



2024 CEID Research Group Update

About this Document

This document provides update of the activity of the Comparative Education and International Development (CEID) Research Group. The CEID Research Group brings together a diverse group of researchers, scholars, and practitioners working on or interested in Comparative Education and/or Education and International Development. It aims to benefit the local and global community as a hub for critical reflection and evaluation, investigating the direct and indirect potential of education by exploring its complex, interdependent relationship with social and political contexts. The CEID Research Group has particular expertise in educational access and equity; violence, conflict, and disruptions; migrants and refugees; education and health; internationalisation of higher education; and global governance and international organisations.

This update contains self-reported responses from a research update document circulated amongst group members in the Summer of 2024 and included in our CEID Email Roundup to members throughout 2024. Projects that started between July 2023 and December 2024, and member publications during that time frame, are included. The document provides only a sample of some of the recent work of CEID Research Group Members and does not include information on all members or all research. For more complete information on the major themes of the CEID Research Group as well as an expanded list of projects and publications please see [previous annual updates](#) or visit the [CEID Research Group Website](#).

**2024-2025 CEID Research Group
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New Projects (starting from July 2023 to December 2024)

Case Study of Policy Linking National Assessments to Measure SDG 4.

- **Daniel Shephard** and David Rutkowski (Indiana University). Abstract: Investigating the processes, motivations, and uses of the policy linking methodology to benchmark national assessments in accordance with the global proficiency benchmarks for reading and mathematics. The study is being conducted within sub-Saharan Africa. Funded by the Tobias Center for Innovation in International Development at Indiana University.

Digital Education for change makers in sub-Saharan Africa.

- **Michael Gallagher** and **Jean-Benoit Falisse** with Sian Bayne (University of Edinburgh), Serdar Abaci (University of Edinburgh) and Jeremy Knox (University of Oxford). Abstract: This project is working with Ministry of Education officials in Ghana, Kenya, Nigeria, and South Africa on digital education policy. The 16 MoE officials represent a range of roles at their respective ministries. Some are in quite senior positions while others are on the working end of MoE policy and strategy initiatives: Director Generals, Department of Basic Education officials, STEM teachers, some working with Education Management Information Systems (EMIS) collecting and interpreting national level education data, special needs education and accessibility officers, those representing centres for distance learning and open schooling, and more. Funded by the British Council.

Educating through indigenous Marshallese arts: building capacity and pedagogical expertise in teachers and educators in Hawai'i and the Marshall Islands.

- **Shari Sabeti** with Public School System, Marshall Islands, PREL (Pacific Resources for Education and Learning) and the College of the Marshall Islands. Abstract: This project aims to ensure that creative outputs and teaching resources from the ESRC funded project 'From Displacement to Development: arts education as a way to build cultural resilience and community-led arts production in the Marshall Islands' are disseminated and used by teachers and teacher educators in the Marshall Islands and in Hawai'i where there is a large Marshallese diaspora. It included a showcase at the Festival of Pacific Arts in Honolulu (June 6th – 16th, 2024), as well as a series of teacher education workshops in both Hawai'i and the Marshall Islands in order to ensure the best possible reach via teacher educators and the future teaching profession. Funded by College of Arts, Humanities and Social Science (Developing Impact Grant).

Political Economy Analysis of Refugee Education Financing within the Context of the Inclusion Agenda.

- **Daniel Shephard** with Arianna Pacifico (Independent Researcher). Abstract: Investigating the factors that support or hinder the financing of refugee school inclusion using semi-structured interviews with government officials, donors, international organizations, and civil society members in Jordan and Uganda. Funded by UNESCO-IIEP.

Practitioner Networks and Digital Inclusion for Higher Education in Sub-Saharan Africa

- **Michael Gallagher** and **Rovincer Najjuma** with Peter Evans (University of Edinburgh), James Lamb (University of Edinburgh) and Huw Davies (University of Edinburgh). Abstract: As one of the three work packages for the larger University of Edinburgh Mastercard Foundation project, this project will create practitioner networks and digital capacity building for universities in Sub-Saharan Africa particularly for greater inclusion of those traditionally underrepresented in higher education: women, forcibly displaced populations, and those with disabilities. Funded by Mastercard Foundation.

Redefining Refugees: The conversion of migrant status to refugee status in Jordan.

- **Daniel Shephard** with Hiba Salem (University of Oxford). Abstract: Investigating the experience of Syrian migrants in Jordan who were living in the country as migrants prior to the Syrian civil war and were then re-classified as refugees without having moved countries after the war broke out. The study includes narrative-based life-course interviews. Funded by the Tobias Center for Innovation in International Development at Indiana University.

Responsible Generative AI for Accelerated Competency-Based Teacher Training in Fragile Contexts (RGAI-FCT).

- **Michael Gallagher** and **Rovincer Najjuma** with Ggaliwango Marvin (Makerere University), Peter Evans (University of Edinburgh), Joseph Tibakanya (Uganda National Curriculum Development Centre), Nakayiza Hellen Raudha (Muni University), Tina Postalain (University College London) and Stuart Nicol (University of Edinburgh). Abstract: This project aims to enhance the teaching capabilities of refugee teachers in Uganda by leveraging generative AI tools like Gemini. Funded by CODE Teaching and Learning in Fragile Contexts and the Google Academic Research Award Program.

Sandpit to co-construct Afghan refugee proposal

- **Lindsey Horner**. Abstract: Co-construct a research proposal around Afghan refugees' thoughts/feelings of peace through the creation of peace rugs. Funded by University of Edinburgh Research Innovation Fund.

Social Theory Walks: The City of Edinburgh as a Teaching Tool for Social Theory Applied to Education

- **Aliandra Barlete** and **Lindsey Horner**. Abstract: What can the city of Edinburgh teach us about the practice of social theory? This pilot project builds on the unique historical development of Edinburgh to build a tool to teach social theory applied to Education. The 'Social Theory Walks' propose a 90min walking route in Edinburgh city centre with stops for discussion of a theoretical concept (ie. Modernity, post/decolonialism, surveillance, borders etc) in the context of the histories of Edinburgh. Funded by the University of Edinburgh's Principal's Teaching Award Scheme.

Towards an Asset-Based Approach in Knowledge Production? A Systematic Review and Synthesis of Refugee Education.

- **Daniel Shephard** with Jihae Cha (George Washington University). Abstract: Analyzing the peer reviewed literature on refugee education and how this literature frames the population of refugees across time, discipline, and institutional contexts. The project includes textual analysis and bibliometric, dynamic network analysis.

Recent Publications (July 2023 to December 2024)

Akello, M., **Gallagher, M.**, Nanyunja, S., Mulondo, A., Cole, G., **Falisse, JB.** & **Miranda, JJ.** (2024). Minimal computing for the forcibly displaced in Uganda: economies of digital use and non-use, and bespoke alternatives. *Learning, Media and Technology*.
<https://doi.org/10.1080/17439884.2024.2405128>.

Carozzi, G., Bynner, C., Miani, L., **Horner, L. K.** & Anusas, M. (August 2024) Weaving Peace: Exploring the Meaning of Textiles for Afghan Communities. Workshop Report University of Edinburgh. <https://era.ed.ac.uk/handle/1842/42142>.

Carozzi, G., & **Horner, L. K.** (2023). Onto-Epistemicide and the Research Ethics Board: Toward a Reflexive Ethics. *Qualitative Inquiry*.
<https://doi.org/10.1177/10778004231209064>.

Das, D. (2023). Deconstructing climate change and migration narratives in the Indian Ocean World. *Journal of the Indian Ocean Region*, 1-10.
<https://doi.org/10.1080/19480881.2023.2256524>.

Delprato, M. & **Shephard, D.** (2024). Climate change and its impact on education completion rates across four sub-Saharan African countries: A non-parametric approach at the community level. *International Journal of Educational Development*.
<https://doi.org/10.1016/j.ijedudev.2024.103129>.

Dzieciatko-Szendrei, B., **Pantić, N.**, Joksimović, S., Gašević, D., & Viry, G. (2024). Systematic review of the operational definitions and indicators of teacher communities. *Educational Research Review*, 45. <https://doi.org/10.1016/j.edurev.2024.100640>.

Gallagher, M., Evans, P. & Sarpong-Duah, J. (2024). Radiating out, scaling up, human capital, and horizontalism: the digital tensions in educational governance in Ghana. *International Journal of Educational Development*. <https://doi.org/10.1016/j.ijedudev.2024.103168>.

Gallagher, M., **Najjuma, R.** & Nambi, R. (2023). Bidi Bidi kind of creativity: the liminality of digital inclusion for displaced populations in Uganda. *Social Inclusion*.
<https://doi.org/10.17645/si.v11i3.6686>

Gallagher, M., Nanyunja, S., Akello, M., Mulondo, A. & **Miranda, J.J.** (2024). Hopeful futures for refugees in higher education: cultivation, activation, and technology. *International*

Journal of Educational Technology in Higher Education. <https://doi.org/10.1186/s41239-024-00470-5>.

Iannelli, C., Breen, R. & Duta, A. (2023) Following in the parents' footsteps? Using sibling data to analyse the intergenerational transmission of social (dis)advantage in Scotland, *European Sociological Review*. <https://doi.org/10.1093/esr/jcad056>.

Iannelli, C., McMullin, P., & Smyth E. (2024). Higher education retention in Ireland and Scotland: the role of admissions policies. *Higher Education*. <https://doi.org/10.1007/s10734-024-01259-1>.

Kavenagh, M. & **Maternowska, C.** (2024). Child sexual exploitation and abuse disclosure and help-seeking: a glimpse of global south data. *Child Abuse Review*. <https://doi.org/10.1002/car.2887>

Khaydarov, S. (2024). Political Economy Analysis of Factors Influencing the Expansion of Russian International Branch Campuses in Uzbekistan. In *The Political Economy of Education in Central Asia: Evidence from the Field* (pp. 207-226). Singapore: Springer Nature Singapore. https://doi.org/10.1007/978-981-99-8517-3_11.

Mendenhall, M., Falk, D., & **Shephard, D.** (2024). Teacher and learner well-being amidst displacement in South Sudan and Uganda. In N. Boothby, G. Marchais, M. Mendenhall, & Y. Sayed (Eds.), *Challenges and opportunities in DRC, Ethiopia, Niger, Somalia, South Sudan, Tanzania, and Uganda* (pp. 60-98). Bristol University Press. <https://doi.org/10.51952/9781529234718.ch002>.

Moncrieffe, M.L., Fakunle, O., **Kustatscher, M.** & Rost, A.O. (Eds.). (2024). *The BERA Guide to Decolonising the Curriculum: Equity and Inclusion in Educational Research and Practice*. Emerald Publishing. <https://doi.org/10.1108/9781835491447>.

Pantić, N., Sarazin, M., Coppe, T., Oral, D., Maninnen, E., Silvennoinen, K., Lund, A., Päivi, H., Vähäsantanen, K. & Li, S. (2024). How do teachers exercise relational agency for supporting migrant students within social networks in schools from Scotland, Finland, and Sweden? *Teaching and Teacher Education*, 139. <https://doi.org/10.1016/j.tate.2023.104442>

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Reynolds, A. (2024) Teaching the impacts of colonialism to UK higher education students. In W. McGovern, A. Gillespie, T. Brandon, and A. McInnes (Eds) *Developing and Implementing Teaching in Sensitive Subjects and Topic Areas: A Comprehensive Guide for Professionals in FE and HE settings*. Bingley: Emerald Group Publishing. <https://doi.org/10.1108/978-1-83753-126-420241003>.

Reynolds, A., Boateng, S., Akello, M., Atherton El-Amine, B., Nanyunja, S., Mulondo, A. & **Gallagher, M.** (In Press). Connected learning as collaboration and psychosocial support: a

critical evaluation of a bridge programme for refugees in Uganda. *Journal of Interactive Media in Education (JIME)*.

Sabeti, S. (2023). 'You think you know, but you have no idea': on anger, critical pedagogy and the dilemmas of being a teaching artist. *Pedagogy, Culture & Society*, 1–21.

<https://doi.org/10.1080/14681366.2023.2259404>.

Smith, W.C. (2024). Globalisation and education futures: an exploration of SDG 4 coverage in voluntary national reviews. In Zajda, J. (Ed.), *Globalisation, Education, and Policy Research, 4th Edition* (pp. 1111-1133). Springer Publishing.

Smith, W.C., Ehren, M.C.M. & Grek, S. (2024). Global governance of education: Sustainable Development Goals as a product and mechanism? *International Review of Education*.

<https://doi.org/10.1007/s11159-024-10108-3>

Smith, W.C. & Johnstone, C. (2023) Quality and inclusion in SDG 4. In Tierney, R., Rizvi, F., Ercikan, K. & Smith, G. (Eds.), *International Encyclopedia of Education 4e* (pp 19-27).

Elsevier. <https://doi.org/10.1016/B978-0-12-818630-5.12066-4>.

Smith, W.C., Susu, A., Jackaria, I., Martinez, J.B., Qu, M. & Niwa, M. (2024). Prioritization of indicators in SDG 4: Voluntary national reviews as a tool of soft governance. *International Review of Education*.

<https://doi.org/10.1007/s11159-024-10067-9>

Smith, W.C. & Xiao, X. (2023). Building public trust in national assessment: the example of China's NAEQ. *European Journal of Education*, 58, 23-35.

<https://doi.org/10.1111/ejed.12539>.

Watmough, G., Haddon, C., Seth, S. & **Smith, W.C.** (In Press). Examining the links between child multi-dimensional deprivation and distance to health centers and school facilities. In Delamonica, E. & Minujin, A. (Eds.), *Child Poverty and Inequality. Practical Guide on Concepts, Measures, and Policies*. Edward Elgar Publishing.

Watters, J. (2024). Becoming 'siwilai': British international schooling in post-colonial Thailand. BAICE Conference 2024, Brighton, UK.