

CENTRE FOR INTERNATIONAL EDUCATION

# CIE

ANNUAL REPORT 2022/23



Education Research for a Better World

US

UNIVERSITY  
OF SUSSEX

# Contents

About the Centre	1
Directors' Welcome	2
CIE Leadership	4
CIE Faculty Members	5
Research Themes	6
Spotlight on our Research Themes	7
CIE Research Cafes	11
Sussex Development Lectures	12
Spotlight on Research	13
Public Engagement & Knowledge Exchange	16
Academic Publications	18
Conference Presentations	20
Membership of Advisory Groups	22
Teaching for a Better World Post COVID-19	23
CIE Incubate	24
Doctoral Researchers	25
Awards and Recognition	34
CIE Members	35
Future Directions 2023/24	37
Contact Information	38

# About the Centre

**The Centre for International Education (CIE) was established in 1989 and for more than three decades has been developing research agendas which contribute to some of the most urgent and pressing global challenges.**

Our 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 Education Department and is a constitutive part of a cross-university focus in Development Studies that has been ranked no. 1 globally in the [QS World University Rankings](#) for the seventh year running.

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 University of Sussex 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. 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 172 scholars have completed their doctoral research in CIE, and over 553 students have completed the MA in International Education and Development (MAIED). CIE members also teach on a suite of modules on education and international development for 230 first and second year undergraduates from across the university as part of the Pathway in International Education and Development.

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.



# Directors' Welcome

A very warm welcome to the Centre for International Education 2023 annual report. We hope that this report gives a flavour of our engagement in research events and activities, alongside our research outputs over the last academic year. It also kick-starts the process of planning ahead for 2023-24.

We start our report with the news that CIE is one of 12 research centres at the University of Sussex selected to be a Centre of Excellence. The status is conferred on research centres defined as the university's 'flagship pillars of research strength'. In conferring the award on CIE the panel of assessors recognised our 'strong connections across six continents and clear influence on policy', and our 'impressive, high-quality Impact Case Studies and research outputs.'

Details of our REF 2021 Impact case studies are available in last year's annual report and on our website. We were really pleased that our 'high-quality training environment for the next generation of researchers and good mentorship' was also recognised. Developing a supportive and intellectually nurturing environment for our doctoral scholars and Early Career Researchers has been one of CIE's priorities, and some of the activities in this area are detailed towards the end of this report. Award of Centre of Excellence is a wonderful recognition of our achievements and we hope will lead to more institutional support and a higher profile for our research. The external launch of the Centre of Excellence was via a Parliamentary reception at the House of Commons on 11 July 2023 and attended by the VC Sasha Roseneil, the Brighton Pavilion Green MP Caroline Lucas and Linda Morrice for CIE:



Professor Linda Morrice and Professor Paul Statham (Centre for Migration Studies) at the launch of the Centres of Excellence at the Houses of Parliament

Looking ahead, CIE is delighted to be hosting The British Association of International and Comparative Education (BAICE) conference at Sussex, 10 -12 September 2024 (these dates may change to 3-5 September, but if they do, we will inform you as soon as we know). Plans are already underway, so please look out for further announcements on the BAICE and CIE websites.

### Farewells and Welcomes

We have said a fond farewell to Professor Yusuf Sayed who has been appointed as the prestigious 1938 Chair in the Faculty of Education, University of Cambridge. Yusuf had been a member of CIE for almost twenty years and is well known among colleagues and students for his kindness, wisdom and generosity; we will miss him greatly. Congratulations also to Dr Helen Murray who leaves us to take up a post as Lecturer in Education at King's College London. Helen completed her PhD in CIE and has been working as a Research Fellow on the Political Economy of Education Research Network (PEER). Helen has been a wonderful colleague and we will miss her lively contributions to CIE. We also have said farewell and many thanks to Ramona Sararou who has been CIE's Research Assistant for the past 2.5 years.

We welcome Dr Gunjan Wadhwa to CIE as a new Lecturer in International Education. Having completed her PhD at Sussex, Gunjan joined Brunel University in London where she was an ESRC Postdoctoral Fellow and PI for a project on Rural Youth Identities in India: Exploring Intersections of Nation, Gender and Technology (2020-2021), prior to joining Sussex.

Her research and teaching is focused on sociology of education and international development, with a strong interest in identities, gender, youth, ethnicity, religion and citizenship, in contexts of protracted violence, conflict and postcoloniality.

We also welcome Eve Wilcox who is the new full time Senior Research Centre Coordinator within ESW, and who has previously held a similar post within Global Studies. Eve is a key contact point for CIE.

We hope you enjoy reading this annual report.

With very best wishes

[Linda Morrice and Jo Westbrook](#)  
Centre Directors

# CIE Leadership



**Linda Morrice (Co-Director)**  
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**Jo Westbrook (Co-Director)**  
[Jo.Westbrook@sussex.ac.uk](mailto:Jo.Westbrook@sussex.ac.uk)



**Ramona Saraoru**  
**(Research Assistant 2022-23)**



**Eve Wilcox (Senior Research  
Centre Coordinator)**  
[cie@sussex.ac.uk](mailto:cie@sussex.ac.uk)



# CIE Faculty



[Professor Barbara Crossouard](#)



[Dr Marcos Delprato](#)



[Professor Máiréad Dunne](#)



[Dr Louise Gazeley](#)



[Dr Sean Higgins](#)



[Dr Tamsin Hinton-Smith](#)



[Dr Nimi Hoffmann](#)



[Dr Perpetua Kirby](#)



[Dr Birgul Kutan](#)



[Professor Linda Morrice  
\(Co-director\)](#)



[Dr Helen Murray](#)



[Professor Mario Novelli](#)



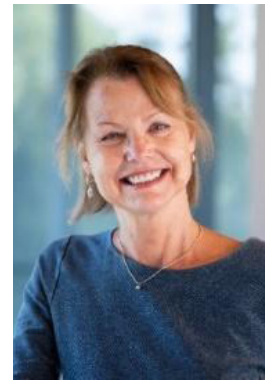
[Professor Yusuf Sayed](#)



[Professor Simon Thompson](#)



[Dr Rebecca Webb](#)



[Professor Jo Westbrook](#)  
(Co-director)



[Dr Julia Sutherland](#)



[Dr Gunjan Wadhwa](#)

## 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 emphasises the role and

positioning 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. Beyond this goal, the theme speaks directly to 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 for such groups, including accelerated learning programmes for out of school children, as well as peace, health, sexuality, citizenship, climate justice and environmental education globally.



### **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 Our Research**

These spotlights reflect the work carried out under each theme over this year themes

### **Teachers, Curriculum and Pedagogies**

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

Sightsavers. £23,470.8. 2021-23

Professor Jo Westbrook has worked with Sightsavers as a researcher/consultant on two projects on Continuous Professional Development on inclusion and disability in Uganda, since 2016. This second project, now complete, has been a collaboration between the Ministry of Education & Sports, Disabled Peoples' Organisations, the Department of Special Education Needs at the University of Kyambogo, Kampala, Save the Children, Uganda, Backup Uganda and Humanity & Inclusion that developed a series of modules on inclusion for primary school teachers.

These were trialled with teachers in the Central Region, and following an evaluation, have been revised to be scaled up nationally.

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

European Research Council. Sussex share £10,000. Sept 2021 – Dec 2022

Led by Professor Ian Scoones ([The Institute for Development Studies](#)) with University of Sussex colleagues Dr Rebecca Webb (PI) and 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.

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

British Academy. £296,000. 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 Professor Barbara Crossouard and Professor Máiréad Dunne from CIE, alongside Professor Relebohile Moletsane, University of KwaZulu Natal, Durban, South Africa and Professor Dauda Moses, Modibbo Adama University, Yola, Nigeria. More information about this project can be found under our Spotlight on Research, p.13

### **Education, Conflict & Displacement** Political Economy of Education in Conflict Contexts – The PEER Network

£2,000,000, 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.

### **Well-being and the digital worlds of unaccompanied refugee children and young people**

Nurture Network (eNurture) (UKRI-ESRC). £29,946. Oct. 2022 - April. 2023.

Led by **Professor Linda Morrice** (PI) with Co-I Dr Linda Tip of University of Brighton, Dr Jessica Oddy (Post-Graduate Research Assistant) and peer researchers Mr Naqeeb Saide and Mr Mohammed Alzareii. The team worked with young people in foster care, hotels and supported living to examine the multiple ways in which they engage with digital resources. We explored how the digital world can support social integration and sense of belonging in the UK; and what young people perceive to be the risks to their safety and well-being from digital engagement and how they navigate these risks. Founded on principles of co-production, the team developed a range of methodologies for engaging with unaccompanied young people, including the game-based learning platform, Kahoot! Our final report and a video made by the young people is available [here](#).



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

### Evaluation of the City of Sanctuary 'Schools of Sanctuary' programme

City of Sanctuary (Paul Hamlyn Foundation). £20,000. December 2022 – November 2023.

Led by Professor Linda Morrice and Professor Alex Kendall (London South Bank University) with research assistants Marcela Gola Boutros (University of Sussex) and Dr Mary-Rose Puttick (University of Wolverhampton) the project seeks to evaluate the impact of [Schools of Sanctuary](#) programmes. The aim is to pilot creative methods which can be used by City of Sanctuary to qualify and evidence how its work with schools helps develop values, attitudes and practices that support cultures of welcome and solidarity with people seeking sanctuary. The team are working with three schools in Birmingham (two primary and one secondary),



three schools in Brighton and Hove (nursery, primary and secondary) and one rural primary school in Norfolk. The evaluation is using 'Ripple Effect Mapping' (Kollock et al 2012, Welborn et al 2016), a collaborative approach that allows participants (children, teachers, parents and community members) to create visual representations of project impacts and benefits, the 'ripples', of an intervention.



Scoping longitudinal qualitative studies with 'seldom-heard' families

ESRC £150,000. May 2023 – April 2024

The University of Sussex team is led by Professor Janet Boddy (PI) with Professor Linda Morrice (Co-I) and Professor Rachel Thomson (Co-I).

This one-year scoping study aims to establish methodological frameworks and approaches for conducting in-depth long-term research with families from 'seldom heard' communities, to complement the development of a new long-term study of people born in the UK in the 2020s (the Early Life Cohort Feasibility Study). The team are working with two groups whose voices are often absent from mainstream studies and policy making: families with refugee, asylum seeking or insecure migrant status; and families with statutory child welfare or targeted non-statutory involvement. We will be reviewing research and consulting experts to bring together best practice and learning in relevant fields. Linda is working primarily with Dr May Nasrawy and the [Network of International Women](#) to develop study design options, guidance and resources for conducting qualitative long-term research with refugee families and families with unsettled migration status.

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

Centro de Implementación de Políticas Públicas para la Equidad y el Crecimiento (CIPPEC) (Argentina). £5,000. May 2022 – September 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 chances 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.

# CIE Research Cafes

CIE ran three very successful research cafes in the autumn term. These research cafes are centred around up-to-date knowledge in the field of education and development and are open to everyone to attend.

We always have a lively audience of MA International Education & Development students, doctoral researchers, colleagues and guests attending these seminars.

Between research cafes, we also organised three Incubate sessions and one session of Doctoral presentations. More details about these activities are provided under the Doctoral Researchers Forum, as these activities aim to support their journeys.

## Autumn Term Research Cafes

Day and Date	Time and Event	Presenter
29 Sept 2022	Covid, catch-up and the digital divide	<b>Dr Sara Humphreys</b> , Visiting Research Fellow, University of Sussex
12 Oct 2022	Burning Ambition: Education, Arson, and Learning Justice in Kenya	<b>Dr Elizabeth Cooper</b> , School for International Studies, Simon Fraser University, Canada
Nov 2022	Occupying schools, occupying land	<b>Dr Rebecca Tarlau</b> , Associate Professor, Penn State, US

## Spring Term Research Cafes

Day and Date	Time and Event	Presenter
29 March 2023	The decentralisation policy in Benin from a Foucauldian perspective - a fresh look at old data	Dr Eva Bulgrin Honorary Research Fellow University of Sussex
17 May 2023	Intersectionality in the context of advancing gender equality in Higher Education in India through a mixed-methods study'	Professor Maria Tsouroufli Professor of Education Brunel University London  Dr Anagha Tambe Savitribai Phule Pune University, India
5 June 2023	Vulnerability Over the Time Sequence: The dynamic meaning attributed to precarious employment by working-class young Palestinian women in Israel.	Dr Sinyal Athamneh Visiting Research Fellow

## Sussex Development Lectures

The Sussex Development Lecture series is run jointly by CIE, the Institute of Development Studies (IDS), the School of Global Studies, and the Science Policy and Research Unit (SPRU) at the University of Sussex. The theme for the 2022-2023 series is [Global Solidarities for Development](#).

On 26th April 2023 Prof. Linda Morrice with Student Action for Refugees (STAR) and two University of Sussex Sanctuary Scholars presented [‘Debordering Practices and Solidarities: Universities of Sanctuary’](#).

On 3rd May Professor Mario Novelli presented ‘Laboratories of Learning’: Social Movements, Learning and Knowledge-Making in the Global South. Mario presented a synopsis of their forthcoming book Novelli, M ; Benjamin, S ; Celik, A; Kane, P; Kutan,

B, Pherali, T (forthcoming 2024) [‘Laboratories of Learning’: Social Movements, Learning and Knowledge-Making in the Global South](#). London: Pluto Press. The session was chaired by Dr Demet Dinler, Anthropology, University of Sussex.

On 18 May 2023 Dr Nimi Hoffman was joined by Ekaette Ikpe from Kings College London, Hyo Yoon Kang from Warwick Law, Peter van Heusden from the South African National Bioinformatics Institute and Priti Patel from the Geneva Health Files to discuss Vaccine apartheid, the TRIPS moment, and non-alignment as a form of communing.

See more details about the Sussex Development Lectures and links to recordings of past events on the [Institute for Development Studies \(IDS\) website](#).



# Spotlight on Research

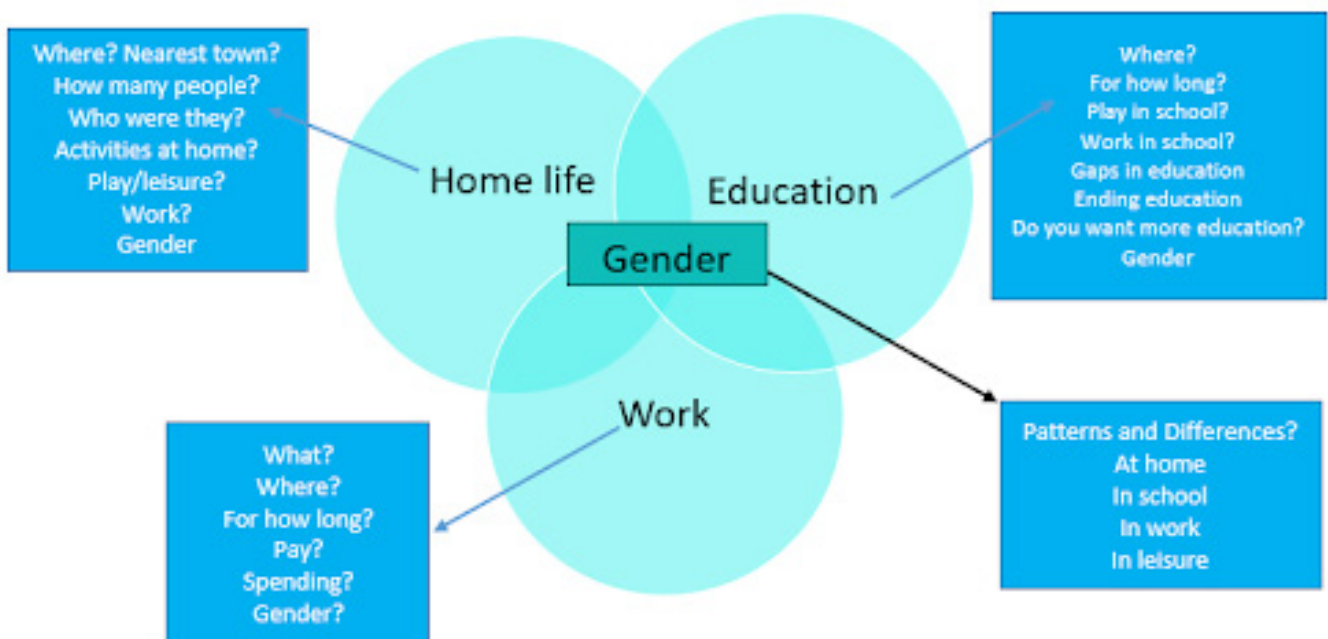
Professors Barbara Crossouard and Máiréad Dunne highlight their current project: **Young women navigating education and work in rural contexts of Sub Saharan Africa (WE-SAY)**

The WE-SAY project was funded by a British Academy Youth Futures grant (2020-23). It has explored how young women in rural contexts of Northern Nigeria and South Africa navigate the challenges of work and education. Nigeria and South Africa are Africa's biggest economies, but both are fraught by endemic inequalities, which to a large part are a legacy of their different colonial histories.

The project is informed by an overarching concern for gender justice, in particular with respect to the continuing misrecognition of women's reproductive work and the ways this reproductive work impacts on their education. Women's reproductive work has been recognized as central to flourishing economies (Butler 1997; Oyewumi 2005; Pateman 1988), but much of this work has remained 'invisible'.

This research project has brought into focus the intersections of education, gender equality, and the right to decent work, as reflected in Goals 4, 5 and 8 of the UN's Sustainable Development agenda. It has done this in rural SSA contexts in which there are high youth populations, high gender inequality, high incidences of forced or early marriage, early pregnancies, HIV/AIDS, low and gendered educational outcomes, and deep poverty.

In partnership with researchers from Modibo Adama University of Technology, Yola, in Northern Nigeria, the project has explored the livelihoods of young women in a context that has been affected by violent insurgency. In South Africa, in collaboration with the University of KwaZulu Natal, it has explored young women's livelihoods in a society which has suffered from deeply racialised employment structures and continued inequalities. The research team drew on the conceptual framework below to consider these intersecting issues.

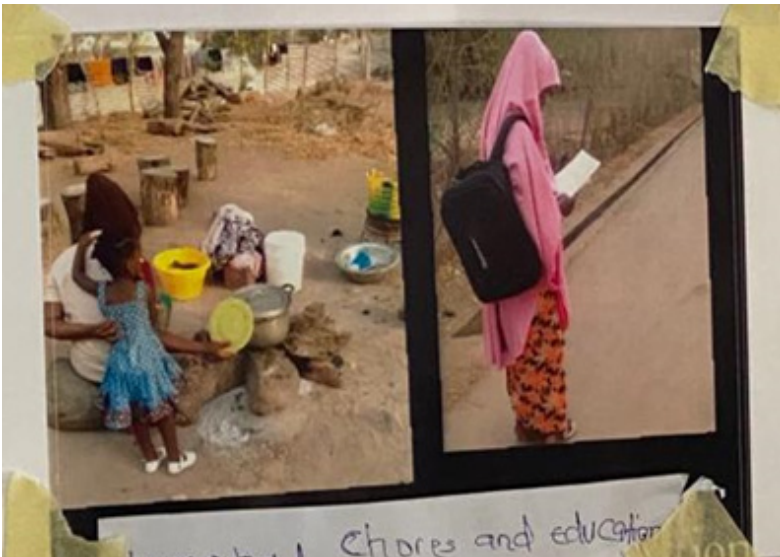


## WE-SAY Conceptual Framework

The research drew on participatory visual methodologies (PVM) and life history approaches. After C-19 restrictions had been eased, we engaged rural young women in two communities in each national context in a series of PVM workshops, each lasting one or two days, spread over a period of approximately twelve months. As Northern Nigeria is a Muslim majority although multi-religious community, we engaged separate groups of Muslim and Christian young women. In South Africa, the differences in the two communities were largely around the kinds of paid work that were available to them. The workshops involved participants in drawing, community mapping, photo-voice and

cellfilms (participatory videos made on cell-phones or tablets) (Dockney and Tomaselli 2009; Mitchell, De Lange and Moletsane 2017). The generation of visual artefacts work as prompts that aim to elicit young women's experiences of work and education, and what they wanted to change.

These creative PVM methods culminated in participants' production of policy posters and action briefs focused on their experiences and understandings of work. These were then presented in each context in a community exhibition and dialogue that aimed to support participants in developing their agendas for social change.



Photovoice images: young women combining work and education (Nigeria)

Community mapping (Girei, Nigeria)



## Community dialogues

Alongside these participatory methods, up to 12 young women in each research site participated in life history interviews that explored how work and education has figured in their lives.

The project has involved a sustained collaboration between our three universities over a period of three years. This collaboration has been particularly important for the development of new understandings of participatory visual methodologies (PVM) across our different contexts, supported by the South African team's considerable expertise. Although quite new to the Nigerian researchers, it is a testimony to their openness to these new ways of researching and their engagement with the CRPs that the great majority participated in the final youth summit. Moreover, in a context where young women are mostly not expected to speak out, all of them engaged vigorously in presenting an exhibition of their visual artefacts and their action briefs to local leaders. The response below from a community leader is testimony to the convincing ways the young women's commentaries had conveyed a penetrating critique of the gendered social relations to which they were subject:

“Ja’ama Asalam-Alaikum [Peace be unto you all]. I must say you (CRPs) have done a very good work. Everything you have said, and all we have seen from the exhibition photos depicts the reality of our society. So, kudos for your job.”

(Youth Leader, Girei Community Dialogue)

The research teams came together (for the first time!) in May 2023 for an [end of project dissemination event](#) at the University of Sussex, at which the research teams discussed the project methodology and shared findings from both contexts.

These will be elaborated further in future publications but in both contexts the burden of work that young women have to shoulder was unremitting – in the home, in different work contexts, and in schooling itself. It also involved sustained gender violence. The demands of reproductive, domestic work were particularly unrelenting, but while this was sometimes contested, it was also seen as intrinsic to becoming a good woman.

In the South African context, the young women illuminated how their work opportunities were both gendered and racialised. For example, the South African photovoice activity depicted young women paid at much lower rates than men, who were ‘working for white people on their fields for money to survive’. In Nigeria, the data showed that despite expectations of early marriage and child-birth, both of which intensified the demands of reproductive work, some young women did successfully complete their schooling, sometimes going on to become teachers themselves. However their accounts also illuminated the gender violence that young pregnant women could face in school, as indicated in this quote from Amina’s life history interview:

“Any time I arrive the school late, I was punished: they will beat me, cause me to do frog jump etc. The school authority kept saying they don’t care with my marriage because according to them “their school was not meant for married people”.”

Overall, the project has significant messages for national and international policies related to education and work, as well as suggesting the relevance of in-depth, qualitative research methodologies for exploring the gender regimes that frame young lives in specific contexts of the Global South.



# Public Engagement & Knowledge Exchange

Marcos Delprato's empirical work with the Centro de Implementación de Políticas Públicas para la Equidad y el Crecimiento/CIP-PEC (alongside the Universidad de Buenos Aires Artificial Intelligence Laboratory and the Banco de Desarrollo de América Latina) on the design of early warning systems in secondary education to prevent dropout in a post-pandemic scenario for two Argentinean provinces (i.e., Entre Ríos and Mendoza) has been recently launched. In the case of Mendoza, 161 (out of 165) schools are using it since May 2023 and, as result of its application, the Dirección General de Escuelas/DGE (General Directorate of Schools) have put forward 1,239 schools interventions to prevent students' dropouts: as covered in this [Diario Uno article](#). In the case of Entre Ríos, a pilot test had been run for 80 secondary schools constructing risk indices of dropout for each school (high, medium, low): [article on the pilot test](#).

## Political Economy of Education Workshops

Between November 8-10th, 2022, Professor Mario Novelli attended the 'Political Economy of Education Research (PEER) Network Africa Hub: Senior Academics Workshop' in Cape Town, South Africa. The workshop was organised by the GCRF PEER Network – Africa Hub, based at the University of Cape Town. On September 29th, 2022, Professor Mario Novelli also co-ran a PhD workshop on the Political Economy of Education for doctoral students at Nazarbayev University, Astana, Kazakhstan. The workshop was organised by the GCRF PEER Network – Central Asia Hub, based at Nazarbayev University.



Photo: Mario Novelli, Naureen Durrani and Assel Sharimova, Kazakhstan, September 2022

Dr. Nimi Hoffmann participated at the [Our Future is Public](#) conference in Chile from 29 November to 2 December, which gathered trade unions, social movements and non-governmental organisations from all over the world to develop strategies and narratives to strengthen public services for the realization of economic, social and cultural rights and tackle the effects of climate change. As part of this, she contributed to a set of international case studies on public private partnerships in Liberia for the report, [History RePPPeated II - Why Public-Private Partnerships are not the solution](#), which was then launched in Chile.

Nimi also co-led an international reading group for the [Jozi Book Fair](#) on 29 October in honour of the social movement intellectual and educationalist Oupa Lehulere. This public reading group brought together activist-intellectuals from India, Pakistan, Turkey, Angola, Mozambique, South Africa, Bosnia, Croatia and England to discuss Oupa Lehulere's work on [Strategic and organising questions to combat xenophobia internationally](#).

Professor Linda Morrice was invited to speak at a workshop ‘The Future of Refugee Education in Turkey’ in Istanbul, Turkey on 10th June 2023. Linda’s contribution focused on multiple-mechanisms of exclusion for refugee students and the role of teachers in fostering inclusion and belonging.

As part of Linda’s project Unaccompanied Children and Young People: Digital Worlds and Wellbeing the Young Leaders at the Hummingbird Project made this [video](#) to share the results with other young people, and the carers and professionals in their lives.

Dr. Helen Murray was invited to contribute to a workshop on ‘Knowledge Practices and the University as an Open Society’ organised by the Open Society Research Platform at the Central European University in Vienna, 18 November 2022. Helen’s paper was titled ‘The University as a public space? Towards a democratic paradigm in higher education’, while other participants contributed on issues of inclusion, decolonisation and democratic struggles in universities in different European contexts, including Croatia, Romania, Hungary, and the UK.

Dr Perpetua Kirby and Dr John Parry gave a presentation entitled ‘Creating with uncertainty: Covid recovery to educate for sustainable futures’, at the Sussex Sustainability Research Programme 5th Annual Symposium which took place in November 2022.

Dr Gunjan Wadhwa is part of a British Council funded research study (April 2021-May 2023) on gender equality in higher education in India, in partnership between the Savitribai Phule Pune University and Brunel University London, which held a series of gender sensitization workshops and action research projects on the question of gender equality with 10 institutions across five states in India involving students and researchers, teaching and non-teaching staff and institutional leaders in each of the institutions.

Professor Jo Westbrook was part of a team from the UKFIET Executive Committee group who organised a one day Conversations for Change: The Future of Education for Climate Justice conference (November 2nd 2022) hosted by UKFIET to provide a space for critical and constructive dialogue. Held just before the global UN Climate Change Conference of the Parties (COP27) took place in Egypt, this UKFIET conference was a hybrid event, with attendees from policy makers, NGOs, donors, academics, practitioners and activists working for climate justice attending in person at the Friends Meeting House in London and online. Following powerful stories of struggle and adaptation from youth and women activists from India, Pakistan and Mauritius, and researchers from Kenya, Nepal and the UK, groups worked together in the afternoon to identify actions, for immediate impact, those that were most urgent and where quick wins were possible.

The three blogs below, collectively written by the team, sets out these calls for actions, directed at specific groups of actors and policymakers, published on the UKFIET website and sent out far and wide:

[Just and Ambitious: The Future of Education for Global Climate Justice](#) UKFIET, 2022

This first blog has been counter signed by over 70 attendees which indicates the weight of support for both the conference theme and the blog’s call for actions.

[Visualising Conversations for Change: The Future of Education for Global Climate Justice Conference](#) UKFIET, 2023

[Conversations for Change: Response to FCDO Position Paper ‘Addressing the Climate, Environment and Biodiversity Crises in and through Girls’ Education’](#) UKFIET, 2023

## Blogs

Dunne, Máiréad (2023) [Child labour on farms in Africa: it's important to make a distinction between what's harmful, and what isn't](#), The Conversation, 30 April 2023,

Kirby, P. (2022) ['Creating with Uncertainty': experimenting with creative methods for climate education](#) : Blog and podcasts : Sussex Sustainability Research Programme : University of Sussex

Webb, R. and Kirby, P. (2022) [Radical spaces for climate action](#), Rejuvenate.

## Exhibitions

Dr Perpetua Kirby has been involved in the following exhibitions:

- 'Educated by Nature', Jubilee Library, 17-23 July 2023
- 'Creating with uncertainty: Covid recovery to educate for sustainable futures', as part of the exhibition at the Sussex Sustainability Research Programme 5th Annual Symposium, 9 November 2022
- 'Creating with uncertainty: images and films from work in the Global South and North', as part of the exhibition at the Sussex Humanities Lab, 10 November, 2022

## Films

Films by Dan Ford (StoryScreen):

[Uncertainty in education and why it matters](#): introduction by Dr Perpetua Kirby and Dr Rebecca Webb.

[Creating with Uncertainty: Covid recovery to educate for sustainable futures](#) – a documentary of school workshops together with an interdisciplinary team of sustainability experts from the University of Sussex and partner organisations.

## Publications

Crossouard, Barbara, Dunne, Máiréad, Szyg, Carolina, Madu, Tessy and Teekin, Bela (2022) Rural youth in southern Nigeria: fractured lives and ambitious futures. *Journal of Sociology*, 58 (2). pp. 218-235. ISSN 1440-7833

Crossouard, Barbara., & Oprandi, Paolo. (2022) Decolonising formative assessment. In J. Huisman & M. Tight (Eds.), *Theory and Method in Higher Education Research* Volume 8 (pp. 181-196). London: Emerald.

Dunne, Máiréad, Szyg, Carolina, Humphreys, Sara (2023) Education and Work: Children's Lives in Rural Sub-Saharan Africa in *Children's Work in African Agriculture: the Harmful and the Harmless*, eds. Sumberg, J. and Sabates-Wheeler, Bristol University Press.

Dunne, Máiréad., Humphreys, S and Szyg, C (2023) Education and Work: Children's Lives in Rural Sub-Saharan Africa. In J. Sumberg and R. Sabates-Wheeler (eds) *Children's work in African Agriculture: The Harmful and the Harmless*. Bristol, Bristol University Press. pp 81-115.

Dunne, Máiréad & Crossouard, Barbara. (2022). Nation-state. In L. Lees & D. Demeritt (Eds.), *Concise Encyclopedia of Human Geography* (pp. 255-259). London: Elgar.

Delprato, Marcos, and Shephard, Daniel (Eds) (2023) *Achieving Equitable Education. Missing Education Data and the SDG 4 Data Regime*. Edward Elgar Publishing, forthcoming. Book.

Delprato, Marcos., Farieta Barrera, Alejandro. (2023) A multilevel analysis of educational transition rates at secondary level in sub-Saharan Africa, *Prospects*, forthcoming.

Agasisti, Tommaso., Antequera, Germán, and Delprato, Marcos (2023) Technological resources, ICT use and schools efficiency in Latin America – Insights from OECD PISA 2018, *International Journal of Educational Development*, 99 (102757).



**Delprato, Marcos**, Paparella, Carla and Perusia, Juan Cruz (2023) Un diagnóstico del abandono a nivel secundario en la provincia de Mendoza (Argentina). Project Report. University of Sussex.

Rose, Pauline, Sabates, Ricardo, **Delprato, Marcos** and Alcott, Benjamin (2022) 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*, 66 (4). pp. 1-27. ISSN 0010-4086

**Delprato, Marcos** (2022) Educational gender gap in sub-Saharan Africa: does the estimation method matter? A comparison using a sample of opposite sex twins. *International Journal of Educational Development*, 95. pp. 1-10. ISSN 0738-0593

**Delprato, Marcos**, Frola, Alessia and Antequera, Germán (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. ISSN 0738-0593

**Delprato, Marcos**, Paparella, Carla and Perusia, Juan Cruz (2022) Un diagnóstico del abandono a nivel secundario en la provincia de Entre Ríos (Argentina). Project Report. University of Sussex.

Cohen Miller, Anna, **Hinton-Smith, Tamsin**, Haeri Mazanderani, Fawzia, Samuel, Nupur (2022) Reimagining Higher Education Leadership through Envisioning Spaces for Agency in *Leading Change in Gender and Diversity in Higher Education from Margins to Mainstream*, Routledge

Cohen Miller, Anna, **Hinton-Smith, Tamsin**, Haeri Mazanderani, Fawzia, Samuel, Nupur (2022) In-Dialogue Editorial for Chapters 11–14: Higher Education Cultures of Teaching and Research in *Leading Change in Gender and Diversity in Higher Education from Margins to Mainstream*, Routledge

**Hinton-Smith, Tamsin** (2022) In-Dialogue Editorial for Chapters 1–3: Student Recruitment and Retention – Problematising Student Access and Participation in *International Contexts: Intersectional Identities, Capitals, Prejudice and Risk in Leading Change in Gender and Diversity in Higher Education from Margins to Mainstream*, Routledge

**Hinton-Smith, Tamsin** (2022) Co-Creating Cross-Cultural Approaches to Gender Mainstreaming in Higher Education Experiences and Challenges in *Developing an Interdisciplinary, International Feminist Knowledge-Exchange Research Approach in Leading Change in Gender and Diversity in Higher Education from Margins to Mainstream*, Routledge

**Kirby, Perpetua.** and **Webb, Rebecca.** (eds), together with Parry, J., Jonik, M. and Thomson, S. and many other colleagues (2023) [Creating with uncertainty: sustainability education resources for a changing world](#), Press Book.

**Morrice, Linda** & Salem, H. (2023) Quality and social justice in refugee education: Syrian refugee students' experiences of integration into national education systems in Jordan, *Journal of Ethnic and Migration Studies*, DOI: 10.1080/1369183X.2023.2171972

**Novelli, Mario** (2022) Neoliberalism, Privatisation and Public Education: Global Pasts and Presents. University of Cape Town, South Africa. November 11th, 2022.

**Novelli, Mario** (2022) International Education's Imperial Entanglements: From Saving Souls to Saving Schools. Public lecture, Nazarbayev University, Astana, Kazakhstan. September 28th, 2022.

**Novelli, Mario** (2023 forthcoming) Politics, Power & Partnerships: The Imperial Past and Present of International Education and Development (BAICE Presidential Address 2022). *Compare: A Journal of Comparative and International Education*

## Conference Presentations

**Novelli, Mario & Kutan, Birgul** (2023, forthcoming) The Imperial Entanglements of 'Education in Emergencies': From Saving Souls to Saving Schools? Special Issue: Broken mirrors: Reflexivity, relationships, and complicity in researching education in emergencies. *Journal of Globalisation, Societies & Education*.

Desiré, Christian, and **Sayed, Yusuf** (2023) Teacher Motivation to Teach in Challenging School Contexts on the Cape Flats, Western Cape, South Africa, *Education Sciences*, 13, no. 2: 165. <https://doi.org/10.3390/educsci13020165>

Oddy, J; **Morrice, Linda**, Tip, L. Saide, N., Alzareí, M. (2023): Unaccompanied Children and Young People (UCYP): Social Media, Digital Worlds and Wellbeing. University of Sussex, Falmer, Brighton.

**Sutherland, Julia., Westbrook, Jo. & Oakhill, J.** (2023) [An immersive, 'Faster Read': a pilot, mixed-method study, developing whole-text reading comprehension and engagement with adolescent struggling readers](#), *Research Papers in Education*.

**Webb, Rebecca.**, Morelos-Juarez, C, Saha, A., **Kirby, Perpetua.**, Ponciano, P, Karath, K., Palomeque, E., Macias, M., Meza, P (IN PRESS, 28 April 2023 publication) 'Hope in the present': education for sustainability in the Global South, in: B. Percy-Smith, N. Patrick Thomas, C. O'Kane and A. Twum-Danso Imoh (Eds). *A New Handbook of Children and Young People's Participation: Conversations for Transformational Change*. Oxford, Routledge, Taylor & Francis.

**Wadhwa, Gunjan** (2023 forthcoming) Gendered navigations of space, work and education in young Adivasi lives in India. In T. Abebe, A. Dar and K. Wells (Eds.), *Routledge Handbook of Childhood and Global Development*. London: Routledge.

**Dr Perpetua Kirby** presented 'Opening spaces of uncertainty in the researching and practices of education', at the Facultat de Ciències de l'Educació - UAB Barcelona, lecture and seminar, 3 July 2023. And *Pedagogies of Uncertainty*, presentation at a global staff meeting for PASTRES Programme, on exploring pedagogies for educating pastoralists living with uncertainty, 27 October 2022.

With Dr John Parry, **Dr Kirby** presented 'Creating with uncertainty: Covid recovery to educate for sustainable futures', presentation at the Sussex Sustainability Research Programme 5th Annual Symposium, 9 November 2022.

With Dr Parry and **Dr Webb, Dr Kirby** presented CTLR Pedagogy Plus Higher Education series, presentation: 'Embedding Sustainability in the Higher Education Curriculum: Panel Reflections on Current Practice and Future Possibilities', 12 October 2022.

**Dr Rebecca Webb** presented 'Collaboration, serendipity and interdisciplinarity', at SSRP (early-career) stories: sustainability research with impact at Sussex, 27 April 2023. And 'Pedagogies of Uncertainty', at Youth in times of uncertainty: An age of uncertainty - working with young people in precarious times, hosted by the Anna-Lindh foundation, 10 November 2022.

**Dr Birgul Kutan** presented *Prefiguring Post-National Identities through popular education: Insights from The Peoples Democratic Congress (HDK), Turkey* at the British Association for International and Comparative Education (BAICE) conference 2022, University of Edinburgh, 13-15 September 2022.

**Dr Birgul Kutan** presented *Constituting new political identities and communities: learning and knowledge making process: Insights from The Peoples' Democratic Congress (HDK), Turkey* at the 2023 Kurdish Studies Conference, LSE, London, 24-25 April, 2023.

**Professor Linda Morrice** contributed to a panel on Lifelong Education as a global priority and the challenges of translation in national and regional contexts at the International Study of Forced Migration (IASFM19). Drawing on empirical studies from the global north and global south the panel explored how the global priority of lifelong education for all, including refugees, is translated in national contexts. Other panel members were: Dr Hiba Salem, St Anthony's College, University of Oxford, UK; Dr Wondwosen Tamrat, St Mary's University, Ethiopia; Rebecca Murray, University of Sheffield, UK; Sally Baker, University of New South Wales, Australia. The discussant was Dr Mary Setrana, University of Ghana. The conference was online between 1st-5th August 2022.

**Professor Linda Morrice** contributed to a panel titled The impact of the pandemic on the multidimensional integration of forced migrants: insights from the Indicators of Integration Framework in Europe, North Africa and Australia at the Metropolis conference. Other panel members were Dr Tadgh McMahon, Settlement Services International, Australia; Professor Jenny Phillimore, Institute for Research into Superdiversity, University of Birmingham, UK and Dr Gabriella Elgenius, Department of Sociology and Work Science, University of Gothenburg, Sweden. The conference was in Berlin, 5th – 8th September 2022.

**Professor Linda Morrice** and Dr Rebecca Murray (University of Sheffield) presented their paper Ukraine and UK higher education: disrupting or reinforcing the 'higher education border'? at the IRiS conference in Birmingham, 14th - 16th September 2022

**Dr. Helen Murray** presented a paper, 'Meanings of conflict in higher education: Towards a democratic paradigm' at the British Association for International and Comparative Education (BAICE) conference 2022, University of Edinburgh, 13-15 September 2022.

**Dr. Helen Murray** contributed to a second paper at BAICE, co-authored with Isha Dilraj, Vanessa Ozawa and Christine Ellison (colleagues from across the PEER Network including Universities of Cape Town, Nazarbayev, Sussex and Ulster), titled 'Power, partnerships and politics in international education: Critical reflections of ECR positionalities', BAICE, University of Edinburgh, 13-15 September 2022

**Professor Mario Novelli** gave the Presidential Address on Politics, Power and Partnerships: The Imperial Past and Present of International Education and Development" at the British Association of International and Comparative Education (BAICE) 2022 Conference. September 13-15th, 2022.

**Dr Gunjan Wadhwa** contributed to a decolonial and feminist writing workshop, led and conceptualised by Dr Eva Bulgrin (Research Fellow, CIE and Marburg) at the University of Flensburg, Germany on 23rd and 24th February 2023 and at the BAICE Conference, University of Edinburgh, 13th-15th September 2022, chaired by Dr Jennifer Agbaire (formerly at CIE and now at OU).

**Dr Gunjan Wadhwa** contributed to two sessions at the International Conference 'Beyond access and Parity: Complicating the Narrative of Gender Equality in Higher Education in India', on 'Futures of Higher Education' and 'Educated women as paid workers?: exploring the employability question'. The conference was organised by Savitribai Phule Pune University, India and Brunel University London, from 23rd-25th February 2023, and funded by the British Council as part of the research study on gender equality in higher education in India.

**Dr Gunjan Wadhwa** contributed to a paper presentation on 'Decolonising research ethics: five narratives on researcher positionality, power and reflexivity from the field', being co-authored with Kusha Anand (UCL), Laraib Niaz and Camilla Hadi Chaudhary (Cambridge), and Eva Bulgrin (Marburg) at the BAICE Conference, University of Edinburgh, 13th-15th September 2022.



**Professor Jo Westbrook** presented a paper on ‘Peace pedagogies: education as the art of becoming human’ with Angie Kotler, doctoral scholar in CIE and former CEO of A Partner in Education in Rwanda and Jean de Dieu Dusingize, Head Teacher of Umubano Academy, Kigali, Rwanda, at the Aegis Peace Education in an Era of Crisis: State of the Art, Issues, Strategies & Perspectives Conference, July 11-14 2023, Kigali, Rwanda. Their presentation included role plays from students at Umubano Academy demonstrating how they have learned to manage conflict and arguments through the schools’ active work as a model of Peace Education:



Students from Umubano Academy presenting with Professor Jo Westbrook, Angie Kotler and Jean de Dieu Dusingize in Kigali

## Membership of Advisory Groups

**Dr Marcos Delprato** is a member of the Advisory group as a quantitative consultant in two projects from Argentina. The first one, where he is currently working on, is about “Early warning systems in secondary education: Preventing school dropout in the era of COVID-19 (led by Centro de Implementación de Políticas Públicas para la Equidad y el Crecimiento) for two Argentinean provinces. The second project (‘Youth and adult education. Critical knots for its approach in contexts of pandemic’) is 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 a 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 PI 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

# 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, I/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

This pathway is open to single honours undergraduate students 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. **230** students registered for our undergraduate modules in 2022-2023.

### First year modules

(The number in brackets indicates 2022/23 student uptake)

- Education for Development: Aid, Policy and the Global Agenda (39)
- Power in the Classroom: Global Perspectives on Curriculum, Pedagogy and Assessment (22)

### Second year modules

- Access, Equity & Gender (50)
- Education, Peacebuilding and Conflict (36)

CIE faculty run two highly popular stand-alone second year undergraduate options:

- International Education and Development: is an optional module for students in the School of Global Studies. Just under **70** students study this module each year.
- Decolonising Education: Knowledge Power and Society: is a free-standing elective which attracted **19** students from across the University.

### International Education & Development Masters

This is a one-year (or two-year part-time) course with core modules on theories and policy issues in international education and development, as well as optional modules. The course involves research methods training and a dissertation. This flagship course has expanded greatly over recent years, with this year's cohort being made up of **50** students.

### Congratulations to last year's prize winners announced in September 2022:

CIE Prize for best overall performance:

- **Hannah Lewis**

The Luke Akaguri Memorial Prize for the best dissertation – (this distinction went to two students due to same high mark):

- **Alejandra Salias**
- **Shannon Amber Stowers**

# CIE Incubate

Colleagues, including CIE doctoral scholars, have attended intellectually-inspiring Incubate seminars.

This is a space to share, discuss, and nurture research ideas, issues or dilemmas that matter, in an environment that invites collaboration and dialogue.

Day and date	Time and Event	Presenter
2 Nov 2022	On Developing Impact from Research	<b>Professor Linda Morrice</b>
9 Nov 2022	Global Mapping of Missing Data for SDG4: how missing data and intersectionality can exacerbate marginalisation	<b>Dr Marcos Delprato</b>
16 Nov 2022	Education for climate justice – making connections	<b>Professor Jo Westbrook, Dr Marcos Delprato, Dr Rebecca Webb, Dr Perpetua Kirby</b>
10 May 2023	On developing impact from Research Lessons learned on the priorities of peace-building	<b>Professor Mario Novelli</b>



# Doctoral Researchers

Congratulations to those who have completed their PhDs this year:



**Dr Esi Fenyiwa Amonoo-Kuofi** successfully passed her viva voce in November 2022, for her thesis entitled:

‘“We are learning from each other”: Teacher Leadership in Ghanaian Basic Schools’

Many congratulations, Esi!



**Dr Farzana Bardai** successfully passed her viva voce in June 2023, for her thesis entitled:

‘Capacity Development of Education Government Officials by Non-State Actors: A Case of AKF in Afghanistan’.

Many congratulations, Farzana!



**Dr Godwin Khosa** successfully passed his viva voce in November 2022 for his thesis entitled:

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

Many congratulations, Godwin!



**Dr Carmen Pon** successfully passed her viva voce in February 2023 for her thesis entitled:

‘Education for peacebuilding and social justice: A case-study of an elite school in Jordan’.

Many congratulations, Carmen!

## CIE Doctoral Scholars Forum

CIE organised specific activities for the Doctoral Scholars. In the autumn term these included informal lunches together and activities focused on the doctoral students' research, including the 'three-minute PhD'.

## Great Knowledge, Good Vibes, True Belonging

The spring term brought more exciting activities for the CIE Doctoral Scholars group. Three of our current CIE Doctoral Researchers, **Ramona Saraoru**, **Donna Comerford** and **Mohamed Yasin Osman** were successful in their application to the Researcher - Led Initiative, organised and funded by the Researcher Development Programme. The small grant obtained was used for the Great knowledge, good vibes, true belonging programme.

This was an initiative aimed at developing a regular support group model for PhD research within CIE and consisted of 6 sessions. The main objectives were to develop and share our knowledge and to create good vibes for true belonging through a model that considers researcher well-being. In these sessions, the PhD researchers focused on creating community belonging, and celebrating self and successes while sharing their PhD experiences. The 6 sessions are described here, through the voices of this programme participants:

### Session 1: The CIE Doctoral Researchers Forum

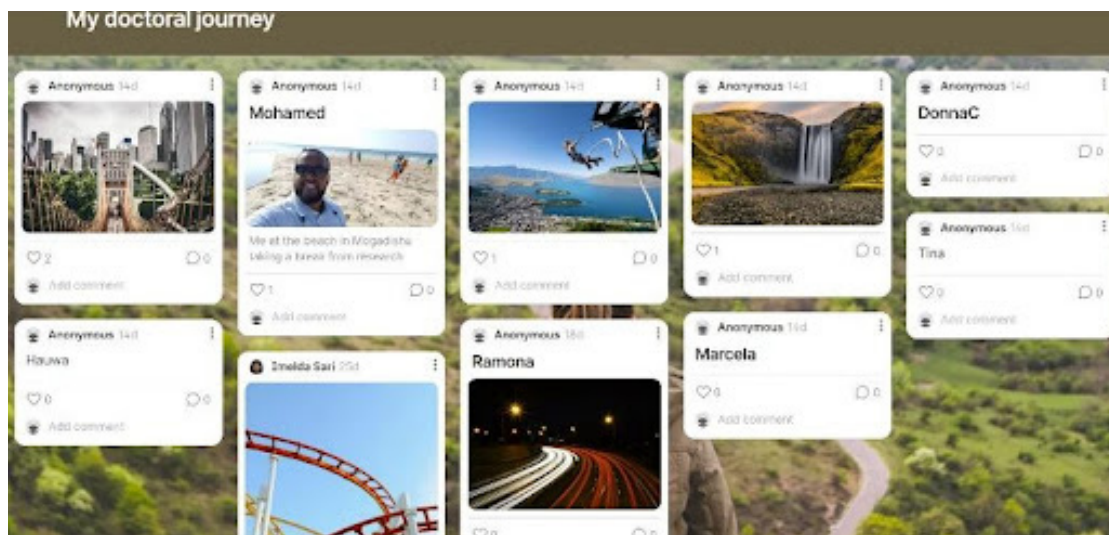
The first session was led by **Ramona Saraoru** and **Imelda Sari**. We celebrated individual successes and created a shared journey of the CIE Doctoral Researchers Forum.

### Session 2: Top life-saving PhD tools

In this session we shared our success in engaging with different life-saving PhD tools. **Donna Comerford** led the session, and we all contributed to a Google document where CIE doctoral researchers shared their own PhD life-saving tools.

### Session 3: Writing from our time zone in support of IWD 2023 #EmbraceEquity

CIE researchers are working across multiple time zones, and this event was an opportunity to hear about a range of research whilst supporting our writing with dedicated time. Writing from our time zones was led by **Donna Comerford**, and it also aimed to support the International Women's Day 2023 #EmbraceEquity.





Writing from our time zones allowed our peers and research partners to join us during a 12-hour writing jamboree. Seven hosts led a total of 34 attendees during the day. Many of the attendees participated in more than one 2-block. Regardless of the PhD research stage, there were shared common themes. The day ended at 18:30 UTC with promises to keep the conversations going. You can read the reflections of each block in the blog: [Writing From Our Times Zones Blog](#).

#### Session 4: Securing Ethical Approval

The ethical approval process is one of the more novel and challenging experiences for a doctorate student. In this session, led by **Mohamed Osman**, we explored the ethical approval process from start to finish and shared our experiences and insights. While the ethical approval process can be a difficult process, it was generally agreed that it strengthened researchers' methodology and brought more practical clarity into the ethics of research.

#### Session 5: Fieldwork and Methodology

For many researchers, fieldwork can carry along with it some logistical, health, and financial bumps in the road. In this session, more experienced doctoral students shared their experiences, insights and critical lessons learnt while doing fieldwork. The central aim of the session was to raise awareness of the importance of flexibility and adaptability when it comes to methodology and fieldwork and to extend the community's belonging further.

#### Session 6: Our Community: beyond the CIE Doctoral Researchers Forum

This session was centred around the doctoral researchers within the CIE and their journeys as part of CIE. We looked back and forward, celebrated our community and reflected on the Spirit of Sussex. This session concluded with a seminar on well-being presented by our guest speaker, Dr. Ema Brodzinski, who provided advice for supporting, celebrating, and inspiring the PhD journey.



# Current Doctoral Researchers



**Hauwa Umar Aliyu**

Supervisors:  
Professor Máiréad Dunne &  
Professor Barbara Cros-  
sourd

Dropout of Girls from Rural  
Primary Schools  
in Northern Nigeria



**Farzana Bardai**

Supervisors:  
Professor Yusuf Sayed &  
Professor Mario Novelli

The Role of the Political, Eco-  
nomic, 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  
(OU)

Research title: Quality Educa-  
tion For Youth: A case study  
of secondary education provi-  
sion in Ghana



**Donna Comerford**

Supervisors:  
Professor Linda Morrice &  
Dr Liam Berriman

Emerging Technology: Narrow-  
ing the educational gap for  
displaced women and girls in  
small and Pacific island devel-  
oping states



**Gillian Emerson**

Supervisors:  
Professor Barbara Cros-  
sourd &  
Dr Julia Sutherland

Hearing the Teacher's Voice:  
First language-Tamil, mathe-  
matics 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



**Marcela Gola Boutros**

**Supervisors:**  
Professor Linda Morrice &  
Dr Tamsin Hinton-Smith

Exploring the Experiences of  
Forcibly Displaced People in  
Higher Education: A case study  
on Brazil



**Tina Hyder**

**Supervisors:**  
Professor Linda Morrice &  
Dr Rebecca Webb

Perspectives on Early Child-  
hood Development Inter-  
ventions for Young Refugee  
Children and their Families



**Matt Johnson**

**Supervisors:**  
Professor Barbara Cros-  
sourd &  
Professor Máiréad Dunne

Beyond Manufactured Spac-  
es: Re-imagining youth par-  
ticipation in urban Zimbabwe



**Angie Kotler**

**Supervisors:**  
Professor Jo Westbrook &  
Professor Mario Novelli

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



**Alan Neville**

**Supervisors:**  
Professor Máiréad Dunne  
& Professor Barbara Cros-  
sourd

**The Impact of Catholic  
Education on Early, Forced  
Marriage among the Dinka of  
South Sudan**



**Daniella Rabino**

Supervisors:  
Professor Máiréad Dunne  
&  
Dr Rebecca Webb

Rural Youth in the Island's  
Shadows: Rethinking sus-  
tainability in Madagascar



**Imelda Dwi Rosita Sari**

Supervisors:  
Professor Jo Westbrook &  
Professor Yusuf Sayed

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

**Lee Rashid**

Supervisors :  
Professor Máiréad Dunne  
& Professor Barbara Cros-  
sourd

Gender Regimes in  
Schools and the Produc-  
tion of Gender Identities in  
Kabul, Afghanistan



**Michael Roy**

Supervisors:  
Professor Mario Novelli &  
Professor Yusuf Sayed

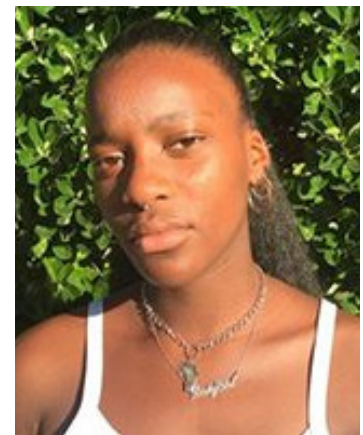
Mapping the Politics of  
Education Policy in the  
Republic of North Macedo-  
nia: Integration, segrega-  
tion and conflict



**Adriana Ramona Saraoru**

Supervisors:  
Professor Yusuf Sayed &  
Professor Jo Westbrook

Teacher Professional  
Learning Teacher Profes-  
sional Learning in the Unit-  
ed Arab Emirates: A case  
study of a professional  
learning community  
in a public school in the  
Emirate of Abu Dhabi



**Fezile Sibanda**

Supervisors:  
Dr Tamsin Hinton-Smith,  
Professor Máiréad Dunne  
& Dr Tam Cane

Coloniality in Academia:  
The experiences of Black  
academics in Higher  
Education institutions in  
England





**Agness Mumba Wilkins**

Supervisors:  
Dr Barbara Crossouard &  
Professor Máiréad Dunne

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



**Mohamed Yasin Osman**

Supervisors:  
Professor Yusuf Sayed &  
Dr Sen Higgins

Understanding Self-direct-  
ed Teacher Professional  
Development in the Global  
South

## Doctoral Students' Conference Presentations

**Farieta Barrera, Alejandro** (2023) The effect of philosophy on critical reading: evidence from initial teacher education (B.Ed.) courses in Colombia” at the VI Ibero-American Philosophy Conference, January 23–27, 2023, Porto, Portugal

**Boateng, Pearl** (2023) “Free things are costly”: Perspectives on access, quality and equity in Ghana’s Free Senior High School programme. Comparative and International Education Society (CIES). February 14-22, Washington D.C.

**Boateng, Pearl** (2023) “Free things are not quality”: Tensions in access, quality and equity in Ghana’s Free Senior High School programme. University of Warwick, 10th Education Studies Postgraduate Conference 2023 [Online]. April 22-23, Warwick, UK.

**Boateng, Pearl** (2023) “Free things are not quality”: Tensions in access, quality and equity in Ghana’s Free Senior High School programme. University of Warwick, 10th Education Studies Postgraduate Conference 2023 [Online]. April 22-23, Warwick, UK.

**Osman, Mohamed., Yasin** (2023) ‘Rationalizing Educational Corruption in Somalia: An Exploration of Teacher, Principal & Parent Perceptions’, The 10th Education Studies PGR Conference, Department of Education, The University of Warwick, April, 2023

**Osman, Mohamed., Yasin** (2023) ‘Understanding Self-directed Professional Learning & Development in Resource-Constrained Contexts,’ 20th Annual Kaleidoscope Conference, Faculty of Education, University of Cambridge. 1-2 June, 2023



Alexandro and his colleagues at the VI Ibero-American Philosophy Conference  
Porto, Portugal, January 23–27, 2023

**Osman, Mohamed., Yasin** (2023) ‘Understanding Self-directed Professional Learning & Development in Resource-Constrained Contexts,’ 20th Annual Kaleidoscope Conference, Faculty of Education, University of Cambridge. 1-2 June, 2023

**Saraoru, Adriana, Ramona** (2023) “Teacher Professional Learning Outcomes - a Case Study of a Professional Learning Community in the United Arab Emirates”:University of Warwick, 10th Education Studies Postgraduate Conference 2023 [Online]. April 22-23, Warwick, UK.

**Sibanda, Fezile** (2023) “Unmasking Coloniality in Higher Education”: University of Winchester’s Annual Decolonising the University Within and Beyond the Curriculum online Conference 6-10 February 2023

**Sibanda, Fezile** (2023) ‘Using an Ubuntu-inspired methodology that disrupts Eurocentric hegemony in research approaches,’ 20th Annual Kaleidoscope Conference, Faculty of Education, University of Cambridge. 1-2 June, 2023

## Doctoral Students’ Publications

**Delprato, M. and Farieta, Barrera A.** (2023) A multilevel analysis of educational transition rates at secondary level in sub-Saharan Africa, Prospects, forthcoming.

**Murillo Lara, L. A. and Farieta Barrera, A.** (2023) [El método socrático y la posibilidad de una pedagogía socrática](#) [The Socratic

Method and the possibility of a Socratic Pedagogy]. In A. M. Rosas Rodríguez y M. G. Arias Rey (eds.) *Entre filosofía y pedagogía. Consideraciones sobre la enseñanza de la filosofía en educación media* [Between philosophy and pedagogy. Considerations on the teaching of philosophy in secondary education] (pp. 17-41). Uniagustiniana.

## Doctoral Students' News

**Ramona Saraoru's** research considers dialogue as a key concept in understanding teachers' learning processes. Ramona had an opportunity to bring this together in the [Foundations of Dialogic Teaching](#), a course that she designed and presented for The Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research. This foundation presents free professional development courses to engage the community of teachers in the United Arab Emirates and over 90 teachers and school leaders registered for Ramona's course.



First year doctoral researcher **Hauwa Aliyu** has been appointed as a Federal Commissioner for Jigawa State by the President of Nigeria. This honour is related to Revenue Mobilisation and the Fiscal Commission.

## Alumni News



**Stephen Senyo Tettegah**, one of our MAIED alumni, has set up the Let's Talk Education Africa podcasts. This podcast aims to be the go-to podcast on education practice and theory in Africa and it is available on all major podcast platforms (Google, Apple, Amazon, Spotify). To date it has been streamed across 54 countries by over 850 individuals. On 10 May 2023 Stephen interviewed Robert Omwa, a MAIED student from the 2021-2022 cohort, who talked about [Positive Discipline & Corporal Punishment in Schools](#).



# Awards and Recognition

## Our two newest professors

CIE is delighted to announce our two newest professors: **Dr Barbara Crossouard** has been made Professor of Theory in Education and **Dr Linda Morrice** has been made Professor of Education and Migration. The promotions recognise the outstanding contributions these colleagues have made in their fields, and the many leadership roles they have undertaken to support research and learning.



Photo: Professor Linda Morrice, Professor Jo Westbrook and Professor Barbara Crossouard

## Special Awards

**The 2022 Best Paper judging team of The Australian Sociology Association (TASA) awarded a special commendation for its excellent contribution to sociology to the article below:**

**Crossouard, B., Dunne, M., Szyg, C., Madu, T., & Teeken, B. (2022).** Rural youth in southern Nigeria: fractured lives and ambitious futures. *Journal of Sociology*, 58(2), 218 –235.

The paper draws on the International Fund from Agricultural Development research (2017-20) into the livelihoods and imagined futures of rural youth in different contexts of southern Nigeria. Taking up insights from sociologists of education and work, the paper's analysis shows how rural youth navigated schooling, farming, low-paid vocational work and family obligations within a deeply gendered, sexual economy.

It highlights the relevance of postcolonial and feminist scholarship to advance future studies of rural youth, gender and work in the Global South. The research was a collaboration between CIE colleagues and researchers from IDS and Nigeria.

# 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 Simon Thompson**, Professor of Education and Head of the School of Education & Social Work

**Professor Leon Tikly**, Professor, Centre for Comparative & International Research in Education, University of Bristol

## Faculty & Department

**Dr Barbara Crossouard**, Professor of Theory 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 Perpetua Kirby**, Lecturer in Education

**Dr Birgul Kutan**, Postdoctoral Research Fellow

**Dr Linda Morrice**, Professor 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 Julia Sutherland**, Senior Lecturer in Education

**Dr Tamsin Hinton-Smith**, Senior Lecturer in Higher Education, Head of the Education Department

**Professor Simon Thompson**, Head of the School of Education & Social Work

**Dr Gunjan Wadhwa**, Lecturer in International Education

**Dr Rebecca Webb**, Senior Lecturer in Education

**Professor Jo Westbrook**, Professor of International Education and Pedagogy

## 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**, Emeritus Professor of Education, University of Sussex

**Professor 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

**Professor Oscar Valiente**, School of Education, University of Glasgow

**Professor Rosemary Wildsmith-Cromarty**, ET-DP-SETA Research Chair in Early Childhood Education, North-West University, Potchefstroom, South Africa

## Future Directions

**Amid continuing and escalating global crises, CIE will look to our partners in the global south, and north to understand the most pressing issues in our field, and how they should be addressed through research in ways which bring real, positive change to those on the ground. Growing numbers of out of school children, acute poverty and state fragility, climate injustices, record levels of displacement, and a hardening of geographical and political borders require radically different approaches to research.**

We are therefore committed to a vision of research that:

- Challenges conventional thinking around doing research in the global south and north.
- Makes a difference to education policy, practice and lived experience;
- Is informed by a rigorous, critical and ethical perspective on knowledge production and a commitment to decolonisation;
- Actively engages and co-creates with those who have a stake in our work;
- Builds research-capacity through continued interdisciplinary collaborations at Sussex and with our research partners internationally.
- Supports and nurtures colleagues at all career stages.

### **New avenues for research:**

Colleagues across career stages will work collaboratively on a diverse range of projects that build on our success and open up new avenues and possibilities for funding, including large-scale bids with multiple partners. Our research priorities in the coming year pivot around our four research themes:

- Radical education agendas in conflict-affected contexts; teachers under threat and on the front line; digital worlds of unaccompanied refugee children and youth in the UK;
- Inequities of pedagogies for the poor; classroom discourses around climate injustices; adaptations for women teachers and teachers with disabilities in CPD
- Gender, sexuality and violence in education systems in contexts characterised by ethnic and religious difference; Education for decent work: gendered precarity and patriarchy in rural communities of the Global South;
- Key elements of a successful Early Warning System configuration to prevent secondary school dropout in Latin America;
- Development of a more robust monitoring architecture of SDG4 using revised equality targets.

# Contact Information

If you'd like to find out more about the work of CIE or take part in any of our activities or events do please contact Senior Research Centre Coordinator, Eve Wilcox at [cie@sussex.ac.uk](mailto:cie@sussex.ac.uk)

For general queries please email us at [cie@sussex.ac.uk](mailto:cie@sussex.ac.uk)



[@SussexCIE](https://twitter.com/SussexCIE)



[Centre for International Education 'CIE' UoS](https://www.youtube.com/Channel/SussexCIE)

Website: [www.sussex.ac.uk/cie/](http://www.sussex.ac.uk/cie/)

Email: [cie@sussex.ac.uk](mailto:cie@sussex.ac.uk)

Location:

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

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