

CENTRE FOR INTERNATIONAL EDUCATION

CIE Annual Report

2023/24



US

UNIVERSITY
OF SUSSEX

Contents

About the centre	1
Directors' Welcome	2
CIE Leadership	4
CIE Faculty Members	5
Research Themes	7
Research Highlights	8
Research Spotlights	10
CIE Research Cafés	17
New CIE Books	18
Sussex Development Lectures	18
Presentations	19
Publications	22
Postgraduate Researcher Updates	24
Postgraduate Taught Updates	26
Awards and Recognition	28
CIE Members	29
Future Directions	32

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 eighth 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 175 scholars have completed their doctoral research in CIE, and over 597 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 our 2024 Annual Report. We hope that the following pages will give you an overview of the work that colleagues in CIE have been engaged in over the past year, and a glimpse of our plans for the year ahead.

This year has seen an increase in conflicts across the globe, most notably the devastating violence in Gaza and Sudan, and the ongoing war in Ukraine. The uneven global attention to these wars, and apparent inability of the international community to effectively respond to the catastrophic destruction of lives, communities, livelihoods and infrastructure has left many of us feeling angry and helpless. Universities, libraries and an estimated 80% of schools have been destroyed or damaged in Gaza since 7th October, along with the hopes and dreams of a generation of children and young people. The task of rebuilding education in the Palestinian territories is daunting, but perhaps glimmers of hope can be found in the upsurge of networking across borders, and shows of solidarity with Palestinian academics, educators and students.

With a large number of elections being held worldwide, we watch to see whether the uptick in support for authoritarian and populist governments we have seen in recent years will continue. In many parts of the world the rise in populism has gone hand in hand with a rise in economic inequality and increase in poverty, which in turn has fuelled an increase in racism, particularly towards migrants and those seeking sanctuary, and a backlash against gender and sexual rights and the rights of nature. Perhaps the results of recent elections in Europe and India give some cause for optimism.

It is against this global backdrop that CIE is in the final stages of organising the

British Association of International and Comparative Education (BAICE) conference which we are hosting at Sussex this September. The conference theme of Transgression and transformation: (re)bordering education in times of conflict and crises could not be more timely given the global context in which we are researching, teaching and collaborating with partners. We are expecting over 290 delegates from 38 countries to join us at Sussex for what we expect to be an inspiring and exciting few days.

The Centre has continued with its main research activities over the year as a Centre of Excellence in the University and with a welcome widened membership from across the School. We have run eight CIE Research cafes with invited external speakers in the autumn and spring terms. These took place in hybrid mode and were well attended and appreciated in particular by our large cohort of MA in International Education & Development students.

The autumn term of 2023 was characterised by a series of themed lunchtime sandpit events organised between CIE and IDS, and well attended by staff from both institutions interested in forging closer working relationships around key issues around education and development, in preparation for joint bids and research activities. These sandpits are bearing fruit and we look forward to further joint work over the next year.

CIE members have continued to win research funding, with Early Career Researchers (ECRs) and Postgraduate Research Scholars (PGRs) well represented in grants won as integral team members or as grant winners in their own right. Our publications this year reflect the full range of members, again including PGRs and MA students and our wider

collaborations and partnerships with colleagues nationally and internationally, breaking down subject and geographical borders. Of further note this year are the number of books published by CIE members or in preparation, often reflecting long and varied careers in the field.

Finally, we offer our congratulations to our many research scholars who graduated from CIE at this summer's graduation ceremony.

Farewells and Welcomes

We welcome **Dr Clare Ferguson** as our Senior Research Officer. This is a new role aimed at supporting CIE's capacity for grant development and capture Clare brings a wealth of experience, including from a previous career at DFID, and we are delighted to be working with her.

Finally, Linda will be standing down as CIE Co-director when her three-year term comes to an end in October. It's been an exciting three years in which we've been recognised as a Centre of Excellence and 'launched' at a Parliamentary reception, won funding for a research officer and organised an international conference among other things. However, it's time for change and we are delighted that Professor Barbara Crossouard will be joining Jo as co-director.

We hope you enjoy reading our annual report.

With very best wishes

Linda Morrice and Jo Westbrook

Centre Directors

CIE Leadership



Professor Linda Morrice
(Co-Director)



Professor Jo Westbrook
(Co-Director)



Clare Ferguson
(Senior Research Officer)



Eve Wilcox
(Senior Research Centre Coordinator)

Faculty



[Professor Barbara Crossouard](#)



[Dr Emily Danvers](#)



[Dr Marcos Delprato](#)



[Professor Máiréad Dunne](#)



[Professor Louise Gazeley](#)



[Dr Sean Higgins](#)



[Dr Tamsin Hinton-Smith](#)



[Dr Nimi Hoffman](#)



[Dr Perpetua Kirby](#)



[Dr Birgul Kutan](#)



[Professor Linda Morrice](#)



[Professor Mario Novelli](#)

Faculty (continued)



[Dr Julia Sutherland](#)



[Professor Simon Thompson](#)



[Dr Rebecca Webb](#)



[Dr Gunjan Wadhwa](#)



[Professor Jo Westbrook](#)

Research Themes

Coloniality and Education: Gender, Race and Difference

This theme explores the intersections of education, society and citizenship, addressing the histories and social geographies of a global post-colonial landscape. In particular it examines the work of education in producing identities and difference.

Education Conflict and Displacement

This theme explores the complex relationship between education, conflict and mass displacement. Questions we address include the role of education systems and actors in contributing to both war and peace, and how state, non-state, national and international institutions can contribute to educational provisions in contexts of conflict and protracted crisis.

Global Education Policy and the Politics of Governance

This theme critically engages with the global education policy agendas, including, but not limited to, questions of power asymmetries in governance, planning, finance and accountability of education systems.

Just Learning: Teachers, Curriculum, Pedagogies & Literacies

This theme explores the intersections between curriculum, pedagogy and teacher practices and development with the cultural, political and economic factors that shape opportunities and constraints. In this we recognise how issues around gender, poverty, language, disability, conflict and geographical location intersect and result in marginalisation over generations.

Research Highlights

Towards a City Integration Framework for Migrants and Refugees in Brighton and Hove

Investigators: Dr Jo Wilding (Law), Professor Mike Collyer (Geography) and **Professor Linda Morrice**.

Funder: University of Sussex Knowledge Exchange and Impact Fellowship (£6,000)

Theme: Education, Conflict and Displacement

This collaborative project brings together Brighton and Hove City Council, Brighton and Hove Sanctuary on Sea and an interdisciplinary team from the University of Sussex to work towards developing a city integration framework which supports all to flourish, including those seeking sanctuary. We are convening five streams of work: four key domains of integration - access to legal advice, education, health and housing - plus an 'expert by lived experience' stream. The research includes mapping the current state of welcome and integration in the city and reviewing integration frameworks from elsewhere in the UK and Europe.

Evaluation of the City of Schools of Sanctuary

Investigators: **Professor Linda Morrice** and Professor Alex Kendall (London South Bank) with research assistants **Marcela Gola Boutros** (University of Sussex) and Dr Mary-Rose Puttick (University of Wolverhampton).

Funder: Paul Hamlyn Foundation. £20,000. (Dec 2022 – Nov 2023)

Theme: Education, Conflict and Displacement

We piloted 'Ripple Effect Mapping' with children, parents, teachers and community members across seven schools in England (3 in Birmingham, 3 in Brighton and Hove and 1 in Norfolk) to evaluate the impact of their Schools of Sanctuary (SofS) programmes. We found that SofS programmes generated a wide range of imaginative, sometime provocative activities aligned with the aims of fostering solidarity with people seeking sanctuary. Activities undertaken were influenced by the school's locality, the diversity of its staff and students, and 'passionate enthusiasts' who led the work in schools. Findings and recommendations will be presented at the SofS Local lead Network Meeting in June. [The final report can be found here.](#)

Impact Evaluation of the Specific Regulations for Initial Teacher Education courses (2015-2017) on the Results of the Saber Pro National Standardised test

Investigator: **Alejandro Farieta-Barrera**

Funder: Colombian Institute for the Evaluation of Education (ICFES)

This report presents an impact evaluation of Colombia's policies for teacher education courses (B.Ed.) that emerged from the National Development Plan 2014-2018. The courses were required to obtain high-quality accreditation, increase the credits in school practices, and improve the English level, among other requirements. Relying on multivariable regression, the research shows that there is no association between high-quality accreditation and student outcomes. The second step employs differences-in-

differences to demonstrate the positive impact of the courses' curricular changes on student outcomes in comparison to B.A. courses. The results show significant improvement in most modules of the Saber Pro test: critical reading, quantitative reasoning, citizenship education, and writing, but no improvement in the English language. The effects were homogeneous by student and institution characteristics but heterogeneous by area of knowledge, indicating that the effect is mainly due to curricular changes within the courses.

CIE Seed Corn Funding Strengthens Research Partnerships in India

Investigator: Dr Gunjan Wadhwa

Funder: Centre for International Education and Higher Education Innovation Funds

To strengthen CIE's research ties with partner institutions in India, Dr Gunjan Wadhwa (with Prof Máiréad Dunne) secured the ESW HEIF funding with the CIE seed corn funding to extend her longstanding research partnership with the Department of Women and Gender Studies, Savitribai Phule Pune University in India. The funding helped deepen collaborations through a knowledge exchange visit, engagement workshops and capacity building meetings to chart out mutual research interests and related directions for future funding.

The visit was focused on the intersections of gender, work and education to further sustain a focus on youth citizenship of historically marginalised groups. This took place by inviting and making space for differently-located workers' organisations to present their understandings of work in their specific locations and considering how education addresses these conditions. The visit culminated in the



Figure 1: Gunjan Wadhwa (left) with collaborators at Pune University. Credit Gunjan Wadhwa.

identification of new research directions and opportunities to bid for external funding together with the research team in Pune.

WE-SAY Project Comes to an End

Investigators: Professor Barbara Crossouard (CIE), Professor Máiréad Dunne (CIE), Professor Dauda Moses (Modibbo Adama University) and Professor Relebohile Moletsane (University of Kwa-Zulu Natal).

Funder: British Academy

The WE-SAY project examined the interplay of work, education, and future aspirations of rural female youth in Nigeria and South Africa. At a Sussex event in May, teams highlighted the challenges of reproductive labour and gender violence. Despite these hurdles, the young women demonstrated resilience in pursuing education.

After presenting at the International Visual Sociology Conference in Nairobi in July 2023, they were invited to share their participatory visual methods and findings with development actors in Kenya, fostering strong regional partnerships.

Research Spotlights

Scoping Longitudinal Qualitative Studies with ‘Seldom-Heard’ Families

Investigators: Professor Janet Boddy (PI), Professor Rachel Thompson (Co-I), **Professor Linda Morrice** (Co-I), Dr Ali Lacey and **Dr May Nasrawy**. (Sussex Team)

Funders: ESRC £150,000 (May 2023 – April 2024)

Families with refugee, asylum seeking, or insecure migrant status are often only included in problem or risk-focused research studies, and their experiences are rarely captured in archives or mainstream datasets. This feasibility study was a partnership between the University of Sussex, Family Rights Group, the Network of International Women in Brighton and Hove, and Research in Practice. Our aim was to establish feasible methodological frameworks for qualitative longitudinal studies that could engage young families from ‘seldom heard’ communities, while generating synergy in the development of a new birth cohort study. Families who live with forced relocation and dispersal under the asylum system, who are undocumented, or have no recourse to public funds are often either missed out of studies completely as they are considered ‘too hard’ to reach or are stigmatised as ‘other’.

Recognising the fluidity of ‘seldom heard’ categories and the dangers of essentialising complex and diverse experience, our research focused on two groups that were deliberately broadly defined:

- a) families with refugee, asylum seeking or insecure migrant status**
- b) families with statutory child welfare or targeted non-statutory involvement**

Each group afforded distinctive insights, but – in common with many other ‘seldom heard’ communities – they also share experiences of living with professional scrutiny, and with poverty, precarity, stigma and marginalisation. Families do not fit neatly into seldom heard categories, and narrow policy- or research-led categories oversimplify complex experiences and risk excluding families whose experiences may change over time, or do not fit current established categories or contemporary concerns.

The project used creative methods such as mapping and photography to encourage families to share accounts of their lives and identify what was important to them. For example, in Figure 2 below a refugee mother drew the picture to represent her family left behind and their home by a river. Her comment, ‘I miss my country, I want!’, highlights the scope of these methods to capture the affective interconnections of home, place and space. Similarly in Figure 3 a child drew a picture of the things which are important to them, including family members from ‘my country’ where the child had never lived.

We visited each family twice, the first time to pilot the mapping activities, interview them and leave a digital camera with them. We returned a week later with extracts from the transcription and the pictures they drew to explore what it means for their life to become data and become part of an archive. They also shared the photos they had taken during

the week giving insights into their everyday lives.



Figure 2: credit Linda Morrice

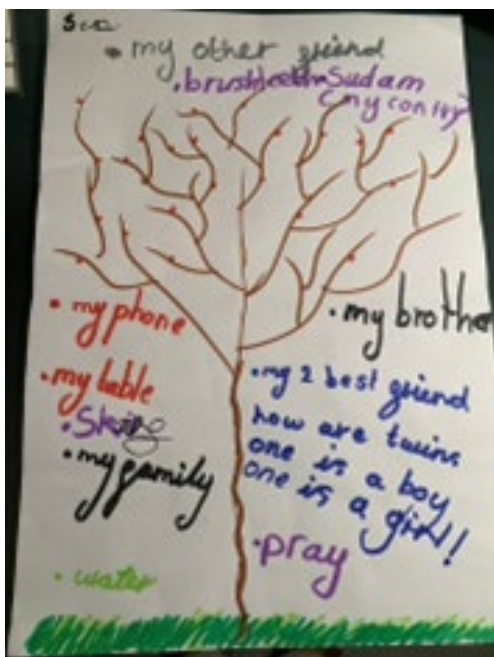


Figure 3: credit Linda Morrice

Our findings clearly show that a qualitative longitudinal birth cohort study involving seldom heard families is possible, and this was seen by international academic stakeholders as a transformative

opportunity for UK social science. Parents and carers in our study also highlighted an ethical imperative to address 'missing voices' and 'invisible lives' in cohort studies – and archival records – of childhood and family in the UK today. The study identified five core principals essential to the feasibility of qualitative longitudinal research:

i. The scale and integrity of the overarching design, engaging ethically with families over time, with a commitment to respectful, non-stigmatising long-term involvement.

ii. A collaborative and consultative approach, involving professional stakeholders and parents/carers and young people with relevant lived experience to work collaboratively at all stages of the project.

iii. Place - and space - based work with families and communities is crucial for building samples and fieldwork from community settings whilst respecting the motivations of families and professional stakeholders who will scaffold families' participation.

iv. Respecting the rhythms of precarious family lives entails a phased commissioning model that allows for a long-term commitment, beginning with the parent/carer as primary respondent index child, and renegotiating consent and the mode of participation with children over time.

v. A resilient and responsive research team to bring together best practice at the intersection of research ethics, integrity, and researcher career development, to establish a skilled and stable staffing model.

[More information and project reports can be found report/s here.](#)

Designing and Piloting an Equitable Whole School Approach to Quality Teacher Professional Development: Exploring Conditions and Support Needed to Succeed at Scale in Rwandan Lower Secondary Schools

Investigators: **Professor Jo Westbrook** (PI), Dr John Simpson (British Council), Dr Jolly Rubagiza (University of Rwanda), Alice Wekesa (BC), Dr Pierre Barayagwiza (UoR) and Dr Delphine Mukingambeho (UoR)

Funders: IRDC Canada/FIT-ED for £280,000, £49,000 to Sussex (September 2023 - May 2026)

Professor Jo Westbrook is the PI in a new project in partnership with the British Council, Rwanda as the lead organisation. The 32-month project is entitled 'Designing and piloting an equitable whole school approach to quality Teacher Professional Development: exploring conditions and support needed to succeed at scale in Rwandan Lower Secondary Schools'. Jo is working with Co-Investigators Dr John Simpson from the British Council, Rwanda and Dr Jolly Rubagiza from the University of Rwanda, a gender expert and Sussex alumni. We also have Alice Wekesa from the British Council, Kenya, who is the project's Gender & Social Inclusion (GESI) expert. Dr Pierre Barayagwiza, an expert on disability in Rwanda, and Dr Delphine Mukingambeho, an expert on curriculum, quality education and Kinyarwanda, are also on the research team, both from the University of Rwanda.

The research takes the form of a process evaluation of a large-scale English Language course as it is rolled out across 14 Districts. We take a sharp focus on how women teachers and teachers with disability in mostly rural or remote rural and border areas are enabled to access and engage in the English Language programme through the school-based mentoring component. The programme has put in adaptations with a GESI lens at the programme level, and our research seeks to understand how these adaptations are experienced by those they

are designed to support – women teachers and teachers with disabilities. We are also interested in the changes, or localisations, made by individual teachers or their schools or colleagues, as a response to adaptations made, and in recognition of the complex linguistic and socioeconomic context in which teachers live and work in Rwanda.

We have just completed Phase 2 with case studies of ten schools in three Districts and systems level interviews with, for example, District Education Officers, officials in the Rwandan Education Board, and Disabled Peoples' Organisations. Phase 3 involves feeding back findings at District level and to the English Language programme managers as they plan for the next cycle of implementation in August 2024. Phase 4 takes the form of participatory action research with a further nine schools to learn from their experience as the second cycle of the English Language programme rolls out over the next year.

This work is being carried out with the aid of a grant from the International Development Research Centre (IDRC), Ottawa, Canada, as part of the "Empowering Teachers Initiative: Teacher Professional Development at Scale," a global research for development program jointly implemented by the Foundation for Information Technology Education and Development (FIT-ED) and SUMMA under the TPD@Scale Coalition for the Global South. There are eight other countries

involved who also have funding, including Sierra Leone, Tanzania, Zambia, Thailand, Vietnam, Argentina and Mexico. The first of four global meetings of all eight research teams took place in Kigali in January 2024, to collaborate around knowledge creation, capacity building and changes in policy and practice. The second global meeting takes place at the end of September in Hanoi, Vietnam.



Figure 4: Jo Westbook (CIE), Dr Delphine Mukingambeho and Pierre Barayagwiza (University of Rwanda). Credit Jo Westbrook.

PEER Network Update

PEER Network UK Doctoral Workshop

20-21 June 2023

University of Sussex

The University of Sussex hub of the Political Economy of Education Research (PEER) Network, led by CIE members: **Prof. Mario Novelli**, **Dr. Birgul Kutan** and **Dr. Helen Murray** organised a 2-day doctoral workshop at the University of Sussex on 20-21 June 2023. The workshop brought together around 20 UK-based doctoral candidates working on issues of education, conflict and crisis.

The workshop took the format of a series of panel discussions and presentations with opening remarks from leading scholars working in the field of education and conflict based in the UK, including Professor Tejendra Pherali, UCL; Professor Kelsey Shanks, Ulster University; Professor Maha Shuayb, University of Cambridge & Centre for Lebanese Studies, Beirut; DR Laila Kadiwal, UCL and Dr Sean Higgins, University of Sussex.



Figure 5: Poster for PEER Network doctoral workshop. Credit Mario Novelli.

The workshop provided a critical space for doctoral candidates to discuss their research alongside peers and established scholars in the field and engage in wider collective discussions on key themes and issues related to the field of education and conflict

For more info:

<https://peernetworkgcrf.org/peer-events/doctoral-workshop/>

PEER Network International Symposium:
Supporting and Learning from Universities in Times of Conflict
6-7 July 2023
University of Sussex

The PEER Network Sussex Team (**Prof. Mario Novelli, Dr. Birgul Kutan and Dr. Helen Murray**), organised a 2-day symposium on Supporting and Learning from Universities in Times of Conflict on 6-7 July 2023 at the University of Sussex.

The main objective of the symposium was to bring together diverse scholars, students, and academic networks working in/from contexts of conflict around the world and collectively and critically analyse/theorize the conditions and context that shape HE, the reasons behind the negligence of its crucial role, the increase in authoritarian attacks on HE institutions, academic freedom and autonomy. Linked to this, we also wanted to reflect on the question of how to support and learn from universities in times of conflict and war at a moment of intensifying crises for universities across the globe, with an intention to rethink and reimagine HE Institutions as a crucial space for rebuilding more equitable and social just societies.

The symposium included 35 extremely rich papers exploring various issues of HE. The symposium brought together and engaged with a large audience of academics, students, policymakers, and activists in and beyond the University. The collective discussion held in this space contributed greatly to debates around HE's role in conflict contexts, the decolonisation of knowledge, academic freedom, with each paper providing unique local, national and transnational experiences.

The panels were organised around specific themes and topics:

- 1) Resilience and resistance of universities during war.
- 2) Academic isolation and transnational solidarities.
- 3) Academic repression and networks of solidarity.
- 4) The politics of aid to higher education in conflict.
- 5) Defending academic freedom in times of conflict.
- 6) Universities, conflict and rebuilding publics.
- 7) Universities as spaces of resilience and resistance.
- 8) Universities, geopolitics and global crises.

In addition to the panel sessions, we also had a roundtable discussion '*Policy directions on issues of higher education, conflict and post-conflict recovery*' which brought together policy makers, NGOs and academics, including Maddalaine Ansell, Head of Education British Council, Mark Crossey, Assistant Director, Policy and Global Engagement Universities UK International; Denise Roche, Advocacy Manager, Scholars at Risk-Europe; Annabel Boud, Association of

Commonwealth Universities and Kate Robertson, Middle East Programme Adviser, CARA and included our guest speaker Savo Heleta.

We had three excellent Keynote speakers: Dr. Savo Heleta from Durban University of Technology, who spoke on 'Neglect of higher education in conflict-affected settings: Realities, challenges and possibilities of transnational solidarity and support'. Dr Samia Al-Botmeh, Birzeit University, who spoke on 'Palestinian higher education under colonialism – between survival and resistance' and finally Dr Sardar Saadi, University of Rojava, who spoke on 'Reclaiming Knowledge, Rebuilding University: Higher Education against War and Repression in Autonomous Northeast Syria/Rojava'.

One of the important features of the symposium was its diversity of participants coming from Rojava, Syria, Mexico, Bosnia, Ukraine, Palestine, Iran, Myanmar, Philippines, UK, Egypt, Lebanon, Turkey, India which provided a rich contextual and

historical analysis of HE in diverse contexts.

For more information see:

<https://peernetworkgcrf.org/peer-events/peer-network-symposium/>.



Figure 6: Poster for Supporting and Learning from Universities in Times of Conflict. Credit Mario Novelli.

PEER Network Inter-Hub Final Symposium

20-25 November 2023

Istanbul, Türkiye

The PEER Network Sussex Team organised and led the PEER Network Inter-hub symposium in Istanbul, Turkey between 20-25 November 2023. The Network members from Sussex, Ulster, South Africa and Kazakhstan and 26 PEER Fellows from across Africa and Central Asia came together to share their research findings. Fellows shared their academic traditions, regional contexts and educational challenges, during the week-long event.

The event was the first time the entire PEER team, and research fellows, had met all-together in person since the

project's inception in 2021. The fellows presented on a wide range of topics relating to education, from the imposition of English as a language in formerly colonised countries in Africa to a forgotten generation impacted by nuclear weapons testing in Kazakhstan during the era of the Soviet Union. The presentations sparked vigorous academic discussion throughout the week, fuelling the continued development of Political Economy as a research framework in different international contexts.

The event was the culmination of three years' work which has included one to one

mentoring, regional workshops, and seminars to foster early career researchers with enhanced theoretical understanding of the challenges facing education in countries impacted by conflict or crisis. The fellows have also been supported with resources and guidance from senior education researchers.

A wide number of discussions were held throughout the week which also included engagement with the history and politics of the Turkish context. The group heard an in-depth discussion between leading Turkish academics of education and political economy and also participated in a historic walking tour of Istanbul.

Mario Novelli, Professor in Political Economy of Education at the University of Sussex, and Co-PI of the project praised the inspiring standard of research and

profound intellectual curiosity among all in attendance. He said: “I feel very proud of what we have achieved during this week. The impact of meeting in person to discuss ideas has been invaluable and I am very excited about the future development of the work conducted so far.” Co- PI Investigator, Kelsey Shanks, Professor of Education in Conflict and Crisis at Ulster University agreed, noting that it had “been a privilege to learn from all the PEER fellows and to see the valuable contribution that the network has made to the research and our lives.” Professor Shanks added: “I am excited to see the possibilities for future collaborations.”

For more information, See: <http://gse.nu.edu.kz/tpost/dmz177r3p1-peer-network-central-asia-and-africa-hub>.



Figure 7: PEER Network together in Istanbul. Credit Mario Novelli.

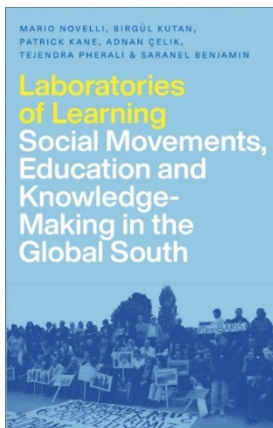
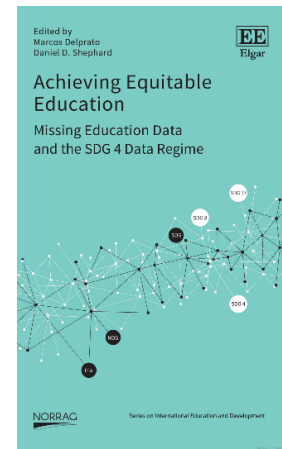
CIE Research Cafés

Date	Title	Speaker
25 October	Crisis for whom? Global border regimes and childhood (im)mobility	Rachel Rosen (UCL) Valentina Glockner (NPI, Mexico City)
22 November	Planning for TPD at scale in the global south	Bindu Thirumalai & Vikas Maniar (Tata Institute of Social Sciences, India)
29 November	Researching Lebanese early childhood education in a perfect storm	Eva Lloyd (University of East London, Emeritus)
29 February	Being and becoming in the island's shadows	Daniella Rabino (University of Sussex)
7 March	Decolonisation within international development education; the aspirations, realities, and practices of an international NGO	Kelly Worwood (Plan International UK)
21 March	COVID and digital transformation: history of global organisations' visions for the future of education	Choah Park (University College London)
25 April	Parents in education: holistic and indigenous perspectives around schooling and learning in Northcentral Nigeria	Bukola Oyinloye (York University)
2 May	The culture trap: ethnic expectations and unequal schooling for black youth	Derron Wallace (Brandeis University, MA)

New CIE Books

Delprato, Marcos; Shephard, Daniel D. (2024). *Achieving Equitable Education: Missing Education Data and the SDG 4 Data Regime*: Elgar.

Achieving Equitable Education argues that critical gaps in education data are hampering the achievement of one of the UN's Sustainable Development Goals: "inclusive and equitable quality education...for all". This book critically explores education data gaps across regions, themes and levels of education, highlighting key relationships and disconnects between national, regional and global data needs.



Novelli, Mario; Kutan, Birgül; Kane, Patrick; Celik, Adnan; Pherali, Tejendra and Benjamin, Saranel (2024). *Laboratories of Learning: Social Movements, Education and Knowledge-Making in the Global South*: Pluto Press.

Laboratories of Learning explores the ways that social movements are important and overlooked laboratories of learning and sources of knowledge-making, drawing on the findings from a collaborative research project which took place in Turkey, Colombia, Nepal and South Africa.

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.

'Exploring the nexus of gender, liberalism and development'

CIE Professors **Barbara Crossouard** and **Máiréad Dunne** led a lecture in February which used gender to explore how the foundational principles of liberalism frame, shape and inform development. In this

discussion they referred to decolonial critiques of development, its liberal assumptions of western superiority and linear models of social and economic progress. Ultimately, they critiqued how liberal assumptions of the human agent as autonomous, masculine and agentic remain entrenched within development discourse.

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

Presentations

Professors Barbara Crossouard and Máiréad Dunne

‘Archaeologies of the Liberal Subject: Deconstructing Discourses of Development and Gender’

Presentation for the Bristol Poverty Institute's Education and Inequalities Research Cluster and the Arts, Law and Social Sciences International Development Faculty Research Group, University of Bristol, 18 April 2024.

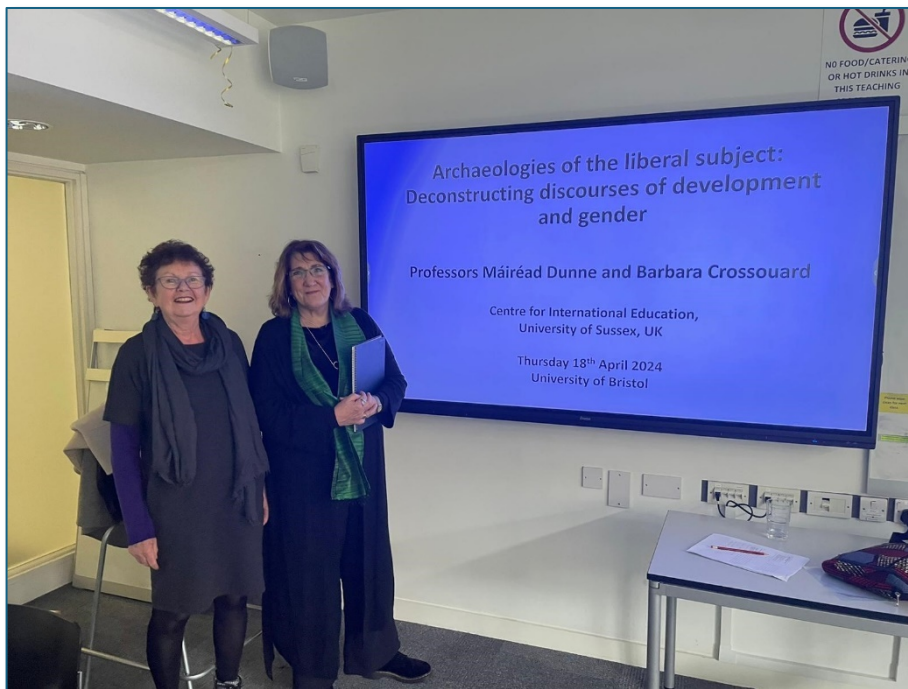


Figure 8: Professor Barbara Crossouard and Professor Máiréad Dunne at the University of Bristol. Credit Máiréad Dunne.

Dr Perpetua Kirby and Dr Rebecca Webb

‘Opening Spaces of Uncertainty in the Researching and Practices of Education: Reflections’

Presentation, Nature as curriculum: Education and the Earth System in the Anthropocene, Centre for World Environmental History (CWEH), University of Sussex, 19 March 2024.

Professor Linda Morrice

‘Centring Lived Experience in Research with Unaccompanied Children in England’

Presented at a symposium titled *Reflections on doing research with forcibly displaced children and youth: methodological alternatives*, with Dr Hiba Salem; Dr Jessica Oddy. UKFIET, University of Oxford, 12-14 September 2023.

‘Integration as Challenge and Solution: Walking a Tightrope’

Keynote delivered at 10th Sussex Centre for Migration Research / Journal of Ethnic and Migration Studies Conference: Rethinking Migration and Inclusion in a divided world. University of Sussex, 18 October 2023

‘Evaluation of Schools of Sanctuary Programme’

Presentation to Schools of Sanctuary Local Leads, with Professor Alex Kendall, 25 June 2024.

Professor Mario Novelli

‘Geopolitical Shifts and the Sustainability of Education in the Gulf: A Region in Flux’

Keynote delivered at the 10th Biannual Gulf Comparative Education Society Symposium: Towards Sustainable Education: Global Goals and Local Contexts. Ras Al Khaimah, United Arab Emirates, 1-3 Nov 2023.

‘Historicising the Geopolitics of Education & the SDGs: From Western Hegemony to A Multi-Polar World: Reflections on Intellectual history & the Political Economy of Africa’

Keynote Lecture given for the United Nations University programme on Sustainability, Development and Leadership in Africa, 19 Feb 2024.

‘New Geopolitics & the Imperial Entanglements of Education in Emergencies’

Keynote Lecture given at the GLOBED ERASMUS MUNDUS Winter School, Nicosia, Cyprus, 1 March 2024.

Dr Julia Sutherland & Professor Jo Westbrook

‘Faster Read Webinar’

Webinar on ‘Faster Read’ initiative to share good practices, 16 July 2024. This webinar follows their ‘Faster Read’ Impact Survey and marks 10 years since the ‘Faster Read’ model of reading whole texts was launched. Over 40 English advisors and secondary and primary school English teachers attended the webinar from across the UK, to exchange ideas and views on how they have adapted the model for their specific contexts. For more information on the Faster Read, including a video illustrating its use in schools, please go to:

<https://www.sussex.ac.uk/research/centres/centre-for-international-education/projects/fasterread>.

Dr Gunjan Wadhwa

‘Narratives of Higher Education in ‘Post’ Pandemic India: Gendering Intersections of Caste-Tribe and Citizenship’

Presentation in the session ‘Theorising Gender’ at the UKFIET Conference, University of Oxford, 12-14 September 2023. *This paper is jointly authored with Sinu Sugathan, Sneha Gole and Swati Dyahadroy, who are based at the Department of Women and Gender Studies, Savitribai Phule Pune University, India, and as part of a British Council funded research study.*

‘Indigenous Concepts’

Chair for this discussion, as part of the ‘Decolonisation, Politics, Knowledge and Power’ sub-theme at the UKFIET Conference, University of Oxford, 12-14 September 2023.

Professor Jo Westbrook

‘What Makes the Difference to Literacy Learning in the Post-Pandemic Global South? How Phonics and Scripted Lessons are Creating a Global Diet of Reading for the Poorest Learners? A Story in Progress’

Presentation at the UK Literacy Association International Conference, University of Sussex, ‘Making a difference; what has had an impact on learning, engagement and attitudes?’, 5-7 July 2024.

Publications

Danvers, Emily (2023). Individualised and instrumentalised? Critical thinking, students and the optics of possibility within neoliberal higher education. University of Sussex. Chapter.

<https://hdl.handle.net/10779/uos.24321523.v1>

Danvers, Emily; Fossland, Trine (2024). Why critique the sacred and the profane in higher education: in conversation with Professor Bruce Macfarlane. University of Sussex. Journal contribution.

<https://hdl.handle.net/10779/uos.25730172.v1>

Danvers, Emily; Fossland, Trine; Sarauw, Laura Louise (2024). Critiquing the sacred and the profane in higher education. University of Sussex. Journal contribution. <https://hdl.handle.net/10779/uos.25730220.v1>

Delprato, Marcos & Shephard, D. D. (Eds.). (2024). *Achieving Equitable Education*. Cheltenham, UK: Edward Elgar Publishing. Retrieved Jun 24, 2024, from <https://doi.org/10.4337/9781035313839>

Delprato, Marcos (2023). Children and adolescents educational gender gaps across the lifecourse in sub-Saharan Africa: on the role of mothers' lack of empowerment as a barrier for girls' educational performance. University of Sussex. Journal contribution. <https://hdl.handle.net/10779/uos.24190602.v2>

Delprato, Marcos; Chudgar, Amita; Frola, Alessia (2024). Spatial education inequality for attainment indicators in Sub-Saharan Africa and spillovers effects. University of Sussex. Journal contribution.

<https://hdl.handle.net/10779/uos.24936726.v2>

Delprato, Marcos; Perusia, Juan Cruz; Paparella, Carla (2023). Diagnóstico del abandono escolar en la educación secundaria en la provincia de Mendoza. University of Sussex. Report.

<https://hdl.handle.net/10779/uos.23493509.v2>

Delprato, Marcos; Perusia, Juan Cruz; Paparella, Carla (2023). Diagnóstico del abandono escolar en la educación secundaria en la provincia de Entre Ríos. University of Sussex. Report.

<https://hdl.handle.net/10779/uos.23492801.v2>

Forde, C.; McMahon, S.; & **Wadhwa, Gunjan** (Eds.), Ethics and Social Welfare (Special Issue) Volume 18, 2024 - Issue 2: Ethics of Youth Work Practice in the Twenty-First Century: Change, Challenge and Opportunity.

<https://doi.org/10.1080/17496535.2024.2349419>

Farieta, Alejandro; **Delprato, Marcos** (2024). The effect of philosophy on critical reading: evidence from initial teacher education in Colombia. University of Sussex. Journal contribution.

<https://hdl.handle.net/10779/uos.24866700.v2>

Farieta-Barrera, Alejandro & Murillo Lara, L. A. (2024). Efectos de las reformas a las políticas de formación de docentes en programas de filosofía en Colombia [Effects of the policy reforms for initial teacher education courses on the B.Ed. in philosophy in Colombia]. *Perfiles Educativos*, 46(184), 53–73.

<https://doi.org/10.22201/iisue.24486167e.2024.184.61186>

Frola, Alessia; **Delprato, Marcos**; Chudgar, Amita (2023). Lack of educational access, women's empowerment and spatial education inequality for the Eastern and Western Africa regions. University of Sussex. Journal contribution.
<https://hdl.handle.net/10779/uos.24517168.v2>

Hinton-

Smith, Tamsin & Cane, T. (2024). Care trajectories and imagining potential: Positioning the need for skills, confidence and communication among key professionals supporting the higher education progression of care-experienced young people. *British Educational Research Journal*, 00, 1–18. <https://doi.org/10.1002/berj.4021>

Kendall, A.; **Morrice, Linda**; **Gola Boutros, Marcela**; Puttick, M-R (2024) [Evaluation of the City of Sanctuary 'Schools of Sanctuary' Programme](https://www.tandfonline.com/doi/full/10.1080/14767724.2023.2236566).

Novelli, Mario & Kutan, Birgul (2023) 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*.
<https://www.tandfonline.com/doi/full/10.1080/14767724.2023.2236566>

Novelli, Mario (2023) Historicising the Geopolitics of Education and the SDGs: From Western hegemony to a multi-polar world? *International Journal of Educational Development*. Volume 103 (2023) .
<https://doi.org/10.1016/j.ijedudev.2023.102925>

Novelli, Mario (2023) 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*.
<https://www.tandfonline.com/doi/full/10.1080/03057925.2023.2234277>

Novelli, Mario (2024, forthcoming) 'Laboratories of Learning': Why Social Movement Education and Knowledge Matters. Prepared for "Education for Societal Transformation: Alternatives for a Just Future." NORRAG Special Issue. NORRAG:Geneva.

Novelli, Mario (2025 forthcoming) The Global Governance of 'Education in Emergencies': From Pacification to Transformation? in Shuayb, M & Bruin, C (2025) *Education for refugees: theorising the field*. Proceedings of the British Academy. Oxford: Oxford University Press.

Novelli, Mario ; Kutan, Birgul ; Kane, P. ; Celik, A.; Pherali, T.; & Benjamin, S (2024) *Laboratories of Learning, Social Movements, Education and Knowledge-Making in the Global South*, Pluto Press
<https://www.plutobooks.com/9780745348926/laboratories-of-learning/>

Phillimore, J; **Morrice, Linda**; Strang, A. (2024). Walking a tightrope between policy and scholarship: reflections on integration principles in a hostile environment. *Journal of Ethnic and Migration Studies*.
<https://doi.org/10.1080/1369183X.2024.2368855>

Higgins, Sean; Daoust, G.; **Kutan, Birgul**; **Novelli, Mario** (2023) Strengthening Rapid Education Response in Acute Emergencies Reports and Toolkit.
https://genbase.iiep.unesco.org/applis/epi/doc/fichiers/EPIDOC/39907_G039907.pdf.

Somerville, M.P.; Midouhas, E.; **Delprato, Marcos**. *et al.* (2024) Help Me If You Can I'm Feeling Down: Supporting Children's Emotion Regulation and Well-Being in the Primary Classroom. *School Mental Health*.
<https://doi.org/10.1007/s12310-024-09668-4>

Thomson, R.; Lacey, A.; **Nasrawy, May**; Boddy, J.; **Morrice, Linda**; Brannen, J. (2024). Scoping Longitudinal Qualitative Studies with Seldom-Heard Families.

University of Sussex. Report.
<https://hdl.handle.net/10779/uos.25574778.v1>

Turner, Rebecca; Cotton, Debby R E; **Danvers, Emily**; Morrison, David; Kneale, Pauline E (2024). Exploring academic perspectives on immersive scheduling in a UK university. University of Sussex. Journal contribution.
<https://hdl.handle.net/10779/uos.24745728.v1>

Vally, S.; **Novelli, Mario**; Tarlau, R. & Motala, E. (2023) Social Movement Struggles, Learning and Knowledge-making: in memory of Aziz Choudry

(1966–2021), Globalisation, Societies and Education, 21:5, 589-594, DOI: 10.1080/14767724.2023.2259675

Westbrook, Jo; Baleeta, M.; Kaswarra, G.; Tuhaise, G. & Islei, A. (2023) 'Excellence and Inequity in Western Uganda: Learning to Read in Two Languages from Home to Early Childhood to Primary 4', chapter in Parry, K. (Editor) Literacy for Social Equity: Selected Papers from the Eleventh Pan African Literacy for All Conference Kampala, 2019: Kampala. Fountain Publishers

Postgraduate Researcher Updates

CIE PGR, Pearl Boateng, has successfully defended her thesis!

'Free things are not quality': Exploring quality in Ghana's Free Senior High School Programme

Through detailed qualitative data of three case studies, this doctoral study explored the ways in which the relatively new Free Senior High School Policy continues to reproduce educational inequalities with concepts of quality deeply connected to the highest status 'Category A' secondary schools with their historical roots in colonization and elitism.

The examiners stated that the academic writing is of a very high standard, with an original and nuanced conceptualisation of quality in upper secondary education in Ghana, drawing on Ladson-Billings concept of educational debt. The thesis provides a strong rationale for the study, with clearly defined research questions, rigorous and appropriate research design and compelling and well-articulated findings. The examiners were Professor Louise Gazeley from Sussex and Dr Rob Gruijters from the University of Cambridge. Pearl's supervisors were Prof



Figure 9: Dr Pearl Boateng. Credit Pearl Boateng.

Jo Westbrook and Prof Kwame Akyeampong, now at the Open University.

Pearl is a double Sussex alumni, having completed an excellent MA in International Education & Development several years ago. Many congratulations for an excellent thesis and viva, **Dr Boateng!**

Congratulations to our three newest CIE PhD graduates!

Dr Agness Mumba Wilkins

'Re-thinking Sexuality Education: Voices from Zambian Youths and the Intergenerational Differences in the Understanding of Sexuality'

Dr Farzana Bardai

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

Dr Michael Roy

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

Dr Saja Al-Nahi

'A Cultural Political Economy Analysis of 'Fast-Policy': A Comparative Case Study of Global Training Models Transferral and Transformation in the Middle East and Iraq'



Figure 10: (left to right) Emily Danvers, Barbara Crossouard, Agness Mumba Wilkins, Farzana Bardai, Máiréad Dunne and Birgul Kutan. Credit Barbara Crossouard.

Congratulations Alejandro Farieta Barrera!

Alejandro has received the following grant:

Impact evaluation of the specific normativity for teacher education courses in Colombia (2015–2017) on the results of the Saber Pro test

Evaluación de Impacto de la normatividad específica para las licenciaturas (2015–2017) en los resultados de las pruebas Saber Pro

Colombian Institute of Evaluation of Education / Instituto Colombiano de Evaluación de la Educación, Bogotá

February-December 2023

CO\$10.000.000 (£2.000 approx.).

And has given the following presentations:

Teacher education: the effects of education on the economy and the role of philosophy

Formación de maestros. Los efectos de la educación en la economía y el rol de la filosofía.

Universidad del Valle, Cali, Colombia [Online]. 30th of August, 2023. [Available online!](#)

“Reforms in educational policies for B.Ed. courses in Colombia, 2014-2018. Outcomes and challenges”. UKFIET 2023 Conference, Oxford University, 12 September 2023.

Postgraduate Taught Updates

African Storytelling Fiesta: A journey into African Knowledges

Thursday 25 April

Congratulations to MAIED student Namse Udosen, who organised an evening of traditional African drumming and poetic stories of wisdom about the environment and nature, including a reading by one of Africa’s foremost performance poets, Bash Amuneni. This was followed by a panel discussion which explored the power of oral tradition; the significance of oral storytelling in preserving and transmitting knowledge across generations in African cultures and how storytelling has been used as a tool for resistance against colonialism, oppression, and other forms of adversity in African history.

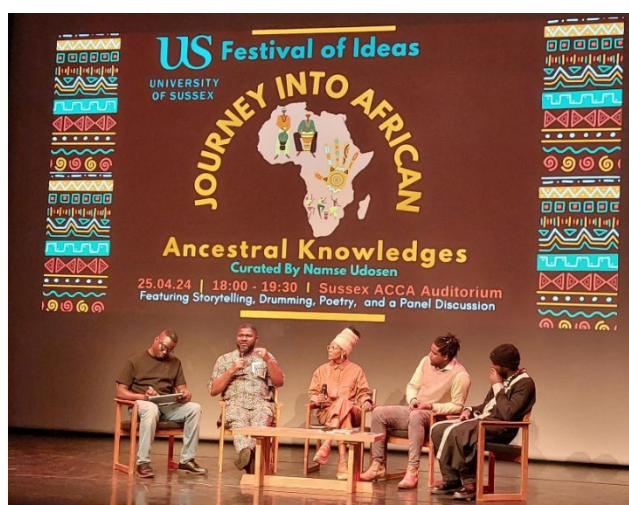


Figure 11: Presenters at African Storytelling Fiesta. Credit Mairéad Dunne.

MAIED Party!



Figure 12: The sun shone for our end of term MAIED walk and picnic in Stanmer park! credit Máiréad Dunne.

FC Máiréad!



Figure 13: our MAIED football team! Credit Máiréad Dunne.

Awards and Recognition

Dr Vincent Adzahlie – Professorial Appointment

Former CIE PGR Dr Vincent Adzahlie-Mensah has recently been appointed Professor at the University of Winneba, Ghana. His thesis whilst at Sussex was 'Being 'nobodies': school regimes and student identities in Ghana, supervised by CIE Professors Máiréad Dunne (main) and Mario Novelli.

Congratulations, Professor Adzahlie!

Professor Máiréad Dunne – Interview with Tamako Morimoto and Jun Imai

On 15 November 2023 Professor Máiréad Dunne was interviewed by Tamako Morimoto & Jun Imai from The American School in Japan as part of their preparation for a documentary focused on climate change. In this 8th grade science project Tamoko and Jun focused on SDG4, Quality Education in Sub-Saharan Africa asking questions about how agriculture affected by climate change can influence children's ability to learn. Footage from the region were combined with excerpts from the interview were included in a very thought-provoking documentary.

Congratulations, Professor Dunne!

Professor Mario Novelli – Georg Arnhold Senior Fellow 2024

This year, CIE Professor Mario Novelli was awarded the prestigious Georg Arnhold Senior Fellow by the Leibniz Institute for Educational Media at the Georg Arnhold Institute located in Braunschweig, Germany. Since 2012, the Institute has awarded one fellowship per year for an internationally renowned scholar working on issues related to education and sustainable peace. During his fellowship, Professor Novelli will be working on a book project on the relationship between education, conflict, war and peace, which explores research carried out over the last two decades on a wide number of conflict related themes. During his residence at the Institute in Braunschweig, Germany (April - October 2024) he also ran an International Summer Conference (June 10-13, 2024) and gave the keynote opening lecture. The conference brought together 20 early career scholars from around the world to present their research and debate and discuss issues related to the global geopolitics of education and conflict and the actors and institutions that shape the field.

Congratulations, Professor Novelli!

Professor Shakila Singh – Inaugural Professorial Lecture

Former CIE PGR, Shakila Singh gave her inaugural lecture online on 17 April 2024, 'No gender, no gender violence', hosted by UKZN. Singh asserts that we think about how we do gender and how we can do it differently so that we do not oppress, dominate and violate others and argues that dismantling gender would go a long way in reducing gender and sexual violence, which hinges on asymmetrical patterns of gender power. She offers suggestions about what it means practically to work towards a world without gender in the South African context.

Congratulations, Professor Singh!

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

Professor Barbara Crossouard, Professor of Theory in Education

Dr Emily Danvers, Senior Lecturer 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

Professor Mario Novelli, Professor in the Political Economy of Education

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

Postgraduate Researchers

Hauwa Umar Aliyu, 'Drop out of Girls from Rural Primary Schools in Northern Nigeria'

Peter Campling, 'An exploration of the challenge facing the Tanzanian education system of ensuring free access to quality education at the lower secondary level, through the experience and perceptions of senior stakeholders'

Donna Comerford, 'What is the nature of education during climate related and other disruptions: Perspectives from a rural community in Fiji'

Aditi Desai, 'Understanding education policy mediation in India: Interrogating Initial Teacher Education in National Education Policy, 2020'

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

Alejandro Farieta Barrera, 'Incidences of Globalizing Processes in Initial Teacher Education in Colombia'

Marcela Gola Boutros, 'Exploring the Experiences of Forcibly Displaced People in Higher Education: A case study on Brazil'.

Tina Hyder, 'Perspectives on Early Childhood Development Interventions for

Young Refugee Children and their Families'

Alan Neville, 'The Impact of Catholic Education on Early, Forced Marriage among the Dinka of South Sudan'

Matt Johnson, 'Beyond Formal Spaces: Re-imagining Youth Participation in Urban Zimbabwe'

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

Imelda Dwi Rosita Sari, 'A Study of Professional Connectedness and Isolation in the Learning Lives of Teachers in Remote and Peri-Urban Primary Schools of Indonesia'

Lee Rasheed, 'Gender Regimes in Schools and the Production of Gender Identities in Kabul, Afghanistan'

Adriana Ramona Saraoru, 'Teacher Professional Learning 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'

Mohamed Yasin Osman, 'Understanding Self-directed Teacher Professional Development in the Global South'

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
Pacífico, 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,
US

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

Future Directions 2023/24

We will start the new academic year with a bang and energy generated by the BAICE conference held at Sussex, 3-6 September, with our themes of transgression and transformation which well reflect the future directions for CIE over the next year and our new co directors:

As a University Centre of Excellence, based in the School of Education and Social Work, CIE is looking forward to joining the new Social Science Faculty Cluster, along with the School of Global Studies and the School of Law, Politics and Sociology. This offers us further opportunities for interdisciplinary research collaborations which we welcome. With the support of Clare Ferguson, CIE's Senior Research Officer, we can further develop cross-University collaborations, including further research with IDS.

The time is also ripe for reconsidering CIE's research themes, sustaining the existing themes that continue to have high relevance to international education and development agendas, and extending these to embrace higher education, digital futures, and climate justice. Across these themes, we will sustain our commitment to theoretical depth and innovative methodological approaches, both qualitative and quantitative.

As part of developing these research themes, we look forward to renewing our faculty base and to sustaining our commitment to researcher development through our MA in International Education and PGR communities.

We look forward to another series of rich and provocative CIE research cafes, and in Spring 2025 to book launches from colleagues on Education, War & Peace (Mario Novelli) and on Peacebuilding and Excellence (Angie Kotler and Jo Westbrook) that looks at case studies of learning reimagined through collective endeavours from the UK, Rwanda, Ethiopia and Liberia.

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, please contact us cie@sussex.ac.uk

Scan the QR code to find our Twitter/X account and website:



School of Education and Social Work
Essex House
University of Sussex
Falmer
BN1 9QQ