood Studies, University of Portsmouth
- Dr Swadchet Sankey
Senior Reading Program Manager, Research Triangle Institute
- Dr Viola Selenica
Independent Researcher & Consultant
- Dr Mariko Shiohata
Save the Children, Nepal
- Dr Yoel Siegel
Director of the Metro-Jerusalem, Urban Biosphere Initiative, Israel
- Dr Armando Simões
Public Polices 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
- Mr Tony Somerset
Independent Researcher
- Dr Prachi Srivastava
Associate Professor, School of International Development and Global Studies, University of Ottawa
- Dr Chisato Tanaka
Chief Advisor, Ministry of Education, Science and Technology, Malawi
- Dr. Gunjan Wadhwa
Research Fellow, University of Sussex
- Dr Oscar Valiente
Senior Lecturer in Education, University of Glasgow
- Professor Rosemary Wildsmith-Cromarty
ETDP-SETA Research Chair in Early Childhood Education, North-West University, Potchefstroom, South Africa

Future directions

New funding opportunities

Following on from REF 2021 and in the wake of the FCDO funding cuts, CIE has this year explored new potential collaborations with not-for-profit research organisations, NGOs and philanthropic organisations. We foresee that seeking new funding streams will continue to be a focus for the coming year.

Working with other ESW research centres

We have carried out several events jointly this year with - for example with the Centre for Teaching and Learning Research and the Centre for Higher Education and Equity Research - and have held fruitful discussions with the Centre for Innovation and Research in Childhood and Youth. We look forward to further collaborative activities with our fellow research centres in the School in the following year.

Reconstituted Advisory Group and membership drive

The CIE Advisory Group has been reconstituted this year and we are happy to have the Group's support and advice in what could be challenging times ahead. We have updated our general membership and have put in place a secure online subscription on the website for anyone interested in receiving regular mail-outs of our activities. We have also actively encouraged our PhD alumni and research partners to become Research Fellows and School Associates. As we continue our membership drive into the next year, we will also continue to develop and update our database and ensure it is compliant with GDPR regulations.

Spaces for intellectual debate

This year we innovated a regular 'Incubate Space' for CIE faculty members to present and discuss an intellectual conundrum or issue through informal dialogue and debate. Next year there will be an 'Incubate Plus Space' for members to share ideas and the processes around funding bids and to which PhD students working in the field will be invited to join. We will also work with Ramona Saraoru and PhD researchers to explore other activities and different ways for our PhD students to be further engaged with CIE and its activities.

For the autumn term 2021-22, the CIE Research Café series of seminars will be organised by the 'Identities: Citizenship, Gender & Youth' CIE research theme with invited guests, CIE members and doctoral alumni contributors. These will be available through [our YouTube channel](#). The spring term series will not have a set theme and will draw on both internal and external speakers.

Communication and recognition

The Open Access policy and the University's commitment to the Declaration on Research Access (DORA) facilitates our desire to fully share our research findings and publications and we have been cheered by our colleagues and students' news and blogs. We will continue to build up our external social media face through YouTube, Twitter and blogs. We will also encourage colleagues to engage with the possibilities offered by the new Knowledge Exchange Framework (KEF), to further support the strong dissemination work carried out by CIE members.



CONTACT US

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LOCATION

The Centre for International Education (CIE) is located within the Department of Education within the School of Education and Social Work 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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