

ANNUAL REPORT 2021-22

CIE

CENTRE FOR INTERNATIONAL EDUCATION



Education Research for a Better World

US

UNIVERSITY
OF SUSSEX

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About the Centre

The Centre for International Education (CIE) was established in 1989 and is one of only nine University Research Centres at 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 within the School of Education and Social Work and is a constitutive part of a cross-university focus on Development Studies that has been ranked No.1 globally by the *QS World University Rankings* for the sixth year running (2017-22).

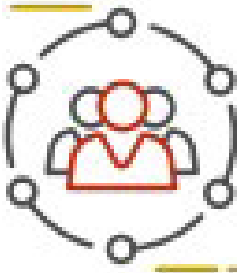
CIE's central focus is on education and development for a better world, globally. Our aim is to contribute to international and national debates about policy, practice and global relations through research, teaching and publications. Our work is driven by a philosophy that improved educational opportunities 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.

Our members produce internationally renowned research through a wide range of approaches and a variety of methodologies. We encourage institutions, potential research partners and students to contact us for more information about our work. Our substantial research experience is used to inform our teaching at doctoral, masters and undergraduate levels. More than 167 scholars have completed their doctoral research in CIE, and over 504 students have completed the International Education and Development MA course specifically. CIE members also teach a suite of modules on education and international development for first and second year undergraduates from across the University as part of the elective 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 around the globe.

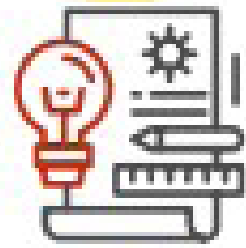
2021/22 at a Glance



15 Education faculty members



6 Advisory Group members



Three 4* case studies in REF 2021



19 new publications



26 conference presentations



20 knowledge exchange activities



16 current doctoral researchers



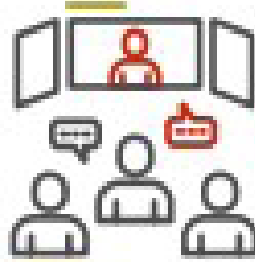
2 doctoral researchers completed this year



23 research seminars



700+ participants attended CIE hosted research seminars



Our YouTube channel received 5,000+ views



We currently have 2032 followers across our social platforms

Welcome

This year saw the chaotic withdrawal of Western forces from Afghanistan and the subsequent collapse of the government there - and the outbreak of a war in Europe. The war in Ukraine has forced some 5.6 million refugees to flee to neighbouring countries and has confronted European nations with the type of crisis which they are more accustomed to witnessing and managing in the more distant Global South. It has revealed a very different kind of humanitarian and educational response for Ukrainian refugees than we currently see in other places and for other groups, including Afghans.

The economic impact of the war is immense and is having a severe impact across the globe. The food crisis and poverty - already at unprecedented levels since Covid - are being exacerbated, triggering dire warnings of famine and civil unrest in the Global South. The pandemic is far from over and the effects of lengthy school closures in Africa in particular continue to impact negatively on girls and marginalised groups. Significant cuts to UK aid for multilateral organisations and the deepening climate crisis are challenging international cooperation and the sustainability of development globally.

We have also witnessed the undoing of hard-won battles for fundamental human rights, such as women and girls' right to control their bodies in

the US, and their rights to education and other political, social and economic rights in Afghanistan.

These horrifying reversals are timely reminders that human rights are always at risk and can never be taken for granted, particularly in a world seemingly in never-ending cycles of crises. Our CIE strapline 'Education for a Better World' feels more important than ever, and yet also more daunting.

CIE colleagues continue to work towards a world of social and educational justice for all. We teach and research ways which challenge accepted orthodoxies, and are critical and transformative in their approach. We have sought out and won further research awards this year from new funding streams, including cross-centre collaborations with the Institute for Development Studies (IDS) and the Centre for Teaching Learning and Research (CTLR). University funds have also been granted for knowledge exchange and impact activities. Over the course of this academic year we ran over 40 public research events, with colleagues presenting at national and international events extending the reach and impact of our research. We were really pleased that all three of our impact case studies were judged to be 'outstanding' in the Research Excellence Framework 2021. We are also proud to be part of the University of Sussex's Development Studies group which, yet again, was rated No 1 in the World.

After 18 months of online and hybrid teaching, it was wonderful to return to in-person teaching and to be able to re-establish much loved annual events - like the CIE Summer Party and Luke's Walk. We welcomed 48 new International Education and Development MA (MAIED) students from 22 countries, and taught over 100 students on our elective undergraduate pathway modules. As highlighted in our report, many of our MAIED alumni and doctoral scholars continue their involvement with CIE through collaborating with colleagues on papers and presentations.

Teaching and research opportunities have also increased this year for our doctoral researchers, and we are delighted with their engagement within the new intellectual space of our 'Incubate' sessions.

At the time of writing, we are excited to be in the process of selecting a new colleague to join our team and are looking forward to the year ahead. We hope this report provides you with a flavour of some of the great work taking place in the centre.

Linda Morrice & Jo Westbrook
Centre Directors



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Professor Jo Westbrook

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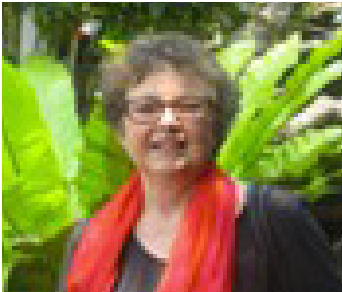
Ramona Saraoru

cie@sussex.ac.uk

CIE members have engaged in research and consultancy for the institutions below, among others ...



CIE Faculty Members



Dr Barbara Crossouard



Dr Marcos Delprato



Professor Máiréad Dunne



Dr Louise Gazeley



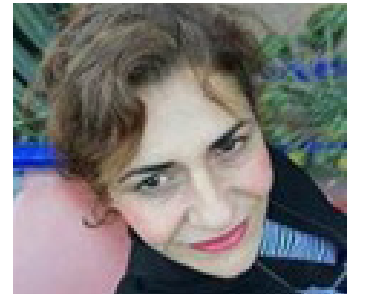
Dr Sean Higgins



Dr Tamsin Hinton-Smith



Dr Nimi Hoffmann



Dr Birgul Kutan



Dr Linda Morrice
CIE Co-Director



Dr Helen Murray



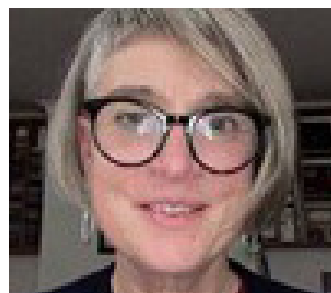
Professor Mario Novelli



Professor Yusuf Sayed



Professor Simon Thompson



Dr Rebecca Webb



Professor Jo Westbrook
CIE Co-Director

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 four core themes relating to International Education and Development:

Teachers, Curriculum and Pedagogies

SDG4 aims to ensure that all learners receive an inclusive, equitable and quality education. It also emphasises the role of teachers as agents of change, their mediation of the curriculum through their pedagogical practices, and appropriate and relevant curriculum content to achieve 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. Teacher education and development research in this theme focuses 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.

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 peacebuilding.

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 Impact: Impact Case Study Reports

CIE is proud that our research impact was judged to be 100 per cent ‘outstanding’ in the Research Excellence Framework (REF) 2021. All three case studies by our members were judged to be 4*, placing us tied first in the UK for Education research impact. Defined as research which delivers ‘real-world benefits’, research impact demonstrates how CIE research is making a real and positive difference to policy, practice and lived experience in the world.

Our three case studies were:

- **Professor Kwame Akyeampong’s** research on how ‘speed schools’ are helping to remove education inequalities in some of the world’s poorest countries: [How ‘speed schools’ brought African children back into the classroom.](#)



- **Dr Linda Morrice’s** research into the diverse language and educational needs of refugees in the UK has improved policy and practice, helping to improve the outlook for migrants on both a national and local level: [Speaking the language of integration.](#)
- **Professor Mario Novelli’s** research into the positive effects of education in countries ravaged by conflict has influenced the United Nations’ peacebuilding programmes: [Lessons learned on the priorities of peacebuilding.](#)

Alongside bringing tangible benefits to people’s lives, 88 per cent of the Department of Education’s research was judged to be ‘world leading’ (57 per cent) or internationally excellent (31 per cent).



Spotlight on our Research Themes

These research highlights reflect an example of the work carried out under each theme over the course of the academic year:

Teachers, Curriculum and Pedagogies

- **Process Evaluation of Government Adoption of the Speed School Programme for Out of School Children, Ethiopia**

Funder: Dubai Cares

Researchers: PI Professor Kwame Akyeampong, Open University

Funding amount: Sussex share of bid: £54,300

Period of research: 2020-2022

Professor Jo Westbrook and Dr Sean Higgins have continued to work on this three-year project, led by Professor Kwame Akyeampong at the Open University, that tracks government adoption of the Second Chance accelerated learning programme for Out of School Children in Ethiopia. After delays due to Covid, the baseline report has been completed and draws on in-country empirical research. The report includes the perspectives of a range of stakeholders including parents and teachers across three regions.

- **Continuous Professional Development in Inclusive Education for Primary School Teachers in Uganda**

Funder: Sightsavers in collaboration with the University of Kyambogo, the Ministry of Education and Disabled Peoples' Organisations of Uganda. Funding amount: £23,470

Period of research: 2021-23

Period of research: 2021-23

Professor Jo Westbrook is a researcher/consultant on this project that aims to develop a strong CPD package on inclusive education to be used nationally in Uganda to ensure that learners with disabilities not only gain access to schools but learn equitably alongside their peers. Funded by Sightsavers, with direct involvement by the Ministry of Education & Sports, Disabled Peoples' Organisations and

the Department of Special Education Needs at the University of Kyambogo, Kampala, training modules have been collaboratively designed and trialled this year with primary school teachers in the Central Region.

- **Hope in the Present: translating uncertain pedagogies from the Global South to the Global North**

Funder: European Research Council

Funding amount: Sussex share £10 000

Period of research: Sept 2021 – Dec 2022

Led by Professor Ian Scoones (Institute for Development Studies) with University of Sussex colleagues Dr Rebecca Webb, (PI) with Dr Perpetua Kirby. Working with Head teachers, senior leadership, class teacher and pupils aged 9-10 years the research focuses on translating theoretical and practical conceptualisations of uncertainty into the practice and curricular spaces of schooling in the Global North.

- **Global Mapping of Missing Data for SDG4 as part of NORRAG's Missing Education Data project**

Funder: Foundation for the Graduate Institute of International and Development Studies (NORRAG) (Switzerland)

Funding amount: £4,000

Research period: July 2021 – Dec 2021

Dr Marcos Delprato (PI) produced a conceptual and empirical analysis of missing data elements of monitoring SDG4 targets. The work dealt with the new information that could be included within existing SDG4 monitoring platforms (e.g., UIS, UNESCO-GEMR) in order to achieve better targeting of sub-groups, especially those groups experiencing compounded layers of disadvantages. Drawing on current monitoring frameworks and their implementation, he showed how missing data and intersectionality can exacerbate the degree of marginalisation. Moreover, he built a database enabling missingness analysis by SDG targets, population group, and data type.

- **Early warning systems in the secondary education: Preventing school dropout in the era of COVID-19**

Funder: Centro de Implementación de Políticas Públicas para la Equidad y el Crecimiento (CIPPEC) (Argentina)

Funding amount: £5,000

Research period: May 2022 – Sept 2022

Dr Marcos Delprato (PI) is working on a theoretical and empirical analysis of leading factors behind secondary school dropout for two Argentina provinces embedded in a wider project, i.e., the implementation of Early Warning Systems (EWS) post-pandemic. The project will lead to concrete policy implications for two provinces on how to design educational interventions aimed at lowering students at risk of dropping out at secondary level. He is also participating in key meetings with local stakeholders to define how EWS will work in each province.

Identities: Citizenship, Gender & Youth

- **A global review of the effects of COVID-19: Policy and programming responses on child labour in agri-food systems**

Funder: Food and Agriculture Organisation of the United Nations:

Funding amount: £66,000 (Sussex share £18,800)

Period of research: November 2021 – May 2022

This project was led by Dr Dorte Thorsen (Institute of Development Studies). The research team included Professor Máiréad Dunne and Dr Sara Humphreys from CIE, and Justin Flynn (IDS). The research team was formed through previous productive collaborations between IDS and CIE related to children, education and work. This project was a review of policy and programming responses to the COVID-19 pandemic with specific reference to their impacts on drivers of child labour in agri-food systems.

The COVID-19 pandemic continues to affect different rural populations in multiple ways, with significant changes to livelihood portfolios and everyday lives. Most studies addressing rural childhoods focus on schooling, enrolment, and retention rates although there is a paucity of empirical data on how children in rural communities combine schooling, work and contribute to their households. This study set out to explore how policy and programming, including school closures and measures to mitigate the loss of learning, impacted on how rural families organise different kinds of work, what changes in household composition and livelihoods these provoked and what children are doing when not in school.

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

Funder: British Academy

Funding amount: £296,000

Period of research: March 2020 - May 2023

This collaborative project draws on participatory visual methods and life history interviews to explore the intersections of work and education in the livelihoods and imagined futures of rural female youth in Nigeria and South Africa. It involves Dr Barbara Crossouard and Professor Máiréad Dunne from CIE, alongside Professor Relebohile Moletsane, University of KwaZulu Natal, Durban, South Africa and Dr Dauda Moses, Modibbo Adama University of Technology, Yola, Nigeria. After a delay of over a year because of the COVID-19 pandemic and additional local crises, fieldwork in both contexts is now being taken forward by our youth researchers in each context. Co-researcher participants in two rural sites of each national context have engaged in a series of workshops on the kinds of work that young women are expected to do, and how this affects their education.

Visual methods have included drawing, photovoice and cellphlms [short videos shot on a cellphone or tablet]. In the final workshops they will develop action briefs/ policy posters based on the discussions in the previous workshops, which will be taken forward in a community dialogue. Life history interviews are also ongoing. [See more information about the project on the CIE website.](#)

Reading Group

In addition to organising the Autumn Term CIE research seminar series, 'Knowledge, Society and Difference', the faculty and PGR reading group attached to this theme has continued to meet monthly during term time, face to face and via zoom. We have engaged with texts written by key speakers in the seminar series, as well as wider readings proposed by our members, including several focusing on the difficulties of decolonising education. We look forward to welcoming our incoming doctoral students to these conversations in the next academic year.

Education, Conflict & Displacement

- **Political Economy of Education in Conflict Contexts – The PEER Network UKRI Global Challenge**

Funder: [Research Fund Network Plus Grant](#)

Funding amount: £2,000,000

Research period: Jan 2020 - Jan 2024.

The PEER Network has had a very successful second year, focused on selecting 30 early career researchers, located across Africa and Central Asia to join the network as PEER Research and Practice Fellows.

They will each receive up to £10,000 to design and implement a 6-month research project, towards the PEER Network aims of 1) supporting a new generation of early career researchers to undertake political economy analysis of education systems in their own contexts; 2) strengthening critical scholarship and challenging orthodoxies in the field of education, conflict and peacebuilding; and 3) developing the PEER research hubs as longer-term centres of critical research in the field. Over the last 6 months a number of workshops have been held to debate the ideas of critical political economy analysis and work with the Fellows (known in the project as 'PEERS') to develop their research proposals. The PEER Fellows will be affiliated to CIE for a year, with access to resources at the Sussex University Library. We are very grateful to Ana Pereira and colleagues across the university who have worked hard to make this happen.

The open source online learning site, the PEER Learning Platform, continues to be developed with contributions from guest lecturers, academic publications and other materials to support the PEER Research Fellows, as well as scholars and practitioners in the wider field. Professor Mario Novelli and Dr Helen Murray are also involved in more closely mentoring a number of the Fellows, including researchers in South Sudan, Zimbabwe, Uganda, Uzbekistan and Kazakhstan working on issues as diverse as refugee education, non-formal education, the privatisation of higher education and the peacebuilding roles of polytechnics.



PEER Research and Practice Fellows at the Almaty workshop with Professor Mario Novelli, Dr Helen Murray and former CIE colleague, Professor Naureen Durrani, who leads the Central Asia Hub.

- **Strengthening Rapid Education Responses in Acute Emergencies**

Funder: The United Nations Children’s Fund (UNICEF)

Funding amount: £246,000

Period of research: Jan 2021 – July 2022

A UNICEF/Global Cluster funded research project led by Dr Sean Higgins (PI) with Co-PI Professor Mario Novelli, and Co-Investigators Dr Gabrielle Daoust, University of Northern British Columbia and Dr Birgul Kutan launched is now coming to an end. Conducting this research in the crisis affected contexts of South Sudan, Yemen, Democratic Republic of Congo, Central Sahel region and Ethiopia has been challenging given the restrictions on travel resulting from Covid-19. However, outputs include country case studies on the role of education in rapid emergency responses in all five contexts as well as a synthesis report are now complete. A particular strength of the research has been the forging of meaningful partnerships with local researchers in Yemen and Ethiopia. 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.

- **Wellbeing and the digital worlds of unaccompanied refugee children and young people**

Funder: eNurture (UKRI-ESRC)

Funding amount: £29,946

Period of research: Oct 2022 - Feb 2023

Led by Dr Linda Morrice (PI) with Co-PI Dr Linda Tip of University of Brighton and peer researchers Mr Naqeeb Saide and Mr Mohammed Alzarey, this project engages with the multiple ways in which unaccompanied refugee children and young people (URCYP) in Kent and Sussex engage with digital resources. Drawing on arts-based methodologies and founded on principles of co-production, the project seeks to identify the resources which offer support to URCYP, for example online resources and social media which support education, language learning and the building of social connections and belonging. We also explore the risks that access to unfamiliar social media, online material and (transnational) social connections can present for the safety and wellbeing of URCYP.

CIE Research Cafes

Autumn Term Research Cafes

Our Autumn Term Research Cafe series followed a hybrid delivery model with in-person and remote attendance.

Organised and chaired by Professor Máiréad Dunne and Dr Barbara Crossouard, these sessions offered an excellent opportunity for audiences to listen to and engage with influential international scholars on the theme of ‘ Knowledge, Society and Difference’.

The series explored the work of power/knowledge across contemporary institutions and societies. In different ways, each seminar challenged the normative imperatives of modernity that continue to frame everyday life across the globe and interrogated hierarchies and histories of difference through which intersecting identities (gender, race, sexuality, class, caste, religion, work etc.) are constituted.

The series offered space for critical reflections on the colonial traces that infuse dominant discourses of education, citizenship and development.

[If you missed any of the seminars, you can view them on our YouTube Channel.](#)

Date	Time	Presenter	Title
Tues 28 Sept 2021	4.30-6pm	Professor Kehinde Andrews Birmingham City University, UK	The Age of Empire
Tues 5 Oct 2021	4.30-6pm	Professor Vanessa Andreotti University of British Columbia, Canada	Gesturing Towards Decolonial Futures
Tues 12 Oct 2021	4.30-6pm	Dr Sam Okyere University of Bristol, UK	Decolonising Childhood(s), Rethinking Emancipation: A critical assessment of antitrafficking rhetoric and interventions
Tues 19 Oct 2021	6.30-8pm	Professor Linda Tuhiwai Smith University of Waikato, New Zealand	Decolonising Methodologies: Indigenous knowledges and Maori stories
Tues 26 Oct 2021	4.30-6pm	Professor Nandini Manjrekar Tata Institute, Mumbai, India	Where's Gender Gone? A critique of India's National Education Policy, 2020
Tues 2 Nov 2021	4.30-6pm	Professor Relebohile Moletsane, University of Kwa-Zulu Natal, South Africa	From the Ground Up: Mobilising girl-led activism and policy change in two rural communities in South Africa
New date tbc		Professor Pal Ahluwalia Vice-Chancellor and President University of the South Pacific, Fiji	What's In A Name: Post-colonial or decolonial? Reflections on post-structuralism's colonial roots
Tues 16 Nov 2021	4.30-6pm	Professor Thabo Msibi University of Kwa-Zulu Natal, South Africa	Hidden Sexualities of South African Teachers (tbc)
Tues 23 Nov 2021	4.30-6pm	Dr Leticia Sabsay London School of Economics, UK	Gender Studies, Bodies, Territories: Revisiting the "Coloniality of Gender"
Tues 30 Nov 2021	4.30-6pm	Dr Hannah Tavares University of Hawaii	Technologies of Sentiment and Psychological Measurement: Visualizing race in early 20th century territorial Hawai'i
Tues 7 Dec 2021	4.30-6pm	Professor Walter Mignolo Center for Global Studies and The Humanities, Duke University, USA	Knowledge, Society and Difference: A conversation

Spring Term Research Cafes

Our Spring Term Research Cafe series reflected two mini themes of ‘Refugee Education’ and ‘Learning in African Multilingual Contexts’.

We were delighted to be joined by leading scholars from across the globe in rich and intellectually engaging discussions.

These events also followed a hybrid delivery model.

[Catch up on any events you missed on our YouTube Channel.](#)

Date	Presenter	Session Title/Theme
7 February	Dr Hiba Salem Research Fellow, Refugee Studies Centre, University of Oxford	Integration in Practice: Learning from Syrian refugee students’ experiences of education and inclusion in Jordan’s double-shift system
14 February	<i>No Research Cafe</i>	
21 February	<i>No Research Cafe</i>	
Fri 4 March <i>Room 106 Fulton + remote</i>	Dr Maha Shuayb British Academy Bilateral Chair of Education in Conflict, University of Cambridge / Centre for Lebanese Studies	Unpacking Power and Politics in 20 Years of Education of Refugee Children Discourse
7 March	Professor Jo Westbrook Professor of International Education & Pedagogy, University of Sussex Margaret Baleeta Education Lecturer & Teacher Trainer, Bugema University, Uganda	Re-imagining a Synchronous Linguistic Landscape of Public and School Uses of Local Languages in Early Childhood Education in Western Uganda
14 March	Dr Robinah Kyeyune Materials Development Manager, working with the Integrated Child and Youth Development Activity - an intervention project by the Education Development Center & funded by USAID.	Literacy Instruction in Multilingual Contexts of Uganda: Sociolinguistic realities
21 March	<i>No Research Cafe</i>	
28 March	Professor Rosemary Wildsmith-Cromarty Professor of Applied Linguistics, North-West University, South Africa / Research Chair, Early Childhood Development, North West University	A Multilingual Pedagogies Initiative in Higher Education
25 April	Dr Sarah Dryden-Peterson Associate Professor, Harvard Graduate School of Education / Director, REACH	Refugee Education: Taking stock of our field
Weds 18 May <i>1-2.30pm</i>	Tony Somerset CIE Research Fellow	In Retrospect: Reflections on experience

Incubate

Incubate has been created by CIE as a space to share, discuss, and nurture research ideas, issues or dilemmas in an environment that invites collaboration and dialogue. Sessions have been attended this year by CIE members and doctoral scholars.



The Sussex Development Lecture series

Run jointly by CIE, the Institute of Development Studies, the School of Global Studies, and the Science Policy and Research Unit (SPRU), the theme for the 2021-22 lecture series was 'Development in an Uncertain World'.

- Professor Máiréad Dunne & Dr Sara Humphreys
[‘Disrupting Conceptual Certainties: reconsidering children’s work and schooling’](#)
- Dr Rebecca Webb & Dr Perpetua Kirby - with Dr Sean Higgins as discussant.
[‘Why Embracing Uncertainty means Rethinking Schooling Pedagogies’](#)

More information about the Sussex Development Lecture series and links to recordings of past lectures are available [on the IDS website](#).

Public Engagement & 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 course of the year, colleagues have worked with partners to deliver a range of public lectures, participated in panel discussions, and contributed to written submissions to parliament. They have also actively engaged with social and mainstream media to share learning and build public engagement.

- **Dr Barbara Crossouard** and **Professor Máiréad Dunne** with CIE alumni **Christine Adu-Yeboah, Eric Ananga** and **Vincent Adzahlie-Mensah**, wrote a piece for *The Conversation* on their research into the intersections of gender, nation and religion in Southern Ghana. Their article, [‘Young Muslim women in Ghana feel stereotyped and judged: why it matters’](#), highlights the need for similar research in other regions of Ghana.
- **Professor Máiréad Dunne** engaged with the ‘Safe Learning Project Team’ led by Professor Dymphna Devine at University College Dublin for an intervention and evaluation research of a project focused on improving safety in schools and communities in Sierra Leone. This project had a strong focus on gender and sexual violence, as well as the improvement of wellbeing in schools and among young people, teachers and their communities. This mixed method intervention and research was funded over several years by Concern Worldwide.
- Chris Pain, Head of Technical Assistance, [Concern Worldwide](#) met with **Professor Máiréad Dunne** to discuss key areas of focus for development intervention and research. The diverse demands on the INGO for humanitarian assistance were discussed with respect to the demands produced from the situation in Ukraine, as well as the environmental and food crisis in the Horn of Africa. The increasing importance of intervention and research in education, gender and inequality were highlighted as arenas of sustained Concern and INGO attention especially in regions affected by conflict or emergency.



- In October 2021, **Dr Helen Murray's** presentation ‘In search of ‘publicness’ in an open society: Universities and the public sphere’ was well received at a conference organised by the Central European University and the Open Society Universities Network, entitled ‘Forget Open Society? Critical Conversations on a Contested Concept’. She has subsequently been invited to submit the paper as a chapter in a book edited by Liviu Matei and Christof Royer.

- **Dr Marcos Delprato** was a key speaker/ contributor at NORRAG's online data missing conference: '[Inaugural Missing Education Data Summit: Conceptualizing and Addressing Education Data Gaps for SDG 4](#)'. He presented the findings from his report on 'Global Mapping of Missing Data for SDG4' which provides an argument for moving towards a more intersectional use of existing data currently missing from global SDG 4 datasets and analyses. The online event (with a simultaneous interpretation in several languages) took place on 30 November 2021 and was attended by over 200 people. As a follow-up, Marcos took part in a closed-door expert discussion on 2 December 2021 focused on 'Missing Education Data in Latin America & the Caribbean region'. Further engagement with this work took place in a regional panel (Conceptualizing and Addressing SDG 4 Data Gaps: Global and Regional Perspectives) at the CIES conference on 22 April 2022.



- As part of his Visiting Professorship at the University of Chilecito ([UNDeC, Argentina](#)), **Dr Marcos Delprato** gave two interviews for local radio stations based on his research on the evolution and root of education inequality in Latin America and an assessment of the new [ERCE 2019](#) results for the region.

He additionally ran aintense quantitative course (December 2021) on education in the Global South to students from the 'Youth and Adult Education Doctorate' programme at UNDeC.

- As a member of the Sussex Humanities Lab, **Dr Nimi Hoffmann** organises the seminar 'Masakhane: Pioneering participatory approaches to African languages processing' on 14 March 2022 for which Bonaventure Dossou, Chris Emezue, Dr Gilles Hacheme and Olanrewaju Samuel presented the work of *Masakhane*. This pan-African research collective is comprised of around 700 linguists, writers, AI researchers and engineers working on AI for language processing. Masakhane has been pioneering a hybrid-human AI model for under-resourced languages. Their work takes a democratic approach to knowledge production in which anyone can propose a research project and interested parties can contribute. An outcome of the seminar was that AI researchers at Sussex have begun collaborating with Masakhane, with Sussex researchers contributing expertise on mining social media data to enrich the African language datasets used to train Natural Language Processing models.
- **Dr Nimi Hoffmann** (Education) and Dr Kathryn Telling (Sociology) organised the online seminar '*What if our University could be more Democratic? Lessons from Greece and Turkey*' on 6 April 2022. In this session, George Xylomenos (Athens University of Economics and Business, Greece), Fatma Gök (Boğaziçi University, Turkey) and **Dr Birgul Kutan** (Sussex) talked about their experiences of democracy in their respective universities; attacks on democracy, and the struggles of academic faculty and students to defend democracy.

- On 13 April 2022, **Dr Nimi Hoffmann** and Dr Kathryn Telling organised a second seminar on 'Solidarity' during the 'Outsourcing Must Fall' campaign: *The role of different players in ending outsourcing at South African Universities*. Mondli Hlatshwayo, a Senior Lecturer in the Centre for Education Rights and Transformation at the University of Johannesburg, gave an account of the various groups involved in the South African student movement of 2015 to end outsourcing.
- **Dr Linda Morrice** (CIE Co-director) was the keynote speaker at an online mini-summit entitled, 'Rethinking Resettlement and Work - with women refugees in mind'. Organised by Plymouth City Council, UK, and the University of Sussex, the event brought together researchers, practitioners and service users to consider how improvements could be made to resettlement outcomes of refugee women.
- **Dr Linda Morrice** presented findings from the research project '[Assessment of Education Strategies and Interventions Adopted in Jordan as a Response to the Syrian Crisis](#)' at the first *Forum on Evidence-informed Education Policies* convened by the Ministry of Education in Jordan. The Forum brought together government officials, policymakers and practitioners to discuss the implications of the research findings for policy and practice, and to identify the steps needed to implement them. The online event took place on 16 December 2021 and was attended by over 80 delegates.
- **Dr Linda Morrice** (Co-leader of the [University of Sussex Sanctuary group](#)) was invited to make a presentation on 'Being a University of Sanctuary' at the Universities of Sanctuary conference on 15 November 2021. The Conference was attended by 65 professionals, practitioners and community organisations working towards developing a culture and practice of welcome across the UK Higher Education sector.
- In November 2021, two workshops were held in Cape Town, South Africa and Almaty, Kazakhstan for the [Political Economy of Education Research Network](#) (PEER). **Professor Mario Novelli** (Co-Principal Investigator) and **Dr Helen Murray** (Research Fellow) worked with PEER project partners at the University of Cape Town and Nazarbayev University to deliver the workshops, at which they welcomed 30 early career researchers - and also recipients of PEER Fellowships to carry out research on issues of education, conflict and peacebuilding - from countries across Africa and Central Asia. The workshops were a great success and we are delighted that the PEER Fellows will be affiliated with CIE for a year!
- **Dr Perpetua Kirby** (PI) with **Dr Rebecca Webb**, **Dr John Parry**, **Professor Simon Thompson** (Education) and Dr Michael Jonik (English & American Literature) were awarded funding from the Higher Education Innovation Fund to build on their research on the Sustainable Development Goals and UNESCO's call for education to respond to challenges where solutions are as-yet-unknown. '*Creating with Uncertainty: Covid recovery to educate for sustainable futures*' supports 13 schools in Sussex to co-construct locally relevant and engaging sustainability curricula that acknowledge the existential and uncertain dimensions of the pandemic and climate change, and identify gaps in established knowledge and skills. The project builds on Perpetua and Rebecca's [TRANSFORM-iN EDUCATION project](#).
- **Dr Rebecca Webb** (PI), Dr Fliss Bull and **Dr Perpetua Kirby** organised an exhibition and workshops on the theme 'Objects That Matter' at Brighton's Jubilee Library as part of the [ESRC Festival of Social Science](#) in November 2021 which aimed to connect children's sustainability concerns across Global South-North.



- **Professor Jo Westbrook** was an invited participant at a closed Gates Foundation webinar on ‘Assessment-Informed Instruction’ at system and classroom level on 8 September 2021 with speakers from the [Luminos Fund](#), [RTI International](#), and [Room to Read](#).
- **Professor Jo Westbrook** was one of four invited panellists at an online interactive event hosted by the World Bank: ‘Translating Research on Effective Teaching to Action’ on 23 September 2021. The 160+ attendees were primarily from the Global South. Jo was asked to discuss principles around maximising inclusive pedagogies, drawing on her research on inclusion in Uganda with Sightsavers and accelerated learning in the Speed School programme in Ethiopia.
- As a key part of her ongoing consultancy/ research project with Sightsavers Uganda to develop inclusive classroom practices, **Professor Jo Westbrook** participated in a series of online writing workshops in August and September 2021 with the Ministry of Education & Sports, the Department of Special Education Needs at the University of Kyambogo, teacher educators from Primary Teacher Colleges and NGOs working in inclusion - such as [Humanity & Inclusion UK](#), [Backup Uganda](#), the [Strømme Foundation, Norway](#) and [Save the Children, Uganda](#) and with Jacqui Shepherd (former Education faculty at Sussex) from [Sightsavers UK](#). This multi-agency, multi-institutional collaboration has produced an agreed CPD package for primary school teachers that will be standardised and accredited by the Ministry following a trial in schools in Central Uganda in 2022.
- **Dr Julia Sutherland** (PI) and **Professor Jo Westbrook** won £5,845.60 from the [Higher Education Innovation Funding \(HEIF\) Knowledge Exchange Capacity Building Fund 2022](#) for their impact study ‘Sharing Good Adaptive Practices around take up of the ‘Faster Read’ Project post-Covid’ (May to July 2022). ‘Faster Read’ is an approach to reading challenge comprising diverse whole texts originated by the University of Sussex (Sutherland and Westbrook) in 2014-2015. Many teachers have adopted ‘Faster Read’, adapting it in different ways - particularly for online teaching and as a post-Covid catch-up for struggling readers. The fund supported the development of a questionnaire which was sent to thousands of English teachers to ascertain the national spread of the reading model and its adoption, follow-up research in ten schools, the filming of a short video with exemplary local teachers to illustrate the model’s components and variations, and will fund a webinar for over 100 participants in October to share and discuss findings.

BLOGS

Keith Lewin, Emeritus Professor of International Education and Development, University of Sussex and a member of CIE’s Advisory Group, wrote a blog for UKFEIT on ‘[Sustainable Educational Development: Can The Dots Be Joined up by Cop26](#)’.

Adesina, Jimi O, Andrew Fischer and **Dr Nimi Hoffmann** wrote the blog: ‘[Reflections on aid and regime change in Ethiopia: a response to Cheeseman](#)’ in the CODESRIA Bulletin Online, 1-5. (Simultaneously published in the Review of African Political Economy and IDEAS).

Advisory Group Membership

- **Dr Marcos Delprato** is a member of two Advisory groups for projects in Argentina. One is for 'Early Warning Systems in Secondary Education: Preventing school dropout in the era of COVID-19' for two Argentinean provinces (led by [Centro de Implementación de Políticas Públicas para la Equidad y el Crecimiento](#)). The other is for the project, 'Youth and Adult Education: Critical knots for its approach in contexts of pandemic' led by the [Universidad Nacional de Córdoba](#) and funded by the [Fondo para la Investigación Científica y Tecnológica](#).
- **Professor Máiréad Dunne** is an invited member of the Advisory Group to the British Council funded project 'A research study to further gender equality in higher education in India' (April 2021 - March 2023). 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. 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 the research study, '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 the Principal Investigator, Dr Zumrad Kataeva from 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 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.

Publications

- **Crossouard, Barbara, Dunne, Máiréad.**, Szyp, C., Madu, T., and Teeken, B. (2021): 'Rural Youth in southern Nigeria: fractured lives and ambitious futures'. *Journal of Sociology*, 58 (Special Issue on Imagining rural futures in times of uncertainty and possibility), pp.218 –235 doi:10.1177/14407833211042422
- **Delprato, Marcos**, Frola, A., and Antequera, G. (2022): 'Indigenous and non-Indigenous proficiency gaps for out-of-school and in-school populations: a machine learning approach', *International Journal of Educational Development*, 93 (102631).
- **Delprato, Marcos** and Frola, A. (2022): 'Zones of educational exclusion of out-of-school youth'. *International Journal of Educational Development*, 88 (102532)
- **Delprato, Marcos** (2021): 'Global Mapping of Missing Data for SDG4'. Project Report. University of Sussex. (to be published as a book chapter).
- Rose, P., Sabates, R., **Delprato, Marcos**, and Alcott, B. (2021): 'Targeted and multidimensional approaches to overcome inequalities in secondary education for adolescent girls: The impact of the Campaign for Female Education (CAMFED)'s programme in Tanzania and Zimbabwe', *Comparative Education Review*, forthcoming.
- **Hinton-Smith, Tamsin** and Padilla-Carmona, M. T. (2021): 'Roma university students in Spain and Central and Eastern Europe: negotiating participation and identity in contrasting international contexts'. *European Journal of Education*, 56 (3). pp. 454-467. ISSN 0141-8211.
- Morris, C, **Hinton-Smith, Tamsin**, Marvell, R. and Brayson, K. (2022): 'Gender back on the agenda in higher education: perspectives of academic staff in a contemporary UK case study'. *Journal of Gender Studies*, 31 (1). pp. 101-113. ISSN 0958-9236
- **Hoffmann, Nimi**, de Kock, T., Z. McDonald and **Sayed, Yusuf** (2021): 'Teacher education, common purpose and the forging of multiple publics in South Africa'. *Africa Development/ Afrique et Développement* 45 (4): 23-51.
- Hendricks, F., Sewoenam C., Dominica D., Carlos F., **Hoffmann, Nimi**, Oladosu, A. Udegbe, B., Schramm, M. (2021): 'The state of research leadership capacity development in the humanities, social sciences and arts in Africa: crafting appropriate intervention strategies.' Report commissioned by the African Academy of Sciences DELTAS Africa Programme and led by the African Humanities Association.
- **Morrice, Linda** (2022): '[Will the war in Ukraine be a pivotal moment for refugee education in Europe?](#)', *International Journal of Lifelong Education*, 41:3, 251-256,
- **Morrice, Linda** (2021): '[The promise of refugee lifelong education: A critical review of the field](#)'. *International Review of Education*, 67, 851-869.
- Gloster, R., Wimalasiri, V., **Morrice, Linda** and Roberts, C. (2022): 'Supporting refugees into work: what can we do better?' Institute for Employment Studies, Brighton.
- Phillimore, J., **Morrice, Linda**, 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. a17 1-19.
- **Murray, Helen** (2021): 'Universities, conflict and the public sphere: trajectories of the public university in Lebanon'. Doctoral thesis (PhD), University of Sussex.
- McDonald, Z., **Sayed, Yusuf**, de Kock, T. and **Hoffmann, Nimi** (2021): '[Acquiring pedagogic authority while learning to teach](#)'. *Africa Development*, XLVI (1). pp. 23-44.
- Ahmed R, **Sayed, Yusuf**, Nell, M.J., Somhlaba, NZ, Karriem A. (2021): '[Poverty, protests and pandemics: what can we learn from community resilience?](#)' *South African Journal of Psychology*, 51(4):478-480.
- **Westbrook, Jo**, Baleeta, M., Dyer, C., & Islei, A. (2022): 'Re-imagining a synchronous linguistic landscape of public and school uses of Runyoro-Rutooro and Runyankore-Rukiga in early childhood education in Western Uganda', *Journal of Multilingual and Multicultural Development*, Special Issue Spring 2022: 'African Languages in Public Spaces: Opportunities and Challenges'.
- **Sutherland, J.** and **Westbrook, Jo** (2021): 'Reading comprehension'. In: Watson, Annabel and Newman, Ruth G (eds.) [A Practical Guide to Teaching English in the Secondary School](#). Routledge Teaching Guides. Routledge, London.

Conference Presentations

- **Crossouard, Barbara**
'Gender, Education, Citizenship: Repositioning Women's Work'.
Invited Keynote at the Kisii University 1st International Conference, 'Repositioning Education in Changing Times'
29 September 2021
Kisii, Kenya.
- **Crossouard, Barbara**
'Being a young Muslim woman in Ghana: intersections of nation, religion and gender'.
Invited presentation to the Centre for Research into the Education of Marginalised Children and Young Adults (CREMCYA)
6 December 2021
St Mary's University, Institute of Education, London, UK.
- **Crossouard, Barbara**
'Girls' education: gender and/as development'. Presentation at the Chevening Scholars Conference
6 May 2022
University of Sussex
- **Crossouard, Barbara** and **Dunne, Máiréad**
'Reworking gender, work and education in Sub Saharan Africa'.
Keynote address at *ReWorking Work: Labour and Livelihoods in the Global South*, Philomathia Social Sciences Research Symposium
9 June - 1 July 2022
Murray Edwards College, University of Cambridge
- **Delprato, Marcos**
'Conceptualizing and Addressing SDG 4 Data Gaps: Global and Regional Perspectives'
CIES conference
22 April 2022
- **Delprato, Marcos**
'[Inaugural Missing Education Data Summit: Conceptualizing and Addressing Education Data Gaps for SDG 4](#)'
Keynote speaker at NORRAG conference
30 November 2021
- **Delprato, Marco**
'[Machine Learning. Spatial Education Inequalities](#)'
Keynote speaker at Universidad Nacional de Chilecito (UNdeC) (Argentina) – expert education conference
16 November 2021
- **Dunne, Máiréad**
'Colonial irrigation: deconstructing Muslim youth discourses of nation, religion and gender identity in the 'global south'.
Social Science Seminar
9 March 2022
University College Dublin, Republic of Ireland.
- **Hinton-Smith, Tamsin.** and Mazanderani, Fawzia. 'Gender on the Higher Education Agenda Learning Internationally: Co-constructing Foundations for Equitable Futures'
Part of a British Council funded research project led by Tamsin and supported by Fawzia
20-21 January 2022
Online
- **Hoffmann, Nimi** with Dominic Brown (AIDC)
'Fiscal policy, democracy and the return of structural adjustment - reflections on the South African case'.
Social Policy in Africa Conference: *Development, Democracy and Social Policy: Remembering Thandika Mkandawire*.
Organised by the SARChi Chair in Social Policy, CODESRIA and UNRISD
22-24 November 2021
- **Hoffmann, Nimi**
'Open access: the view beyond intellectual property rights. The politics of knowledge production in African studies'
Centre for African Studies, University of Cape Town, together with the National Institute for the Humanities and Social Sciences, the African Humanities Programme, and the *Journal of Contemporary African Studies*
29 September-1 October 2021

- **Hoffmann, Nimi** with Paul Stubbs, Jimi Adesina, and Verónica Schild
‘Lessons from counter-hegemonic worldmaking’. *Anti-colonial dialogues 2021: Anti-colonial perspectives in social work, social policy and beyond*.
6 April 2022
Inter-University Centre, Dubrovnik.
- **Lewin, Keith**
Panel discussion on ‘Aid Futures: Agencies, Architectures and Modalities beyond 2021’. *International Journal of Educational Development (IJED)*. Chaired by Steve Heyneman, Editor in Chief of IJED with a panel including Moses Oketch, Sally Gear and Nick Burnett.
13 September 2021
- **Lewin, Keith**
‘A global reset: COVID-19 and the future of education and learning’.
Comparative and International Education Society (CIES) Annual Conference, Panel included Crain Soudien, Margaret Sinclair, Robert Arnove.
April 2022
Minneapolis, USA
- **Lewin, Keith**
‘Using a systems approach to education and development: Insights from a multi-country research programme on access and learning’ (CIES) Annual Conference
April 2022
Minneapolis, USA
- **Murray, Helen**
‘Higher Education in Emergencies: An economic or political paradigm?’
Presented at Comparative & International Education Societies (CIES) 2022 Annual Conference
April 2022
Minneapolis, USA
- **Murray, Helen**
‘Contesting meanings of ‘public’, ‘nation’ and ‘state’ in decolonising the university: The rise of the Lebanese University 1959-1975. Presented at ‘The Arab-majority and Muslim-majority Worlds in/and Contemporary Decolonisation Debates’
28-29 March 2022
University of Edinburgh, Scotland
- **Murray, Helen**
‘Universities, conflict and crisis: the ‘publicness’ of the national university in Lebanon’.
Prepared for Universities and Crisis ESRC seminar series
25 February 2022
University of Cambridge, UK
- **Murray, Helen**
‘In search of ‘publicness’ in an open society: universities and the public sphere’.
Presented at ‘Forget Open Society? Critical conversations on a contested concept’
28-29 October 2021
Open Society Research Platform, CEU
- **Novelli, Mario**
‘International Education’s Imperial Entanglements: From Saving Souls to Saving Schools’
Comparative & International Education Societies (CIES) 2022 Annual Conference
April 2022
Minneapolis, USA
- **Novelli, Mario**
[‘Laboratories of Learning: Social movement learning and knowledge-making in times of crises’](#). Centre for African Studies 5th Annual Conference, 10 December 2021.
University of Porto, Portugal
- **Novelli, Mario**
[‘Education, Conflict & Crisis: From Critique to Transformation’](#).
Prepared for Universities and Crisis ESRC Lecture Series
22 October 2021
University of Cambridge, UK
- **Westbrook, Jo & Higgins, Sean**
‘Girls in & out of school: the Second Chance programme for Out-Of-School-Children in conflict-affected Liberia’.
Presentation for the Chevening Scholars Conference
6 May 2022
University of Sussex

‘Teaching for a Better World’ post-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 ministries of education, international and national government organisations (IGOs & NGOs), universities and educational institutions.

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

Available to single honours undergraduate students in disciplines across the University, this elective ‘pathway’ comprises four 15-credit modules and focuses on the educational issues faced by governments and people in the Global South, plus the effects of education on the social and economic development of the individual, their families and society. 125 students registered for the undergraduate modules that form this pathway in 2021-22 which include:

First year modules

- Education for Development: Aid, Policy and the Global Agenda
- Power in the Classroom: Global Perspectives on Curriculum, Pedagogy and Assessment

Second year modules

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

CIE faculty also deliver two highly popular stand-alone second year undergraduate elective modules. Around 70 students study the ‘International Education and Development’ optional module in the School of Global Studies each year.

‘Decolonising Education: Knowledge Power and Society’ is a free-standing elective module taken

by 30 students from across the University in 2021/22.

International Education & Development MA (MAIED)

This one-year (or two-year if taken part-time) course has core modules which focus on theories and policy issues in international education and development, as well as optional modules which students take to tailor their learning to their particular interests. The course involves research methods training and a dissertation.

This flagship course has expanded greatly over recent years, with the current year’s cohort comprising 48 students from 22 countries.

Congratulations to last year’s prize winners which were announced in September 2021:

- CIE Prize for Best Overall Performance
Marie Uwase
- The Luke Akaguri Memorial Prize for Best Dissertation
Mayu Kawamura & Meredith Gray **joint winners*

CIE Chevening Scholars Present at Conference

MAIED Chevening Scholars joined CIE colleagues at an event hosted by and at the University of Sussex for over 100 Chevening Scholars studying at UK universities on 6 May 2022.

Mame Codou Ndiaye, an MAIED Chevening alumna, drew on research for her MAIED dissertation to present on ‘The regulation of girls’ gender, sex, and sexuality through schooling in Senegal.

Abdul Bari Ghairat’s presentation, ‘Reflections on the challenges of educating girls in Afghanistan’, drew on his experience leading an NGO promoting girls education in Afghanistan.



From left: Dr Tamsin Hinton-Smith, Dr Rebecca Webb, Professor Jo Westbrook, Dr Louise Gazeley, Abdul Bari Ghairat, Dr Sean Higgins, Louise Taylor and Dr Barbara Crossouard



MAIED students and faculty at CIE summer party

Doctoral Forum

This autumn marked the beginning of a new Doctoral Forum providing dedicated time and space for our International Education and Development PhD doctoral scholars to collaborate.

Our doctoral community researching in many country contexts around the world (see below). CIE encourages this community to build on each others' strengths, be knowledgeable about key global debates, and be passionate about improving educational opportunities around the world.



CIE Doctoral Researchers

Completed

Congratulations to the CIE researchers who completed this year! We wish you all the very best for the future.

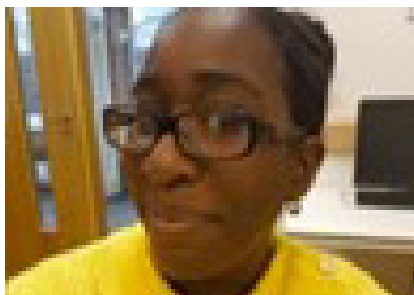


Dr Patrick Kane



Dr Yasser Kosbar

Current



Esi Fenyiwa Amonoo-Kuofi

Supervisors:

Professor Jo Westbrook &
Professor Yusuf Sayed

*Teacher Leadership and
Professional Development in
Ghanaian Schools*



Farzana Bardai

Supervisors:

Professor Yusuf Sayed &
Professor Mario Novelli

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



Pearl Boateng

Supervisors:

Professor Jo Westbrook &
Professor Kwame Akyeampong
(Open University))

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



Donna Comerford

Supervisors:
Dr Linda Morrice &
Dr Liam Berriman

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



Gill Emerson

Supervisors:
Dr Barbara Crossouard &
Dr Julia Sutherland

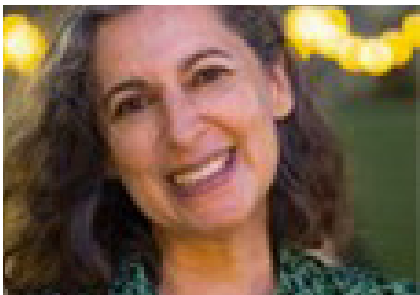
*Hearing the Teacher's Voice:
First language-Tamil,
mathematics teachers'
perspectives on navigating the
challenges of teaching in English
medium classrooms in Tamil
Nadu, India*



Alejandro Farieta Barrera

Supervisors:
Professor Mario Novelli &
Dr Marcos Delprato

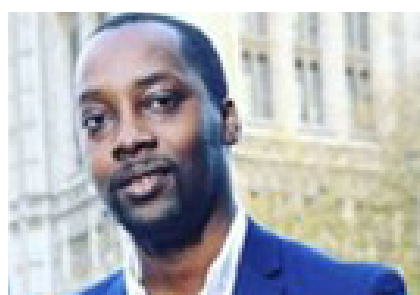
*Incidences of Globalizing
Processes in Initial Teacher
Education in Colombia*



Tina Hyder

Supervisors:
Dr Linda Morrice &
Dr Rebecca Webb

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



Matt Johnson

Supervisors:
Dr Barbara Crossouard &
Professor Máiréad Dunne

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



Godwin Khosa

Supervisors:
Professor Yusuf Sayed &
Dr Nimi Hoffmann

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



Angie Kotler

Supervisors:
Professor Jo Westbrook &
Professor Mario Novelli

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'



Mohamed Yasin Osman

Supervisors:
Professor Yusuf Sayed &
Dr Sen Higgins

Understanding Self-directed Teacher Professional Development in the Global South



Carmen Pon

Supervisors:
Professor Kelly Coate &
Dr Emily Danvers

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



Daniella Rabino

Supervisors:
Professor Máiréad Dunne &
Dr Rebecca Webb

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



Michael Roy

Supervisors:
Professor Mario Novelli &
Professor Yusuf Sayed

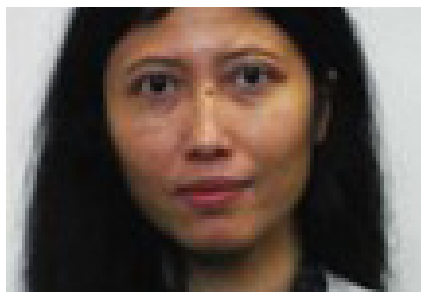
Mapping the Politics of Education Policy in the Republic of North Macedonia: Integration, segregation and conflict



Adriana Ramona Saraoru

Supervisors:
Professor Yusuf Sayed &
Professor Jo Westbrook

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



Imelda Dwi Rosita Sari

Supervisors:
Professor Jo Westbrook &
Professor Yusuf Sayed

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



Agness Mumba Wilkins

Supervisors:
Dr Barbara Crossouard &
Professor Máiréad Dunne

*Re-thinking Sexuality Education:
Voices from Zambian youths and
the intergenerational differences
in the understanding of sexuality*

Doctoral Researchers' Publications

Farieta, Alejandro (2022): 'La incidencia de la filosofía en la lectura crítica y otras competencias genéricas en los programas de formación de docentes en Colombia' [The incidence of the philosophy in critical reading and other generic competences in the B.Ed. courses in Colombia].

In W. Herrera (ed.), *Actualidad y Defensa de la Filosofía* [The present and defence of philosophy] (pp. 241-290). Bogotá, Rosario University – Augustinian University.

Doctoral Researchers' News

- **Angie Kotler** was invited to participate in a GCRF network on Positive Peace in Rwandan Schools at a conference led by an eclectic range of Rwandan researchers, academics and practitioners. The two-day event was inspiring, engaging and spoke directly to the much-needed change in the way research is understood and is evolving; combining Rwandan methodologies such as storytelling, with more commonly recognised academic formats.

Angie's research focuses on education for peace in Rwanda and her contribution to the network was to co-write with a Rwandan colleague and deliver a paper on how one school is approaching education for peace, which will result in a chapter for a book.



- **Carmen Pon** engaged in public debate surrounding curriculum development in her home province of Alberta, Canada, putting together resources for the community to understand the shortcomings of the new

curriculum (totalling over 25,000 Twitter views). She initiated a letter writing campaign, organised a province-wide protest, consulted on a legal case, and facilitated a debate between political leaders and academics in education. She and her fellow protesters were able to successfully delay the implementation of most of the curriculum and are continuing to work in this area. For more information, see the [Alberta Curriculum Analysis website](#).



- **Agness Mumba-Wilkins** was appointed by the Ministry of Water Development and Sanitation (Republic of Zambia) to the Board of Directors for the Lusaka Water Supply and Sanitation Company. In her new role, Agness hopes to add a gender lens to Zambia meeting SDG 6 target towards achieving adequate and equitable sanitation and hygiene for all, paying particular attention to school girls' menstrual hygiene, which has contributed to school absenteeism and dropout.

News from CIE Alumni

- **Dr Jennifer Jomafuvwe Agbaire** (Education PhD alumna) won an ESRC Impact Acceleration Award to carry out an exploratory impact project following the findings of her PhD research (supervised by Professor Máiréad Dunne and Dr Louise Gazeley). This was with support from the University of Bristol where she is currently based at the School of Education as a Research Associate.
- **Jennifer Emelife** (MAIED alumna) has won a funded scholarship to OISE in Toronto based on her dissertation topic of the experience of schooling of internally displaced children in Nigeria.
- **Dr Kathleen Fincham** (Education PhD alumna), Director, Centre for Research into the Education of Marginalised Children and Young Adults (CREMCYA), St Mary's University, Twickenham, UK has been promoted to Associate Professor.
- **Alessia Frola** (MAIED alumna) has published two papers with **Dr Marcos Delprato**:

Delprato, M., Frola, A., and Antequera, G. (2022): 'Indigenous and non-Indigenous proficiency gaps for out-of-school and in-school populations: a machine learning approach', *International Journal of Educational Development*, 93 (102631)
- Delprato, M. and Frola, A. (2022): 'Zones of educational exclusion of out-of-school youth'. *International Journal of Educational Development*, 88 (102532)
- Wenxiao Hou (MAIED alumna) has received a scholarship to conduct her doctoral studies at the Institute of Social Studies at the Hague.
- **Mame Codou Ndiaye** (MAIED alumna) is now working as a UNICEF consultant on a national strategy developed jointly by UNICEF and the Senegalese Ministry of Finance and Technical Training to build youth capacities to support Covid-19 recovery in areas related to education and WASH.
- **Stephanie Orisakwe** (MAIED alumna) presented findings from her Masters research dissertation at the 'The Sewell Report: Leicester Responds', a series of panel events looking at the Commission on Race and Ethnic Disparities (Sewell Report) and its implications for race relations in Leicester and the UK. Stephanie's dissertation examined the ways in which racial injustices in UK schools increased during the Covid-19 pandemic, and how black parents developed creative responses to deal with these injustices.

Congratulations to all on these amazing achievements!

Farewells

In October 2021, CIE bid a sad farewell to **Dr Mariam Attia** who has been a part of the Education Department for over five years, working in the field of international teacher education and training. Most notable was her work in Nigeria and Cambodia and working as a Co-Investigator on the Assessment of Education Strategies and Interventions Adopted in Jordan as a Response to the Syrian Crisis led by Dr Linda Morrice. Mariam's thoughtful approach and her kindness will be missed. We wish her all the very best in her new ventures.

It was with great sadness that CIE colleagues learned of the passing of **Professor Lalage Brown OBE** in December. Lalage's contribution to the field of international education and development and in particular her promotion of adult & continuing education, literacy for women and African literature is captured in a number of obituaries. See UKFIET's entitled, '[Remembering Lalage Brown and her Contribution to International Education](#)'.

Awards and Recognition

- **Dr Marcos Delprato** has been appointed Visiting Professor at the Universidad Nacional de Chilecito (Argentina) from November 2021. He also became a strategic advisor for NORRAG on their data and evidence theme. Working alongside them, he will provide key insights on data use for the global education agenda and future topical issues.
- **Professor Máiréad Dunne** has been appointed as a Visiting Professor to Coláiste na nEolaíochtaí Sóisialta agus an Dí, agus Scoil an Oideachais, An Coláiste Ollscoile, Baile Átha Cliath, Ollscoil na hÉireann (College of Social Sciences and Law and the School of Education, University College Dublin, The National University of Ireland) from January 2022.
- **Dr Nimi Hoffman** was asked to sit on the Editorial Advisory Board of Africa Development/Afrique et Développement, the longest-standing pan-African social science journal on the continent.
- In December 202, **Dr Helen Murray** was awarded the Mellon Foundation- Scholars at Risk Academic Freedom Fellowship for her proposal, 'Academic Freedom and the Public Purposes of the University', drawing on her PhD research on the history of the national university in Lebanon. She will be working alongside a small group of other Fellowship grantees from Colombia, Russia, Uganda and Bangladesh over the next 12 months.
- **Professor Mario Novelli** has been awarded the honour of serving as President of the British Association for International and Comparative Education (BAICE) 2021-2022. This is the highest honour BAICE confers annually to a person in the field of CIE, and they follow a rigorous process of selection for this nomination. The award includes a £5000 grant to support the preparation of the Presidential Keynote Lecture at the BAICE 2022 Conference, in Edinburgh, which will be later published in the BAICE journal Compare: A Journal of Comparative and International Education. Mario noted that "it is a really great honour to receive this award from BAICE, an association that I have had a long-lasting engagement with. Am really looking forward to working with the Committee this year and ensuring the success of the conference".
- **Professor Mario Novelli** was awarded the title of Dean's Distinguished Research Fellow 2021-2024 by Monash University, Melbourne, Australia. The Dean's Distinguished Research Fellows will work with the Faculty of Education, Monash University, to offer leadership and expertise in specific areas of their research.
- **Professor Jo Westbrook**, Co-Director of CIE, has been made a Professor of International Education & Pedagogy. The promotion reflects Jo's outstanding contribution to teacher education, inclusive pedagogies and reading pedagogies from the many research projects she has led and worked on in the global south and north. It also recognises the many leadership roles Jo has undertaken while at Sussex, and her generous support and mentoring of colleagues. Well done, Jo!

CIE Members

Advisory Group

Dr Robinah Kyeyune	Materials Development Manager for the USAID-Integrated Child & Youth Development Activity, Uganda
Professor Keith Lewin	Emeritus Professor / 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

Faculty Members within the Department of 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 / Head of the Department of Education
Professor Simon Thompson	Head of the School of Education & Social Work
Dr Rebecca Webb	Senior Lecturer in Education
Professor Jo Westbrook	Professor of International Education and Pedagogy

Cross-University Faculty Members

Professor Mike Collyer	Professor of Geography, School of Global Studies
Professor Jeremy Hall	Director of the Science Policy Research Unit
Professor Elizabeth Harrison	Professor of Anthropology and International Development School of Global Studies
Dr Naomi Hossain	Research Fellow, Institute of Development Studies
Dr Iftikhar Hussain	Lecturer in Economics, School of Business, Management and Economics
Dr Anuradha Joshi	Research Fellow, Institute of Development Studies
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
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 Maya Unithan	Professor of Social and Medical Anthropology / Director of the Centre for Cultures of Reproduction, Technologies & Health, School of Global Studies
Dr Mary Wickenden	Institute of Development Studies

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 Mona Lisa Bal	Chairperson, KIIT International School, Kalinga Institute of Industrial Technology (KIIT) University, Odisha, India
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
Prof Fiona Leach	Emeritus Professor 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 Policies Advisor to the Secretary of Evaluation and Information Management, Ministry of Social Development and the Fight Against Hunger, Brazil
Mr Eric Slade	Director of International Programs, CORE, Ottawa, Canada
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
Professor Oscar Valiente	School of Education, University of Glasgow
Prof Rosemary Wildsmith-Cromarty	ETDP-SETA Research Chair in Early Childhood Education, North-West University, Potchefstroom, South Africa

Future Directions: 2022/23

Evolving Research Interests

Our individual and collective research interests and expertise have evolved as we respond to new global educational challenges: the changing nature of children's work amid food scarcity; education to address the urgency of the climate crisis and work towards global climate justice; use of digital technologies and visual participatory methods to understand the needs of children and young people - including refugees - in the diaspora; the creative commons and collective ways to construct and share knowledge. As such, we wish to revisit our research themes to ensure that they accurately reflect and communicate our changing priorities to members, followers and future funders.

Knowledge Exchange Activities

Our evolving research interests are reflected in our diverse positions as researchers, scholars, theorists and activists who are intent on making real and tangible differences to the educational opportunities and experiences of the communities we work with. We remain committed to ensuring that the myriad knowledge exchange activities embedded within all of our work gain recognition,

are shared, celebrated and accumulatively make a positive impact over time. Over the coming year, we seek to promote creative ways in which to do so, drawing on our strengths.

Prioritising Spaces for Intellectual Debate

With the success of 'Incubate', we will further create and expand spaces for intellectual debate for faculty and doctoral scholars, enhancing our research culture and collegiality. Such forums will take place on a regular basis and run alongside our public-facing Research Café series - which will remain a central part of CIE's calendar, albeit on a less prolific scale. We will profile our own work here, too.

Creating a Professional Learning Community of Doctoral Scholars

We will further engage our doctoral scholars, widening opportunities for their voices to be heard, to be involved in members' research projects, to write and publish, and to co-author with supervisors and colleagues. We will also actively encourage more Research Fellows to join the CIE community and contribute to our research culture.

The Centre for International Education (CIE) is located within the Department of Education at the University of Sussex. The University is situated on a modern campus on the edge of the South Downs National Park near the lively seaside city of Brighton & Hove. London is one hour away by train, and there is easy access to Gatwick and Heathrow airports.

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