13th UKFIET International Conference on Education and Development
Learning for Sustainable Futures: Making the Connections
15 - 17 September, 2015
University of Oxford Examination Schools, Oxford, UK
#ukfietconf

Day 0
Monday 14 September, 2015

Fringe Events and Meetings

12:00 – 2:00  UKFIET Trustees Meeting
             New College, North Undercroft – Closed meeting

5:00 – 6:00  Conference Sub-Theme Convenors Meeting
             New College, Lecture Room 6 – Closed meeting

6:00 – 7:30  IJED Editorial Board Meeting
             New College, North Undercroft – Closed meeting

6:00 - 7:30  Exploring the best approaches to support girls’ learning?
             McGregor Matthews Room, New College – Open Workshop by Girls’ Education in International Development

7:30  Dinner for New College Residents
      New College Dining Hall

Updated 13/09/2015 – No further updates to be made
Visit http://ukfiet.org/conference/programme for the up-to-date web timetable
## DAY 1
### TUESDAY 15 SEPTEMBER, 2015

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<td>08:15–08:55</td>
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<td>09:00–11:00</td>
<td>Opening Plenary Session&lt;br&gt;South School</td>
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<td><strong>Professor Stefan Dercon, Chief Economist, DfID</strong>&lt;br&gt;Sustainable Development and Education – new frontiers for research and policy?</td>
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<td><strong>Dr Rukmini Banerji, Pratham and ASER</strong>&lt;br&gt;Learning and schooling: models for a sustainable future</td>
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<td><em>Chair, Steve Packer, Chair of Executive Committee of the Education and Development Forum (UKFIET)</em></td>
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<td>11:00–11:30</td>
<td>Coffee</td>
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<td>2:00–3:30</td>
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<td>3:30–4:00</td>
<td>Coffee with Pop-Up Talks</td>
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<td>4:00–5:30</td>
<td>Parallel Session 3</td>
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<td>5:45–6:45</td>
<td>UKFIET AGM&lt;br&gt;Lecture Room 6, New College&lt;br&gt;All welcome</td>
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<td>6:30–7:30</td>
<td>Reception&lt;br&gt;Cloisters, New College&lt;br&gt;Sponsored and hosted by Cambridge Education</td>
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<td>7:30</td>
<td>Dinner for New College Residents&lt;br&gt;New College Dining Hall</td>
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DAY 2  
WEDNESDAY 16 SEPTEMBER, 2015

8:30  Registration for new delegates  
     Conference Office, Exam Schools Room 5a

9:00 – 10:30  Parallel Session 4

9:00 – 10:30  Meet the Journal Editors  
              Open session to meet the editors of JOURNALS - learn about the journals and ask questions.

10:30 – 11:00  Coffee with Pop-Up Talks

11:00 – 12:30  Parallel Session 5

12:30 – 1:30  Lunch

1:30 – 3:00  Parallel Session 6

3:00 – 3:30  Coffee with Pop-Up Talks

3:30 – 4:00  Publication Launches

4:00 – 5:30  Plenary: BAICE Presidential Address  
              Professor Kenneth King, President BAICE; Emeritus Professor, University of Edinburgh; and NORRAG  
              The Global Targeting of Education and Skill: Policy History and Comparative Perspective  
              Chair, Professor Caroline Dyer, BAICE Executive Chair

6:00 – 7:30  BAICE AGM  
              Lecture Room 6, New College  
              All welcome

7:30 – 8:30  Dinner for New College Residents  
              New College Dining Hall  
              Dinner for UKFIET Bursary Award Winners

8:30 – 9:30  NORRAG Meeting  
              Room LR4, New College  
              Open meeting with refreshments

8:30 – 9:30  Student Forum organised by BAICE  
              Lecture Room 6, New College  
              Open session with refreshments

9:30 - late  Disco hosted by UKFIET  
              New College Beer Cellar

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DAY 3
THURSDAY 17 SEPTEMBER, 2015

8:30  Registration for new delegates
      Conference Office, Examination Schools Room 5a

9:00 – 10:30  Parallel Session 7
10:30 – 11:00  Coffee with Pop-Up Talks
11:00 – 12:30  Parallel Session 8
12:30 – 1:30  Lunch
1:30 – 3:00  Parallel Session 9
3:00 – 3:30  Coffee with Pop-Up Talks
3:30 – 5:00  Closing Plenary Session
      South School

Session Chair, Steve Packer, Chair of Executive Committee of
the Education and Development Forum (UKFIET)

Closing Plenary Panel: Learning for Sustainable Futures –
Rising to the Challenge

Luis Crouch, RTI International
Susan Nicolai, ODI
Renu Singh, Young Lives

Panel Chair, Professor Christopher Colclough, Chair of Trustees
of the Education and Development Forum (UKFIET)

Introduction of incoming Chair of the Executive Committee of
the Education and Development Forum (UKFIET)

5:00 - 7:00  Additional Fringe Events or meetings
      New College

7:00  Dinner for New College Residents
      New College Dining Hall

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<td>9.00 - 11.00</td>
<td>South School</td>
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<td>OP10S</td>
<td>Chair: Steve Packer, Chair of Executive Committee of the Education and Development Forum (UKFIET)</td>
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<td>11.00 - 11.30</td>
<td>North School</td>
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11.30 - 13.00  **PARALLEL SESSION 1**

**SYMPOSIUM: TEACHER EDUCATION, GENDER AND INCLUSION: SUSTAINING INITIATIVES FOR EQUALITY IN NIGERIA**

VALUES AND CURRICULA

CHAIR: PHILIP OLU JEGEDE

Teacher education, gender and inclusion: Reflections on sustaining initiatives for equality in Nigeria [162]

*Elaine Unterhalter*, University College London Institute of Education

*Philip Olu Jegede*, Obafemi Awolowo University

*Chidi Ezegwu*, British Council

*Amy North*, University College London Institute of Education

*Emma Shercliff*, British Council

*Olusegun Ewemooje*, Federal University of Technology, Akure

*Jo Heslop*, UCL Institute of Education

*Oladele Akogu*, Oxford Policy Management

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11.30 - 13.00
Room 10
PS1110

**CONNECTIONS ACROSS SECTORS: ADDRESSING VIOLENCE, SAFETY AND HEALTH**

**CONNECTIONS**

**CHAIR: LIZZIE MILLIGAN**

**Education as the strategic means of implementation for Sustainable Development Goals: Lessons from Water and Health Literacy [3]**

*Yuto Kitamura*, The University of Tokyo

*Masahiko Iguchi*, The United Nations University

*Eri Yamazaki*, Sophia University

*Taro Yamamoto*, Nagasaki University

**Negotiating a Vision of Gender Equitable Learning for a Sustainable Future in Malawi [2]**

*Shirley Miske*, Miske Witt & Associates Inc.

*Nancy Kendall*, University of Wisconsin-Madison

*Madalo Samati*, CRECCOM

**Sex education and violence - lessons learned from Cambodia & Uganda [1]**

*Leila Asrari*, Plan UK

*Jenny Holden*, Social Development Direct

*Emma Bell*, Social Development Direct

*Victoria Schauerhammer*, Social Development Direct
11.30 - 13.00 Room 11 PS1111  
**EDUCATION GOALS AND FRAMEWORKS: PAST AND BEYOND 2015**

*International Support and Co-operation*

**Chair: Christopher Colclough**

-The Elephant in the Room: Global Governance and the Implementation of the Sustainable Development Goal for Education [32]

*Robert Palmer*, NORRAG
*Kenneth King*, University of Edinburgh; and NORRAG

-UNESCO in the 2000s: EFA Coordination, GMR Production and Organizational Legitimacy [35]

*D. Brent Edwards Jr.*, Drexel University
*Taeko Okitsu*, University of Tokyo
*Romina Da Costa*, University of Maryland, College Park
*Yuto Kitamura*, The University of Tokyo

-The Future Sustainability of EFA as a Global Regime of Educational Governance: Insights from regime theory [28]

*Leon Tikly*, University of Bristol

11.30 - 13.00 Room 14 PS1114  
**PROFESSIONAL DEVELOPMENT FOR SUSTAINABILITY**

*Values and Curricula*

**Chair: Cathryn MacCallum**

-Can professional development contribute to the promotion of democratic classroom cultures? Perspectives for citizenship education from teachers in Cameroon [58]

*Sarah Lange*, University of Bamberg

-Problematising sustainable futures for state level systemic change in teacher education [58]

*Patricia Murphy*, The Open University
*Freda Wolfenden*, The Open University

-Teaching sustainability: an analysis of teacher education in Kazakhstan [57]

*Olga Mun*, Central European University/Cambridge U.
11.30 - 13.00
BAICE Room
Room 6
PS116

**QUICK FIRE: EDUCATION IN EMERGENCY**
INTERNATIONAL SUPPORT AND CO-OPERATION

Education in emergencies: needs vs responses in the Katangese (DR Congo) conflict from 2011 onwards [101]
*Cyril Brandt*, University of Amsterdam

How and Why Do Syrian Refugees Maintain Their Schools in Turkey? Understanding the Particular Role of Schooling under Conflict [108]
*Kaoru Yamamoto*, Osaka University

Enabling Learning for Sustainable Futures in Conflict-Affected and Post-Conflict Environments [109]
*Sara Clarke-Habibi*, University of Cambridge

Education in times of crises: For whom and to what ends? [114]
*Ritesh Shah*, University of Auckland
*Tejendra Pherali*, UCL Institute of Education
*Paul Fean*, Norwegian Refugee Council

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11.30 - 13.00
GL Education
Room 7
PS117

**WHAT WE KNOW AND WHAT WE DON'T KNOW ABOUT TEACHING AND LEARNING**

**EVIDENCE**

**CHAIR: SUSY NDARUHUTSE**

What do we know about teaching literacy to the world's most vulnerable children? [26]

- **Anna Riggall**, CfBT Education Trust
- **Juliet Sizmur**, National Foundtion of Educational Research
- **Newman Burdett**, National Foundtion of Educational Research

**Reforms to Increase Teacher Effectiveness in Developing Countries: A Systematic Review [23]**

- **Monazza Aslam**, Institute of Education, UCL
- **Shenila Rawal**, University of Bristol
- **Geeta Kingdon**, Institute of Education, UCL
- **Bob Moon**, Open University
- **Rukmini Banerji**, Pratham
- **Sushmita Das**, Institute of Education, UCL
- **Manjistha Banerji**, ASER Centre

**What we know and don't know about improving learning outcomes: A mixed methods systematic reviews [14]**

- **Birte Snilstveit**, International Initiative for Impact Evaluation (3ie)
- **Emma Gallagher**, International Initiative for Impact Evaluation (3ie)
- **Daniel Phillips**, International Initiative for Impact Evaluation (3ie)
- **Martina Vojtkova**, International Initiative for Impact Evaluation (3ie)
- **Jennifer Stevenson**, International Initiative for Impact Evaluation (3ie)
- **Phil Davies**, International Initiative for Impact Evaluation (3ie)
11.30 - 13.00  Room 9  PS119

**SYMPOSIUM: ASSESSMENT AND LEARNING: EXAMPLES OF EMERGING PRACTICES FROM SOUTH EAST ASIA**

**PEDAGOGY AND ASSESSMENT**

**CHAIR: JIM ACKERS**

Assessment and Learning: Examples of emerging practices from South East Asia [148]

*Jim Ackers*, United Nations Children's Fund  
*Asmah Ahmad*, South East Asia Ministers of Education Organisation  
*Cliff Meyers*, UNICEF  
*Christian Stoff*, NICEF  
*Monika Oledzka Nielson*, UNICEF  
*Frank Hardman*, University of York  
*John Cresswell*, Australian Council for Education Research  
*Jeaniene Spink*, Australian Council for Education Research  
*Lauranne Beernaert*, Southeast Asian Ministers of Education Organisation  
*Khine Mye*, Department of Myanmar Education Research (DMER).

11.30 - 13.00  Room 15  PS1115

**ENGAGING RELIGIOUS COMMUNITIES IN EDUCATIONAL CHALLENGES**

**WHOSE LEARNING**

**CHAIR: COLIN BENGAY**

God and Girls: A Case Study on the Linkages between Religion, Gender Equity and Education [79]

*Craig Geddes*, World Vision Zimbabwe

Knowledge, power and inequality in Senegal: The perils of ignoring Islamic education when envisaging sustainable development [82]

*Anneke Newman*, University of Sussex

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   WHOSE LEARNING  
   CHAIR: PAULINE ROSE  
   Is Private Sector Involvement Saving Education from Public Atrophy? Questioning pro-private assumptions on equitably and efficiently educating the disadvantaged [173]  
   Priyadarshani Joshi, University of Pennsylavnia  
   Joanna Härmä, Centre for International Education, University of Sussex  
   Prachi Srivastava, University of Ottawa |
| 13.00 - 14.00 | LUNCH                                                                                                                                               |
| 14.00 - 15.30 | SYMPOSIUM: CONTEXTUAL VALUES, TEACHER EDUCATION AND SUSTAINABLE FUTURES: LEARNING FROM THE PACIFIC VALUES AND CURRICULA  
   CHAIR: SIMON McGrath  
   Contextual Values, Teacher Education and Sustainable Futures: learning from Pacific experience and perspectives [159]  
   Michael Crossley, University of Bristol  
   Frances Koya, University of the South Pacific  
   Simon McGrath, University of Nottingham  
   Terra Sprague, University of Bristol  
   Ledua Waqailiti, University of the South Pacific |
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<td><strong>FINANCING STRATEGIES AND INTERVENTIONS</strong>&lt;br&gt;International Support and Co-operation&lt;br&gt;Chair: Keith Lewin</td>
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<td>Financing Global Education. Opportunities for International Action [28]</td>
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<td><em>Katie Smith</em>, The Brookings Institution</td>
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<td>The importance of non-government organisations as donors to education [32]</td>
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<td><em>Susy Ndaru hutse</em>, CfBT Education Trust</td>
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<td><em>Ruth Naylor</em>, CfBT Education Trust</td>
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<td>International support for TVET interventions in developing countries: approaches, consequences and implications [29]</td>
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<td><em>Mike Douse</em>, Freelance</td>
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<td>14.00 - 15.30</td>
<td>PS1314</td>
<td><strong>CULTURAL CONSIDERATIONS IN EDUCATIONAL POLICY</strong>&lt;br&gt;Values and curricula&lt;br&gt;Chair: Sarah Lange</td>
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<td>Education for agency or assimilation: Romani Gypsies and Irish Travellers [61]</td>
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<td><em>Juliet McCaffery</em>, Research Associate, Sussex University and British Association for Literacy in Development</td>
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<td>Policy Development on Languages in Education in Multilingual Nepal [60]</td>
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<td><em>Amanda Seel</em>, Independent Consultant and Researcher</td>
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<td>Language Supportive Mathematics Textbooks and Pedagogy With Less Loaded Curriculum for Sustainable Mathematical Literacy in Tanzania [64]</td>
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<td><em>Peter Kajoro</em>, The Aga Khan University, Institute for Educational Development, East Africa.</td>
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<td>EXPLORING CULTURAL MARGINALISATION IN SCHOOL AND THE COMMUNITY</td>
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<td>CHAIR: LEON TIKLEY</td>
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<td><strong>Whose education is it anyway?</strong> [80]</td>
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<td><strong>Anne Wiseman</strong>, The British Council</td>
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<td><strong>Isabelle Grappe</strong>, The British Council</td>
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<td><strong>Language policy and education quality: Making the connections</strong> [77]</td>
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<td><strong>Barbara Trudell</strong>, SIL Africa</td>
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<td><strong>Indigenous perspectives on quality and inclusion: a view from the</strong></td>
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<td><strong>Peruvian Amazon</strong> [78]</td>
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<td><strong>Sheila Aikman</strong>, University of East Anglia</td>
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<td>PLANNING AND RESOURCING</td>
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<td><strong>Educational planning for safety, resilience and social cohesion</strong> [106]</td>
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<td><strong>Leonora MacEwen</strong>, IIPE-UNESCO</td>
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<td><strong>Can Resilience Explain the Type of Education Needs of Those Forgotten</strong></td>
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<td><strong>Joel Reyes</strong>, The World Bank</td>
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<td><strong>Looking to the Future: The role of education in the quest for</strong></td>
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<td><strong>sustainable development. The case of India.</strong> [108]</td>
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<td><strong>Colin Bangay</strong>, DFID</td>
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<td><strong>Programme design for sustainable futures: Enhancing resilience &amp;</strong></td>
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<td><strong>self-reliance of youth and key stakeholders in crisis-affected</strong></td>
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<td><strong>settings</strong> [112]</td>
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<td><strong>Marina Anselme</strong>, RET, Protecting Through Education</td>
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<td><strong>Jennifer Roe</strong>, RET, Protecting Through Education</td>
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<td><strong>Stefano Amato</strong>, RET</td>
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### Day 1 - Tuesday, 15th September 2015

#### 14.00 - 15.30

**GL Education Room 7 PS127**

**EVIDENCE ON GIRLS’ EDUCATION AND LEARNING**

**EVIDENCE**

**CHAIR: CHARLEY NUSSEY**

A Non-Traditional Randomised Controlled Trial – The IGATE Baseline in Zimbabwe [21]

*Mbuso Jama*, World Vision UK  
*Lotte Renault*, CARE USA  


*Laura Evans*, Relief International  
*Brian Fuller*, Social Impact  

The GEC's approach to evidence: learning about learning [25]

*Joseph Holden*, Girls' Education Challenge  
*Jason Calvert*, Girls' Education Challenge  
*Paul Atherton*, Department for International Development (DFID)

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#### 14.00 - 15.30

**Room 9 PS129**

**SYMPOSIUM: CONTEXTUALISING EDUCATION AND THE PRODUCTION OF CITIZEN IDENTITIES**

**VALUES AND CURRICULA**

**CHAIR: MAIREAD DUNNE**

Contextualising Education and the Production of Citizen Identities [164]

*Mairead Dunne*, Centre for International Education, University of Sussex  
*Barbara Crossouard*, Centre for International Education, University of Sussex  
*Naureen Durrani*, Centre for International Education, University of Sussex

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| 14.00 - 15.30| East School PS12E | **SYMPOSIUM: PIVOTING TO A SYSTEMS APPROACH TO EDUCATION RESEARCH** | **EVIDENCE**
|              |          | **CHAIR: LUIS CROUCH**                                                       |                                                                                |
|              |          | **Pivoting to a systems approach to education research [127]**               | **Kara Hanson**, London School of Hygiene and Tropical Medicine                |
|              |          |                                                                               | **Caine Rolleston**, Institute of Education, UCL                              |
|              |          |                                                                               | **Joe Destefano**, RTI International                                           |
|              |          |                                                                               | **Luis Crouch**, RTI International                                             |
| 14.00 - 15.30| South School PS12S | **SYMPOSIUM: BUILDING SUSTAINABLE PEACE AND STABILITY THROUGH EDUCATION: UNICEF EVIDENCE BUILDING** | **EVIDENCE**
|              |          | **CHAIR: ANNA AZARYEVA VALENTE**                                              |                                                                                |
|              |          |                                                                               | **Carina Omoeva**, FHI 360                                                    |
|              |          |                                                                               | **Elizabeth Buckner**, FHI                                                     |
|              |          |                                                                               | **Charles Gale**, FHI 360                                                     |
|              |          |                                                                               | **Rachel Hatch**, FHI 360                                                     |
|              |          |                                                                               | **Clara Ramirez Barat**, International Center for Transitional Justice        |
|              |          |                                                                               | **Roger Duthie**, International Center for Transitional Justice               |
|              |          |                                                                               | **Mieke Lopes Cardozo**, University of Amsterdam                              |
|              |          |                                                                               | **Naureen Durani**, University of Sussex                                       |
|              |          |                                                                               | **Sean Higgins**, University of Amsterdam                                      |
|              |          |                                                                               | **Laila Kadiwal**, University of Sussex                                        |

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|              | On the 'low-ness' of fees: how affordable are low-fees private schools? [95]  
|              |   *Prachi Srivastava*, University of Ottawa                           |
| 15.30 - 16.00 | **POP-UP: THE SCARECROW MAY HAVE NO BRAINS**                         |
|              | VALUES AND CURRICULA                                                 |
|              | The Scarecrow May Have No Brains, but Modern Education Has No Heart and Thus No True Sustainability [94]  
|              |   *June Gorman*, Transformative Education Forum                      |
| 15.30 - 16.00 | **POP-UP: HOW 'NO PLAY - NO LEARNING' CAN BECOME 'KNOW PLAY - KNOW LEARNING'** PLANNING AND RESOURCING |
|              | How 'no play - no learning' can become 'know play - know learning' [93]  
|              |   *Samantha Ross*, Link Community Development International           |
| 15.30 - 16.00 | **POP-UP: AN ‘EDUCATION’ CONTRIBUTION TO DFID’S RESEARCH ADVISORY GROUP** CONNECTIONS |
|              | An 'Education' contribution to DFID's Research Advisory Group [84]    
|              |   *Bob Moon*, Open University                                         |

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<td><strong>Economic gain and English language: evidence and equity [179]</strong></td>
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<td><em>Elizabeth Erling</em>, Open University</td>
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<td><em>Sally Gowland</em>, BBC Media Action</td>
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<td><em>Claire Hedges</em>, English in Action, Open University</td>
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<td><em>Mike Solly</em>, Open University</td>
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<td><em>Md Rahman</em>, English in Action</td>
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<td>16.00 - 17.30</td>
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<td><strong>Kit &quot;Energy, Environment and Sustainability&quot;: an educational strategy for a sustainable future. A case study for Guinea-Bissau. [66]</strong></td>
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<td><em>Joana Oliveira</em>, School of Education -Polytechnic Institute of Viana do Castelo / Centre of Physics of University of Minho</td>
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<td><em>Senentxu Lanceros-Méndez</em>, Department/ Centre of Physics of University of Minho</td>
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<td><em>Luísa Neves</em>, School of Education -Polytechnic Institute of Viana do Castelo</td>
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<td><em>Júlio Gonçalves Dos Santos</em>, Institute of Education, University of Minho / Center of African Studies of the University of Porto</td>
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<td><em>Rangsun Wiboonuppatum</em>, UNICEF, Thailand</td>
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<td><em>Teija Vallandingham</em>, UNICEF East Asia and the Pacific Region</td>
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<td><strong>The Sustainability of International Student Mobility: Evidence on Carbon Emissions and Climate Change [1]</strong></td>
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<td><em>Robin Shields</em>, University of Bath</td>
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**16.00 - 17.30**
**Room 11 PS1311**

**IRAQ, SYRIA AND TIMOR LESTE: SEEKING EDUCATIONAL SOLUTIONS**
**INTERNATIONAL SUPPORT AND CO-OPERATION**
**CHAIR: SUSAN NICOLAI**

Cooperating for sustainable education solutions in the Syrian conflict [37]

*Daniel Pimlott*, Adam Smith International

Taking account of culture in delivering better education outcomes: lessons from Iraq [33]

*Rebecca Ingram*, The British Council

*Peter Fell*, The British Council

Education and peacebuilding in Timor-Leste: negotiating the process, unravelling local agency [36]

*Ervjola Selenica*, University of Trento

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**16.00 - 17.30**
**Room 14 PS1314**

**VALUES FOR TRANSFORMATIONAL EDUCATION**
**VALUES AND CURRICULA**
**CHAIR: JOANA OLIVEIRA**

The scholarship of being a teacher; exploring the potential of transformational learning theory for primary school teachers' development in Iran [64]

*Ebrahim Talaee*, University of Tarbiat Modares/Bamberg

*Hamideh Bozorg*, Tarbiat Modares University

A Global Professional Learning Community : A transformative approach to global education [60]

*Cathryn MacCallum*, SRK Consulting

*Insiya Alaam*, Sazani Associates

A Return to Human Values: An Evolutionary Approach for Developmental Instruction and Learning [59]

*Carol Anne Bundy*, Human Futures Foundation

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<td><em>Elena Chopyak</em>, International Rescue Committee</td>
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<td>How can Teachers be supported to Provide Quality Learning in Emergency and Conflict Situations: Voices of Teachers in South Sudan [16]</td>
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<td><em>John Lujang</em>, Ministry of Education, Science and Technology, South Sudan</td>
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<td>Conflict, violence and threatened futures: a post-MDG challenge in northern Nigeria [18]</td>
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<td><em>Sandra Graham</em>, Save the Children</td>
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<td><em>Lynn Davies</em>, University of Birmingham</td>
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<td><em>Charley Nussey</em>, CfBT Education Trust</td>
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<td><em>Claire McLoughlin</em>, University of Birmingham</td>
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<td><em>Moira Wilkinson</em>, Moira Wilkinson Consulting</td>
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| 9.00 - 10.30 | Pedagogies and pitfalls: Education and extractives - whose learning for whose needs? [5]  
*Karen Nash*, University of Bath / Independent Consultant  
Engineering learning connections for sustainable development futures: Towards transformative professional education for Venezuelan and Australian in-service engineers [4]  
*Emilio Anteliz*, Universidad Central de Venezuela  
*David Thorpe*, University of Southern Queensland  
*Patrick Danaher*, University of Southern Queensland |

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<td><strong>Skills for Sustainable Development: Vocational Education and Training Beyond 2015</strong></td>
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<td><strong>Simon McGrath</strong>, University of Nottingham</td>
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<td><strong>Lesley Powell</strong>, University of Nottingham</td>
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<td><strong>Is there a semiperipheral type of TVET? Conceptualising skills supply and demand in Mexico and Brazil</strong> <strong>[12]</strong></td>
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<td><strong>Salim Akoojee</strong>, University of the Witwatersrand</td>
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### LEARNING AND REFORM FRAMEWORKS
**INTERNATIONAL SUPPORT AND CO-OPERATION**
**CHAIR: STEVE PACKER**

- **Prioritising Learning and Supporting Sector Integration in Emergencies [34]**
  - **Amy Folan**, Concern Worldwide- Sierra Leone

- **Common But Differentiated Responsibilities (CBDR): The Case of Learning Outcomes [34]**
  - **Michel Carton**, NORRAG
  - **Velibor Jakovleski**, IHEID and NORRAG

- **Policy Transfer & Guideposts for Accountability for Complex Education Reforms: Lessons from five countries [33]**
  - **Alec Gershberg**, The New School
  - **Shefali Rai**, Oxford Policy Management Ltd.

### TRADITIONAL AND INDIGENOUS KNOWLEDGES
**VALUES AND CURRICULA**
**CHAIR: ELEANOR BROWN**

- **Knowledge production in the African university [63]**
  - **Birgit Brock-Utne**, University of Oslo

- **EMERGENT EDUCATION IN THE HOMOGENISED WORLD: The Significance of Integrating Indigenous Knowledge, Cultural Practices and Skills towards Future Education in India [57]**
  - **Pallawi Sinha**, University of Cambridge

- **Reconciling Traditional Ecological Knowledge and Learning for sustainable futures in Southern Ethiopia [66]**
  - **Shauna Latosky**, MPI Halle
  - **Jana Zehle**, University Leipzig

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<td>Educational expansion into informal settlements, lessons from Kenya [70]</td>
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<td><em>Karungari Wambugu</em>, Adam Smith International</td>
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<td>Whose Learning Should be Prioritized? Evidence from Citizen Led Assessment [82]</td>
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<td><em>Sehar Saeed</em>, Idara-e-Taleem-o-Aagahi (ITA)</td>
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<td><em>Saba Saeed</em>, Idara-e-Taleem-o-Aagahi (ITA)</td>
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<td><em>Huma Zia</em>, Idara</td>
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<td>How a unique public-private partnership and philanthropic donations are helping</td>
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<td>to increase the early grade literacy skills of hundreds of thousands of government primary school</td>
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<td>children from across Nigeria [105]</td>
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<td><em>Louise Gittins</em>, University of York / Universal Learning Solutions</td>
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<td>The Power of Partnership for Sustainable Education: A Case Study from Haiti [101]</td>
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<td><em>Jane Kellum</em>, CARE</td>
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<td><em>Claudel Choisy</em>, CARE</td>
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<td>From the Bottom-up in Tribal India: Sustainable Decision-Making in Education Planning [105]</td>
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<td><em>Lissa Davies</em>, Bright Eyes Global Action Project</td>
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<td>Private schooling in Rwanda: closing learning gaps through churches as educational partners? [119]</td>
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<td><em>Mark Wenz</em>, University of Bamberg</td>
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<td><em>Annette Scheunpflug</em>, University of Bamberg</td>
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Updated 13/09/2015 – No further updates to be made
Visit [http://ukfiet.org/conference/programme](http://ukfiet.org/conference/programme) for the up-to-date web timetable
THE PLACE OF DATA IN PROVIDING EVIDENCE ON LEARNING

EVIDENCE
CHAIR: RUTH NAYLOR

Changes in teaching and learning: what counts, who to, and how is it counted? [19]

Tom Power, Open University
Rama Mathew, Department of Education, University of Delhi
Ashraf Siddique, English in Action, BMB Mott MacDonald

Value-Added Measurement: using student progress rather than raw test scores to measure performance in secondary schools in Uganda [14]

Phil Elks, Ark
Joe Collins, Ark
Sabina Morley, Ark

Data collection to support educational planning in Pakistan [20]

Kashmali Khan, Adam Smith International
Adam Hall, Adam Smith International
9.00 - 10.30  Learner-centred Pedagogical Approaches and the Dilemmas of Assessment
Room 9 PS249

Pedagogy and Assessment
Chair: Michele Schweisfurth

All I need is to pass my exams: the dilemma of using a learner-centered teaching approach in Ghanaian universities [43]

George Kt Oduro, University of Cape Coast
Rosemary Bosu, University of Cape Coast

Conceptions of learning and uptake of learner-centered pedagogy in initial teacher education in Rwanda [47]

Jef Peeraer, VVOB - Education for Development
Chantal Kabanda, University of Rwanda - College of Education
Wenceslas Nzabalirwa, University of Rwanda - College of Education
Gabriel Nizeyimana, University of Rwanda - College of Education
Alphonse Uworwabayeho, University of Rwanda - College of Education

Learner-centredness and Teacher-educators in India: A case study of a Teacher-educator at a District Institute of Education and Training [42]

Sumita Sarkar, Student at Open University
### SYMPOSIUM: HOW WILL THE SUSTAINABLE DEVELOPMENT GOALS CHANGE WHAT WE DO: A DFID PERSPECTIVE

**INTERNATIONAL SUPPORT AND CO-OPERATION**

**CHAIR: CHRIS BERRY**

How will the Sustainable Development Goals change what we do?

A DFID perspective [137]

*Laura Savage*, DFID  
*Chris Berry*, Department for International Development (DFID)  
*Melina Bohannan*, DFID  
*Colin Bangay*, Department for International Development (DFID)

### COFFEE WITH POP-UP TALKS

10.30 - 11.00  
**North School and Pop-up Talk Stations**

### POP-UP: OPEN EDUCATIONAL RESOURCES

**PEDAGOGY AND ASSESSMENT**

Open Educational Resources in Primary Education in Developing and Developed Countries: Current and Emerging Trends [89]

*Jennae Bulat*, RTI International  
*Scott Kipp*, RTI International  
*Matthew Finholt-Daniel*, RTI International  
*Anna Dick*, RTI International
### Pop-Up: Leveraging Technology to Enhance Student Learning

**Pedagogy and Assessment**

Leveraging technology to enhance student learning [90]

*Lakshmi Rao*, Cambridge Education (RMSA-TCA)

*Rajaram Sharma*, National Council of Educational Research and Training

### Pop-Up: What Evidence is There That Media Can Result in Positive Learning Outcomes

**Evidence**

What evidence is there that media can result in positive learning outcomes for English language learning? Sharing the findings and challenges of BBC Janala [87]

*Sally Gowland*, BBC Media Action

### Pop-Up: Integration/Segregation in Classroom and Occurrence of Violent Conflict

**Evidence**

Integration/segregation in classroom and occurrence of violent conflict [86]

*Anna Azaryeva Valente*, United Nations Children’s Fund, New York

### Pop-Up: Are the Sustainable Development Goals Sustainable?

**Abstract available in web timetable**

*Keith Lewin*, University of Sussex

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Visit [http://ukfiet.org/conference/programme](http://ukfiet.org/conference/programme) for the up-to-date web timetable
Day 2 - Wednesday, 16th September 2015

11.00 – 12.30 PARALLEL SESSION 5

11.00 - 12.30 Room 1 PS251

**SYMPOSIUM: OVERCOMING INEQUALITY: CHALLENGES FOR EQUITABLE EDUCATION IN THREE DEVELOPING COUNTRIES**

**WHOSE LEARNING**
**CHAIR: CAINE ROLLESTON**

Overcoming Inequality: Challenges for Equitable Education in Three Developing Countries [177]

*Zoe James*, University of Oxford

*Santiago Cueto*, GRADE Peru

*Renu Singh*, Young Lives

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11.00 - 12.30 Room 10 PS2510

**LISTENING TO THE VOICES OF LEARNERS**

**DECENT AND SUSTAINABLE WORK**
**CHAIR: SIMON McGRATH**

Student perspectives on higher education and employability in Ghana, Kenya, Nigeria and South Africa [11]

*Segun Adedaji*, University of Ibadan

*Eric Ananga*, University of Education, Winneba

*Tristan McCowan*, Institute of Education, UCL

The Perspectives of Learners in a TVET Institution in Jamaica [10]

*Marcia Rowe -Amonde*, HEART Trust, National Training Agency

Towards programme improvement for learner’s skills development in non-formal vocational education and training in Mozambique [12]

*Alzira Manuel*, Eduardo Mondlane University

*Oleg Popov*, Umea University

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<td><strong>WOMEN AND GIRLS: EDUCATION AND EMPOWERMENT</strong></td>
<td><strong>INTERNATIONAL SUPPORT AND CO-OPERATION</strong></td>
<td><strong>ELAINE UNTERHALTER</strong></td>
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<td>Room 11</td>
<td><strong>Women's Empowerment: The uneasy relation between theory and global policy</strong> [30]</td>
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<td><strong>Nelly Stromquist</strong>, University of Maryland</td>
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<td>Room 14</td>
<td><strong>A global movement for girls' and women's education in a multipolar world? The role of civil society</strong> [31]</td>
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<td><strong>Rosie Peppin Vaughan</strong>, UCL Institute of Education</td>
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<td>11.00 - 12.30</td>
<td><strong>CURRICULUM FOR SUSTAINABILITY</strong></td>
<td><strong>VALUES AND CURRICULA</strong></td>
<td><strong>FRANCIS LIKOYE MALENYA</strong></td>
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<td>Room 14</td>
<td><strong>A Curriculum for a Sustainable Future: Lessons from Developing Countries</strong> [62]</td>
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<td><strong>Dave Peck</strong>, The Curriculum Foundation</td>
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<td>Room 15</td>
<td><strong>Education for Enterprise and Empowerment: The Importance of Cognitive Skills for Sustainable Livelihoods and Better Futures</strong> [62]</td>
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<td><strong>Brian Male</strong>, The Curriculum Foundation</td>
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<td>PS2514</td>
<td><strong>Access to Sustainability Education in Civics Classes in Lebanon: Teacher Choices and Influential Factors</strong> [61]</td>
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<td><strong>Stephen Bayley</strong>, Cambridge Education</td>
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<td><strong>Maria Ghosn-Chelala</strong>, Notre Dame University - Louaize</td>
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<td><strong>Bassel Akar</strong>, Notre Dame University - Louaize</td>
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<td>11.00 - 12.30</td>
<td><strong>EQUITABLE LEARNING IN THE EARLY YEARS</strong></td>
<td><strong>WHOSE LEARNING</strong></td>
<td><strong>MICHELE SCHWEISFURTH</strong></td>
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<td>Room 15</td>
<td><strong>Advancing Early Childhood Education in Central and Eastern Europe and the Commonwealth of Independent States</strong> [79]</td>
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<td><strong>John Wood</strong>, Education for Change Ltd.</td>
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<td>Room 15</td>
<td><strong>Where are the four year olds? Preschool participation and learning outcomes</strong> [71]</td>
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<td><strong>Jake Grout-Smith</strong>, Formerly Education for Change</td>
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<td>PS2515</td>
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<td><strong>Purnima Ramanujan</strong>, ASER Centre</td>
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<td><strong>Manjistha Banerji</strong>, ASER Centre</td>
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What went wrong? An overemphasis on teacher development as opposed to teacher performance [104]

John Martin, Cambridge Education
Kate Martin, Cambridge Education

Early childhood education: different contexts, different approaches [102]

Tom Vandenbosch, VVOB - Education for Development
Arne Willems, VVOB - Education for Development

Strengthening head teachers' school leadership competences: evidence-based policy development in Rwanda [102]

Hans Zult, VVOB - Education for Development
Alexis Mukizwa Mahe, VVOB - Education for Development
Léon Mugenzi, VVOB - Education for Development
Tom Vandenbosch, VVOB - Education for Development

Teacher Professional Development; What role, whose benefit: Reflections on Uganda [114]

Alice Wabule, Uganda Martyrs University

Building evidence for effective Continuous Professional Development of secondary school teachers for sustainable learning [100]

Poonam Bhambru, Cambridge Education (RMSA-TCA)
Parul Pandya, Cambridge Education (RMSA-TCA)
11.00 - 12.30
GL Education
Room 7
PS257

THE ROLE OF ASSESSMENT AND QUALITY ASSURANCE IN PROMOTING SCHOOL IMPROVEMENT

EVIDENCE
CHAIR: MICHAEL LATHAM

Supporting the development of the National Achievement Survey, India [24]

Jayshree Oza, Cambridge Education (RMSA-TCA)
Sreekanth Yagnamurthy, National Council of Educational Research and Training
Sridhar Srivastava, National Council of Educational Research and Training
Jason Pennells, Cambridge Education

Adapting critical thinking assessments for use in diverse cultural contexts [22]

Rebecca Schendel, UCL Institute of Education

School Quality Assurance: developing a scalable model for school self-improvement in Madhya Pradesh [21]

Kanupriya Misra, Ark
Ian Anderson, Ark
11.00 - 12.30
Room 8 PS258

**HOW DO WE ENSURE EDUCATION SYSTEMS ARE ADEQUATELY FUNDED AND WORK EFFICIENTLY?**

**PLANNING AND RESOURCING**

**CHAIR: JAWAAD VOHRA**

The Nickels and Dimes of Education for All: The expansion of primary education in Sub-Saharan Africa [51]

*Carina Omoeva*, FHI 360 Education Policy and Data Center (EPDC)

*Ania Chaluda*, FHI 360 Education Policy and Data Center (EPDC)

Irony of Scanty Resources for Education [55]

*Saeed Ul Hassan*, Oxfam GB

Enabling Environments for Education: Resourcing Requirements for Inclusive Non-State Schooling in Nigeria [50]

*Gboyega Ilusanya*, Cambridge Education

*Stephen Bayley*, Cambridge Education
11.00 - 12.30
Room 9
PS259

PEDAGOGY FOR TRANSFORMING SOCIAL LEARNING FOR SUSTAINABLE DEVELOPMENT

PEDAGOGY AND ASSESSMENT
CHAIR: JUNE GORMAN

A Transformative Pedagogy for Myanmar? [45]

Ian Clifford, The British Council
Khaing Phyu Htut, The British Council

Learning in translation: Developing a Language supportive pedagogy for social justice [40]

David Bainton, University of Bristol

SDGs and Mental Health Education and Social Emotional Learning: A case study in China [42]

Xiaoping Guo, UNICEF
Yaqing Mao, Beijing Normal University
Zhongquan Yi, DDG, Zhong County Education Bureau, Chongqing Municipality

Margo O'Sullivan, UNICEF
Luo Ping, Deputy Director General, Department of International Cooperation for Education, MoE, Tao Xin, National Assessment Centre for Monitoring of Basic Education Quality, MoE and BNU
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<td>East School</td>
<td>School management Public Private Partnerships (PPPs) for sustainable education: experience from state and non-state actor on how partnerships can improve learning outcome [152]</td>
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<td>Chair: Vineet Bewtra</td>
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<td>Susannah Hares, Ark</td>
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<td>David Laws</td>
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<td>11.00 - 12.30</td>
<td>South School</td>
<td>Symposium: Positioning Education in the Sustainable Development Agenda</td>
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<td>PS25S</td>
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<td>Chair: Angela Little and Pauline Rose</td>
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<td>Positioning education in the sustainable development agenda [153]</td>
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<td>Aaron Benavot, UNESCO</td>
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<td>Priyadarshani Joshi, UNESCO</td>
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<td>Asma Zubairi, UNESCO</td>
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<td>12.30 - 13.30</td>
<td>North School</td>
<td>Lunch</td>
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13.30 - 15.00  PARALLEL SESSION 6

13.30 - 15.00  QUICK FIRE: LEARNING, PEDAGOGY AND THE POST-2015 EDUCATION AND DEVELOPMENT AGENDA

WHERE: BAICE Room PS266

WHOSE LEARNING

CHAIR: ANGELINE BARRETT

Learning, Pedagogy and the Post-2015 Education and Development Agenda: exploring concepts, practices, measures and actors [100]

Michele Schweisfurth, Robert Owen Centre for Educational Change, University of Glasgow
Leon Tikly, University of Bristol
Angeline Barrett, University of Bristol
Yusuf Sayed, Centre for International Teacher Education, Cape Peninsula University of Technology
Chris Berry, Department for International Development (DFID)
Rachel Hinton, Department for International Development (DFID)
Ed Barnett, Department for International Development (DFID)
Robin Alexander, University of Cambridge
Guy Lefanu, Sightsavers
Pauline Rose, University of Cambridge
Amber Gove, RTI International
Rashid Ahmed, University of the Western Cape

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13.30 - 15.00  SYMPOSIUM: ACHIEVING BETTER EDUCATION FOR ALL: THE ROLE OF NON-STATE ACTORS
ROOM 1 PS261

EVIDENCE
CHAIR: LAURA SAVAGE

Achieving better education for all: The role of non-state actors in education in developing countries [131]

Joseph Wales, Overseas Development Institute
Michael Latham, CfBT Education Trust
Laura Day Ashley, University of Birmingham

13.30 - 15.00  SKILLS AND SOCIAL JUSTICE
ROOM 10 PS2610

DECENT AND SUSTAINABLE WORK
CHAIR: IMKE KOTTMANN

Understanding how rural youth learn knowledge and skills for improved livelihoods: comparing case studies of mixed farming and pastoralist communities in Ethiopia [9]

Kaleb Kelemu, Ethiopian Institute of Agricultural Research
Anna Robinson-Pant, University of East Anglia

The Value of VET in promoting human rights, advancing human development and reducing inequality: The case of Palestine [8]

Randa Hilal, University of Nottingham and OPTIMUM for Consultancy and Training

TVET and Sustainable Development: Learning from Experience. What and why do we wait for? [8]

Enrique Pieck, Iberoamerican University

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### PERSPECTIVES ON AID AND SUSTAINABILITY FROM CHINA AND JAPAN

**International Support and Co-operation**

**Chair:** Steve Packer

- *Teaching to fish* rather than *giving a fish*: Is China contributing to the global sustainable futures? [36]
  - **Tingting Yuan**, Liverpool Hope University
- Learning Improvement: a Japanese Insight to Fill the Gap in the Aid Architecture [30]
  - **Kazuhiro Yoshida**, Hiroshima University

### VALUES FOR CONFLICT RESOLUTION

**Values and Curricula**

**Chair:** David Peck

- Addressing Urban Violence through Education [68]
  - **Amy West**, American Institutes for Research (AIR)
- Learning for Sustainable Futures in Conflict Resolution among Secondary School Students in Kenya [67]
  - **Francis Likoye Malenya**, Department of Educational Foundations Kenyatta University
- Reclaiming Reconciliation through Community Education for the Muslims and Tamils of post-war Jaffna, Sri Lanka [65]
  - **Ross Duncan**, University of Amsterdam
  - **Mieke Lopes Cardozo**, University of Amsterdam
### 13.30 - 15.00 Room 15 PS2615  **EMPOWERING TEACHERS TO SUPPORT EQUITABLE LEARNING**  
**Chair:** SHARON TAO  

**Girls' Education for the future [74]**  
*Atiullah Ludin*, Aga Khan Foundation  
*Rafat Nabi*, Aga Khan Foundation  

**Exploring improved primary education in Lao PDR [70]**  
*Valerie Emblen*, Developing Teachers  

**Conceptualising and mapping student teachers' perceptions of themselves as agents of social justice: a case study from Ghana [75]**  
*Alison Buckler*, The Open University

### 13.30 - 15.00 East School PS26E  **SYMPOSIUM: THE REFUSAL OF WESTERN EDUCATION**  
**Chair:** MICHEL CARTON  

**The Refusal of Western Education [181]**  
*Roy Carr-Hill*, Institute of Education, UCL  
*Farid Panjwani*, Institute of Education, UCL  
*Jagdish Gundara*, Institute of Education, UCL  
*Leslie Bash*, Institute of Education, UCL  
*Ash Hartwell*, University of Massachusets  
*Yahia Baiza*, Institute of Ismaili Studies

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**13.30 - 15.00**

GL Education Room Room 7 PS267

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**EVIDENCE OF THE LINKS BETWEEN EDUCATION AND SOCIO-ECONOMIC AND CULTURAL CONTEXTS**

**EVIDENCE**

**CHAIR: CHRIS JOYNES**

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**Intergenerational Education Effects of Early Marriage in Sub-Saharan Africa [20]**

*Marcos Delprato*, Centre for International Education, University of Sussex  
*Mairead Dunne*, Centre for International Education, University of Sussex  
*Kwame Akyeampong*, Centre for International Education, University of Sussex

**Discovering sustained literacy practices through post-programme inquiry [26]**

*Joel Trudell*, SIL International  
*Ian Cheffy*, SIL International

**Access, poverty, and learning achievement for primary school leavers in Kenya: Analysis of evidence from 47 counties [23]**

*Moses Oketch*, UCL Institute of Education
### 13.30 - 15.00
**Room 8**
**PS268**
**CAN (DE)CENTRALISATION AND DEVOLVED RESOURCING IMPROVE SCHOOL PERFORMANCE?**
**PLANNING AND RESOURCING**
**CHAIR: JOHN MARTIN**

Decentralisation, Educational Governance and Peacebuilding in Kenya [50]

*Caroline Marks*, Ulster University (UNESCO Centre)

The El Salvador Community Managed Schools Program (EDUCO) and student learning: How education system decisions impact educational planning and the cost-effectiveness of learning [54]

*Audrey Moore*, FHI 360

*Ana Florez*, FHI 360

*Samuel Field*, FHI 360

*Jochen Kluve*, Humboldt University, Berlin

School improvement in London: A global perspective [53]

*Alex Elwick*, CfBT Education Trust

### 13.30 - 15.00
**Room 9**
**PS269**
**PEDAGOGICAL RE-ASSESSMENT IN WAR / CONFLICT / REFUGEE EDUCATIONAL SETTINGS**
**PEDAGOGY AND ASSESSMENT**
**CHAIR: ARATHI SRIPRAKASH**

The role of pedagogy and continuous assessment in game-based learning [39]

*Hester Stubbe*, TNO

*Becky Telford*, War Child Holland

*Anja Vanderhulst*, TNO

Developing reflective practice of Syrian teachers of refugee youth in Jordan [39]

*Paul Fean*, Norwegian Refugee Council

*Basma Abu Daabes*, Norwegian Refugee Council

Gender and teacher pedagogical practices in schools in Nairobi Informal settlements and Kilifi County, Kenya [38]

*Charity Limboro*, Kenyatta University

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**Day 2 - Wednesday, 16th September 2015**

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| 13.30 - 15.00 | South School  | **SYMPOSIUM: FOUNDATIONAL FIRST FIVE: NEED, MEASUREMENT, RESPONSE IN EARLY CHILDHOOD**  
              | PS26S           | CHAIR: Foundational First Five: Need, Measurement, Response in Early Childhood [140]  
              |                 | Luis Crouch, RTI International  
              |                 | Abbie Raikes, Individual expert, at time of submission  
              |                 | Martin Woodhead, Oxford University |
| 15.00 - 15.30 | North School  | **COFFEE WITH POP-UP TALKS**                                        |
|             | and Pop-up     | Talk Stations                                                         |
|             | Talk Stations  | **POP-UP: TRANSLATING EDUCATION OTHERWISE**  
              |                 | WHOSE LEARNING                                                        |
| 15.00 - 15.30 | Pop-Up Station 2 | Translating Education Otherwise [95]  
              | PUC2            | David Bainton, University of Bristol |
| 15.00 - 15.30 | Pop-Up Station 3 | **POP-UP: CONNECT TEACHING: ICT IN TEACHER PROFESSIONAL DEVELOPMENT**  
              | PUC3            | PEDAGOGY AND ASSESSMENT                                              |
|              |                 | Connect Teaching: ICT in Teacher Professional Development [85]  
              |                 | April Coetzee, War Child Holland  
              |                 | Noemi Gerber, War Child Holland |
| 15.00 - 15.30 | Pop-Up Station 4 | **POP-UP: WHAT KIND OF TVET FOR A NON-EMPLOYMENT CREATING LABOUR MARKET?**  
              | PUC4            | DECENT AND SUSTAINABLE WORK                                          |
|              |                 | What kind of TVET for a non-employment creating labour market?  
              |                 | Salim Akoojee, University of the Witwatersrand                      |

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<td><strong>Publication Launches</strong></td>
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| Room 9   | Educational Access, Equity and Development: Planning to Make Rights Realities  
The book will be launched by Paul Coustere, Deputy Director of IIEP, and introduced by the author, Keith Lewin. |
| Room 11  | Routledge Handbook on International Education and Development  
Edited by Simon McGrath and Qing Gu, University of Nottingham |
| 16.00 - 17.30 | **Plenary 2**                                                          |
| South School P2S | The Global Targeting of Education and Skill: Policy History and Comparative Perspective  
Professor Kenneth King, President BAICE; Emeritus Professor, University of Edinburgh; and NORRAG |
| 18.00 - 19.00 | **BAICE Annual General Meeting (Open to Public)**                       |
| Lecture Room 6, New College |                                                                     |
| 19.30 - 20.30 | **Dinner for New College Residents**                                     |
| New College Dining Hall |                                                                 |
| 20.30 - 21.30 | **NORRAG Meeting (Open to Public)**                                       |
| Room LR4, New College |                                                                 |
| 20.30 - 21.30 | **Student Forum Organised by BAICE**                                       |
| Lecture Room 6, New College |                                                              |
| 21.30 - Late | **Disco Hosted by UKFIET**                                              |
| New College Beer Cellar |                                                              |

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Day 3 - Thursday, 17th September 2015

8.30 - 08.55
Conference Office, Exam Schools Room 5a

REGISTRATION FOR DAY DELEGATES

9.00 – 10.30
PARALLEL SESSION 6

9.00 - 10.30
Room 1 PS371

SYMPOSIUM: SHAPING READING PEDAGOGY AND ASSESSMENT FOR SUSTAINABLE LEARNING

PEDAGOGY AND ASSESSMENT
CHAIR: JEANIENE SPINK

Shaping reading pedagogy and assessment for sustainable learning [148]

Juliette Mendelovits, Australian Council for Education Research
Mary Fearnley-Sander, Independent Consultant and Researcher
Ray Adams, Australian Council for Education Research
Maurice Walker, Australian Council for Education Research
Danielle Anzai, Australian Council for Education Research
Prue Anderson, Australian Council for Education Research
Ross Turner, Australian Council for Education Research

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Visit http://ukfiet.org/conference/programme for the up-to-date web timetable
### THE PLACE OF INDUSTRY

**DECENT AND SUSTAINABLE WORK**

**CHAIR: SALIM AKOOJEE**

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<td>9.00 - 10.30</td>
<td><strong>THE PLACE OF INDUSTRY</strong>&lt;br&gt;<strong>DECENT AND SUSTAINABLE WORK</strong>&lt;br&gt;<strong>CHAIR: SALIM AKOOJEE</strong></td>
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### SYMPOSIUM: 'INCLUSIVE AND EQUITABLE QUALITY EDUCATION' FOR CHILDREN WITH DISABILITIES

**WHOSE LEARNING**

**CHAIR: MARIA KETT**

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<td>9.00 - 10.30</td>
<td><strong>SYMPOSIUM: 'INCLUSIVE AND EQUITABLE QUALITY EDUCATION' FOR CHILDREN WITH DISABILITIES</strong>&lt;br&gt;<strong>WHOSE LEARNING</strong>&lt;br&gt;<strong>CHAIR: MARIA KETT</strong></td>
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### Day 3 - Thursday, 17th September 2015

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<tr>
<th>Time</th>
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| 9.00 - 10.30 | Room 14 | **SYMPOSIUM: WHAT ENABLES AND DRIVES SUSTAINABLE PROGRESS AT DIFFERENT LEVELS OF EDUCATION SYSTEMS**  
**PLANNING AND RESOURCING**  
**CHAIR: RACHEL HINTON**  
What enables and drives sustainable progress at different levels of education systems. Evidence from Development Progress, UNGEI and Millions Learning [155]  
*Susan Nicolai*, Overseas Development Institute  
*Jenny Perlman Robinson*, The Brookings Institution  
*Nora Fyles*, UNGEI |
| 9.00 - 10.30 | Room 15 | **SUSTAINING LEARNING IN CONFLICT-AFFECTED CONTEXTS**  
**WHOSE LEARNING**  
**CHAIR: RACHEL OUTHRED**  
Counting the costs of not sustaining education in conflict-affected contexts [72]  
*Ruth Naylor*, CfBT Education Trust  
*Amir Jones*, Independent  
The Global Governance of Education and Peacebuilding in South Sudan [72]  
*Gabrielle Daoust*, University of Sussex  
*Mario Novelli*, University of Sussex  
Barriers to Peace Education in Iraq: Overcoming Terminology and Tradition [65]  
*Kelsey Shanks*, University of Exeter |

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Visit [http://ukfiet.org/conference/programme](http://ukfiet.org/conference/programme) for the up-to-date web timetable
9.00 - 10.30  
**SYMPOSIUM: DRAWING ON ISLAMIC AND EUROPEAN EDUCATIONAL TRADITIONS: DEVELOPING HYBRID PEDAGOGIES**  
PEDAGOGY AND ASSESSMENT  
CHAIR: UTHMAN MORISSON

Drawing on Islamic and European educational traditions: developing hybrid pedagogies for a cohesive and sustainable future [142]  
*Farah Ahmed*, UCL Institute of Education  
*Ibrahim Lawson*, UCL Institute of Education  
*Jakob Werdelin*, Muslim Faculty of Advanced Studies

9.00 - 10.30  
**ALTERNATIVE FORMS OF EVIDENCE: LOOKING FORWARD**  
EVIDENCE  
CHAIR: SUSY NDARUHUTSE

What is the most valuable evidence for learning? [18]  
*Alison Joyner*, Aga Khan Foundation  
*Sheridan Bartlett*, Graduate Center, City University of New York

Robust Evidence In Complex Environments: What Does It Mean? [17]  
*Amanda Moll*, CARE USA  
*Lotte Renault*, CARE USA
### SUSTAINING CHANGE IN TEACHER TRAINING AND HIGHER EDUCATION PLANNING AND AUTONOMY’

**Room 9 PS379**

**9.00 - 10.30**

- **SUSTAINING CHANGE IN TEACHER TRAINING AND HIGHER EDUCATION PLANNING AND AUTONOMY’**
  - **Pedagogy and Assessment**
  - **Chair: June Gorman**
  - Using the Capability Approach to improve the sustainability of teacher in-service training [46]
    - **Sharon Tao**, Cambridge Education
  - A rose by any other name would smell as sweet: Professional Learning Communities in Chinese Senior Secondary Schools [45]
    - **Sally Thomas**, University of Bristol
  - Reforming Undergraduate Education in India: Is Institutional Autonomy a Major concern?
    - **Neeru Snehi**, National University of Educational Planning and Administration

### SYMPOSIUM: POLICY, RHETORIC, AND ETHICS OF EDUCATION REFORM FOR SUSTAINABLE FUTURES

**East School PS37E**

**9.00 - 10.30**

- **SYMPOSIUM: POLICY, RHETORIC, AND ETHICS OF EDUCATION REFORM FOR SUSTAINABLE FUTURES**
  - **Planning and Resourcing**
  - **Chair: Angela Little**
  - Policy, Rhetoric, and Ethics of Education Reform for Sustainable Futures [157]
    - **John Gillies**, FHI 360
    - **Alec Gershberg**, The New School
    - **James Kielkopf**, The New School
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| 9.00 - 10.30 | South School PS37S | **SYMPOSIUM: TARGETING THE CAUSES OF LEARNING INEQUALITIES TO ACHIEVE POST-2015 GOALS**  
**WHOSE LEARNING**  
**CHAIR: SARA RUTO**  
Targeting the causes of learning inequalities to achieve post-2015 goals: Evidence from Citizen Led Assessments [167]  
Does early childhood education reduce learning inequalities?  
Recent evidence from India  
*Manjistha Banerji*, ASER India  
*Suman Bhattacharjea*, ASER India  
*Wilima Wadhwa*, ASER India  
How does access and learning vary within the private school sector in Pakistan?  
*Baela Jamil*, Idara-e-Taleem-o-Aagahi (ITA)  
*Usman Mohammad*, ASER Pakistan  
*Sehar Saeed*, ASER Pakistan  
Who learns in government schools, and why? Evidence from East Africa  
*Pauline Rose*, University of Cambridge  
*Ben Alcott*, University of Cambridge |

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<td>10.30 - 11.00</td>
<td>North School and Pop-up Talk Stations</td>
<td><strong>COFFEE WITH POP-UP TALKS</strong></td>
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| 10.30 - 11.00 | Pop-Up Station 1 PUD1 | **POP-UP: NEW EDUCATION PLANNING TOOLS FOR A SUSTAINABLE FUTURE**  
**PLANNING AND RESOURCING**  
New education planning tools for a sustainable future [92]  
*Suzanne Grant Lewis*, IIEP-UNESCO |

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| 10.30 - 11.00 | **Pop-Up: A Language of Deficiency for the Performance of Black Boys in School**  
  Pedagogy and Assessment |
|         | A language of deficiency for the performance of black boys in school [90]  
  *Yvette Hutchinson*, British Council |
| 10.30 - 11.00 | **Pop-Up: Results Based Aid as an Effective Tool for Fragile States?**  
  International Support and Co-operation |
|         | Results Based Aid as an effective tool for Fragile States? [88]  
  *Emma Broadbent*, GRM International  
  *Lauren Powell*, GRM International |
| 10.30 - 11.00 | **Pop-Up: An Untapped Resource: Secondary School Alumni Supporting Young People into Decent Employment**  
  Decent and Sustainable Work |
|         | An Untapped Resource: secondary school alumni supporting young people into decent employment [85]  
  *Jake Hayman*, Future First Global |
| 10.30 - 11.00 | **Pop-Up: Are Some Out-of-School Kids Making a Rational Economic Choice?**  
  Whose Learning |
|         | Are Some Out-of-School Kids Making a Rational Economic Choice? [74]  
  *Roy Carr-Hill*, Institute of Education, UCL |

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11.00 – 12.30 PARALLEL SESSION 9

11.00 - 12.30 SYMPOSIUM: PRIVATISATION IN EDUCATION: ANALYSING CHOICE, QUALITY, EQUITY AND SOCIAL JUSTICE

WHOSE LEARNING

Privatisation in Education: Analysing Choice, Quality, Equity and Social Justice in Peru, Vietnam and Ethiopia [169]

_Bridget Azubuike_, Centre for International Education, University of Sussex

_Joan Martinez_, Centro de Investigación Universidad del Pacífico

_Fernando Alarcón_, Instituto de Estudios Económicos para el Desarrollo

_Hang Duong_, Lehigh University

_Mireille de Koning_, Open Society Foundations

11.00 - 12.30 SCAPE-GOATING CINDERELLA? CAN STRONGER SKILLS MARKETS CONTRIBUTE TO SUSTAINABLE AND DECENT WORK FOR DECENT AND SUSTAINABLE WORK

CHAIR: ANDY BROCK

Scape-goating Cinderella? Can stronger skills markets contribute to sustainable and decent work for all? [122]

_Rosemary Lugg_, Cambridge Education

_Muriel Dunbar_, Cambridge Education

_Robin Todd_, Cambridge Education

_Ron Tuck_, Cambridge Education

_Michael Woodgate_, Cambri

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<td><strong>SYMPOSIUM: EDUCATION IN EMERGENCIES: WHAT THE EVIDENCE</strong></td>
<td><strong>PRIYADARSHANI JOSHI</strong></td>
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<td><strong>INTERNATIONAL SUPPORT AND CO-OPERATION</strong></td>
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<td><strong>CHAIR: PRIYADARSHANI JOSHI</strong></td>
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<td><strong>Education in emergencies: What the evidence tells us for future</strong></td>
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<td><strong>planning, cooperation and research [135]</strong></td>
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<td><strong>Sebastien Hine</strong>, Overseas Development Institute</td>
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<td><strong>Dana Burde</strong>, New York University</td>
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<td><strong>Julia Paulson</strong>, Bath Spa University</td>
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<td>11.00 - 12.30</td>
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<td><strong>SYMPOSIUM: ORGANISING TEACHERS FOR SUSTAINABLE FUTURES</strong></td>
<td><strong>STEVE PACKET</strong></td>
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<td><strong>IN NORTHERN NIGERIA</strong></td>
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<td><strong>VALUES AND CURRICULA</strong></td>
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<td><strong>CHAIR: STEVE PACKET</strong></td>
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<td><strong>Organising teachers for sustainable futures in northern Nigeria</strong></td>
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<td><strong>[160]</strong></td>
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<td><strong>Sourov De</strong>, Oxford Policy Management (OPM)</td>
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<td><strong>Paul Bennell</strong>, Independent Consultant and Researcher</td>
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<td><strong>Terry Allsop</strong>, Independent Consultant and Researcher</td>
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<td><strong>Ian MacAuslan</strong>, Oxford Policy Management (OPM)</td>
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<td><strong>Gunilla Pettersson</strong>, Independent Consultant and Researcher</td>
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<td><strong>Oladele Akogun</strong>, Education Data and Operational Research in Nigeria (EDOREN)</td>
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<td><strong>Michael Watts</strong>, Independent Consultant and Researcher</td>
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**11.00 - 12.30**  
**Room 15**  
**PS3815**  

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<td>EXPANDING ACCESS TO QUALITY HIGHER EDUCATION IN LOW-INCOME CONTEXTS</td>
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<td>Rebecca Schendel</td>
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<td><strong>WHOSE LEARNING</strong></td>
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<td><strong>CHAIR:</strong> Rebecca Schendel</td>
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<td><strong>Addressing the teaching and learning quality crisis in Kenyan universities [83]</strong></td>
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<td>Tristan McCowan, Institute of Education, UCL</td>
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<td><strong>To what extent does primary and secondary school access and learning determine progression to higher education?: Evidence from South Asia and sub-Saharan Africa [73]</strong></td>
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<td>Sonia Ilie, University of Cambridge</td>
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<td><strong>Sustaining educational development in higher education in Uganda: Does equality of access alone matter? [73]</strong></td>
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<td>Peace Tumuheki, Makerere University</td>
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11.00 - 12.30  
BAICE Room 6  
PS386  

**QUICK FIRE: GIRLS EDUCATION - MARGINALISATION AND LESSONS FROM THE GIRLS' EDUCATION CHALLENGE**

**EVIDENCE**

Girls Enrolling, Persisting, and Reading - Impact Findings from VAS-Y Fille!, the Girls' Education Challenge Project in the DR Congo [97]

*Paul Frisoli*, International Rescue Committee  
*Maurice Ouedraogo*, International Rescue Committee  
*Julie Berthet-Valdois*, International Rescue Committee  
*Ravaka Ranivoarianja*, International Rescue Committee  
*Jennifer Randall*, University of Massachusets

Project iMlango [98]

*Graham Peters*, Avanti Communications  
*Georgia Poziopoulou*, Avanti Communications  
*Adam Smith*, sQuid  
*Richard Marett*, Whizz Education  
*John Fitzsimons*, Camara Education

Lessons from the GEC: technologies for pedagogies and assessment [104]

*John Patch*, Girls' Education Challenge  
*David Hollow*, Jigsaw Consult  

Approaches to improving learning for marginalised girls [116]

*Sally Rosscornes*, Girls' Education Challenge  
*Khadijah Fancy*, Girls' Education Challenge

Measuring for sustainable education in fragile environments – lessons from conducting baselines in Afghanistan and Somalia [106]

*Sara Petersson*, Girls' Education Challenge  
*Jessica Mony*, Social Development Direct  
*Manjola Kola*, Social Development Direct  
*Joseph Holden*, Girls' Education Challenge  
*Laura Evans*, Relief International  
*Kate Dresser*, Care International

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### 11.00 - 12.30
**GL Education Room 7 PS387**

**CONNECTIONS GENERATED THROUGH CAPABILITIES APPROACHES**

**CONNECTIONS**

**CHAIR:** SHARON TAO

Capabilities and Intersectionality: A fruitful theoretical framework for 'inclusive and equitable quality education'[3]

*Maria Ron Balsera*, Bielefeld University

Bullying, homophobia, capabilities [81]

*Ian Warwick*, UCL Institute of Education

### 11.00 - 12.30
**Room 8 PS388**

**CONTRASTING MODELS OF MACRO LEVEL EDUCATION PLANNING: WHAT WORKS?**

**PLANNING AND RESOURCING**

**CHAIR:** MANEESH GARG

Strengthening education planning in developing countries: An analysis of 42 education plans [54]

*Jean-Marc Bernard*, Global Partnership for Education

*Talia de Chaisemartin*, Global Partnership for Education

Educational planning in countries affected by conflict: conflict analysis of the education system [52]

*Anna Azaryeva Valente*, United Nations Children's Fund, New York

*Andrew Dunbrack*, United Nations Children's Fund, New York

*Smith Alan*, Ulster University (UNESCO Centre)

*Friedrich Affolter*, UNICEF

Universalising Secondary Education in India: Seeking Efficiency, Effectiveness and Equity in planning enhanced access and improved quality [76]

*Gaurav Siddhu*, Cambridge Education (RMSA-TCA)

*Shashiranjan Jha*, National University of Educational Planning and Administration

*Keith Lewin*, University of Sussex
### Literature Pedagogy and Assessment

**Chair:** Nelly Stromquist

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<td>Room 9 PS389</td>
<td>The Early Grade Literacy Assessment and its contribution to language instruction in Liberia [41]</td>
<td>Jenny Hobbs, Concern Worldwide, Marcia Davidson, Cambridge Education</td>
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<td>The impact of the synthetic phonics method on the early grade literacy skills of government school children from across Nigeria that are learning English as an additional language [38]</td>
<td>Louise Gittins, Universal Learning Solutions / University of York</td>
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### Symposium: Crafting an Education Measurement Agenda That Supports Ambition of a Sustainable Future

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11.00 - 12.30 South School
PS38S

SYMPOSIUM: UNDERSTANDING ACTIVITY BASED LEARNING IN TAMIL NADU
PEDAGOGY AND ASSESSMENT

Understanding Activity Based Learning in Tamil Nadu: An investigation into Pedagogic Practices, Student Outcomes, Political Economy & Dissemination and Scale-up of the Programme [144]

Monazza Aslam, Institute of Education, UCL
Geeta Kingdon, Institute of Education, UCL
Shenila Rawal, University of Bristol
Nidhi Singal, University of Cambridge
Shailaja Fennell, University of Cambridge
Anna Vignoles, Cambridge University
David Pedder, university of Leicester
Malathy Duraisamy, Indian Institute of Technology Madras
Shakti Manickavasagam, Cambridge University
M Shanmugam, Indian Institute of Technology Madras
Jaskiran Bedi, Cambridge University

12.30 - 13.30 North School

LUNCH
### 13.30 - 15.00  PARALLEL SESSION 9

#### SYMPOSIUM: IS SUSTAINABLE LEARNING FOR ALL ACHIEVABLE?
**EMERGING EVIDENCE FROM NIGERIA**

**WHOSE LEARNING**

**Chair: Jake Ross**

Is Sustainable Learning For All achievable? Emerging evidence from Nigeria [187]

- **Lilian Breakell**, Cambridge Education
- **Simon Thomson**, Cambridge Education
- **Abimbola Osuntusa**, Cambridge Education
- **Jake Ross**, Cambridge Education
- **Fatima Aboki**, Save the Children
- **Manjola Kola**, Social Development Direct
- **Sourovi De**, Oxford Policy Management (OPM)
- **Sourovi De**, Oxford Policy Management (OPM)
- **Laura McInerney**, Cambridge Education
- **Stuart Cameron**, Oxford Policy Management (OPM)

#### REFORMING SKILLS SYSTEMS
**DECENT AND SUSTAINABLE WORK**

**Chair: Simon McGrath**

Transforming TVET governance – the case of Ecuador [13]

- **Maud Seghers**, VVOB - Education for Development
- **Evelien Masschelein**, VVOB - Education for Development
13.30 - 15.00
Room 11
PS3911

**SYMPOSIUM: REFLEXIONS ON THE EFFECTIVENESS OF PARTNERSHIPS — PAST AND FUTURE**

INTERNATIONAL SUPPORT AND CO-OPERATION

CHAIR: JIM ACKERS

Reflexions on the effectiveness of partnerships – past and future - to promote education for all in Asia and the Pacific [137]

*Malisa Santigul*, UNESCO Asia-Pacific Regional Bureau for Education

*Cecilia Thea Soriano*, Asia South Pacific Association for Basic and Adult Education

*Jim Ackers*, UNICEF East Asia and Pacific Regional Office

*Min Bahudur Bista*, UNESCO Asia-Pacific Regional Bureau for Education

*Evelyn Santiago*, Asia-Pacific Regional Network for Early Childhood (ARNEC)

*Divya Lata*, Plan International (Steering Committee Member of ARNEC)

*Eun Woo Kim*, UNICEF East Asia and Pacific Regional Office

*Chemba Raghavan*, UNICEF East Asia and Pacific Regional Office

*Urmila Sarkar*, UNICEF
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<td>Paul Coustere</td>
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<td>Room 15</td>
<td>STRENGTHENING PARTNERSHIPS AND SUSTAINABLE LEARNING THROUGH HEALTH RELATED INITIATIVES</td>
<td>Ian Warwick</td>
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<td>EMPowering young female teachers to create inclusive learning environments for marginalised girls</td>
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<td>L ESSONS FROM IMPLEMENTATION OF THE INTEGRATED SCHOOL HEALTH POLICY IN SOUTH AFRICA</td>
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### SYMPOSIUM: RESOURCING EDUCATION SECTOR PLANS IN CRISIS AFFECTED CONTEXTS: THE CASE OF SOUTH SUDAN

Resourcing education sector plans in crisis affected contexts: the case of South Sudan [151]

- **Michael Lopuke Lotyam**, Ministry of Education, Science and Technology, South Sudan
- **Richard Arden**, Department for International Development (DFID)
- **Fazle Rabbani**, Global Partnership for Education
- **Randi Gramshaug**, NORAD
- **Lyndsay Bird**, UNESCO
- **Helge Brochmann**, NORAD

### STRENGTHENING PARTNERSHIPS AND SUSTAINABLE LEARNING THROUGH HEALTH RELATED INITIATIVES

Empowering young female teachers to create inclusive learning environments for marginalised girls [69]

- **Fiona Morrell**, Theatre for a Change
- **Patrick Young**, Theatre for a Change
- **Andres Navarrete**, One South
- **Tariq Omarshah**, One South
- **Marieke van Egmond**, One South

Lessons from implementation of the Integrated School Health Policy in South Africa [49]

- **Astrid Korin**, Palladium
- **Sue Jones**, Save the Children
Privatization in Latin America – Examining the implications of Choice, Quality and Equity for societal development [177]

Kate Linkins, Open Society Foundation
Xavier Bonal, Universitat Autònoma de Barcelona
Adrian Zancajo, Universitat Autònoma de Barcelona
Antoni Verger, Universitat Autònoma de Barcelona
Andreu Termes, Universitat Autònoma de Barcelona
Maria Balarin, Group for the Analysis of Development (GRADE)

'Low-cost' private school chains for the poor and the rise of edu-capitalism in South Africa [121]

Sonia Languille, University of Johannesburg

Sustainable futures for all? Human rights perspectives on the private provision of education [119]

Delphine Dorsi, Right to Education Project
Maria Ron Balsera, Bielefeld University
Javier Gonzalez, RED (Red de Estudios para la profundización Democrática)
Sylvain Aubry, Global Initiative for Economic, Social and Cultural Rights

PTPs in skills development - implications for the privatisation of education debate [6]

Emma Broadbent, GRM International
Day 3 - Thursday, 17th September 2015

13.30 - 15.00
GL Education Room
Room 7
PS397

**SYMPOSIUM: LEARNING IN THE EARLY YEARS FOR SUSTAINABLE FUTURES: RESULTS, METHODOLOGIES AND STANDARDS**

EVIDENCE
CHAIR: IAN ATTFIELD

**Learning in the Early Years For Sustainable Futures: Results, methodologies and standards [125]**

Rachel Outhred, Oxford Policy Management (OPM)
Georgina Rawle, Oxford Policy Management (OPM)
Ian Attfield, Department for International Development (DFID)
Shefali Rai, Oxford Policy Management (OPM)
Shrochis Karki, Oxford Policy Management (OPM)

13.30 - 15.00
Room 8
PS398

**HOW CAN DATA BE USED MORE EFFECTIVELY FOR EVIDENCED BASED POLICY IMPLEMENTATION?**

PLANNING AND RESOURCING
CHAIR: ANDY BROCK

**Rebooting Education Management Information Systems for the post 2015 world [48]**

Matthew Powell, Oxford Policy Management (OPM)
Allan Findlay, Education Data and Operational Research in Nigeria (EDOREN)

**Leveraging information systems to improve secondary education in India [48]**

Parthajeet Das, Cambridge Education (RMSA-TCA)
Jayshree Oza, Cambridge Education (RMSA-TCA)

**Growing sustainable rural schools in South Africa [52]**

Craig Paxton, University of Cape Town

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<td><strong>NEW TOOLS IN SUPPORT OF NEW PEDAGOGY</strong></td>
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<td>PEDAGOGY AND ASSESSMENT</td>
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<td>Reconfiguring the pedagogical landscape: Open Distance Learning,</td>
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<td>Learner-Centred Education and the reframing of teacher education</td>
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<td><em>Donella Cobb</em>, The University of Auckland</td>
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<td>Revisiting the effective use of learning support materials to</td>
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<td>support teaching and learning: evidence from South Africa [43]</td>
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<td><strong>SYMPOSIUM: UNDERSTANDING THE LEARNING CRISIS AND WAYS TO</strong></td>
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<td><em>Lee Crawfurd</em>, Center for Global Development</td>
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<td><em>Paul Glewwe</em>, University of Minnesota</td>
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<td><strong>COFFEE WITH POP-UP TALKS</strong></td>
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<td><em>Elizabeth Maber</em>, University of Amsterdam</td>
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## Day 3 - Thursday, 17th September 2015

### 15.00 - 15.30
Pop-Up Station 4 PUE4

**POP-UP: CHINAREACH: RURAL EDUCATION AND CHILD HEALTH FOR LEFT BEHIND CHILDREN CONNECTIONS**

ChinaREACH: Rural Education and Child Health for Left Behind Children [84]

*Mary Young*, China Development Research Foundation

*Bei Liu*, China Development Research Foundation

### 15.30 - 17.00
South School P3S

**CLOSING PLENARY**

**Panel Chair: Professor Christopher Colclough, Chair of Trustees of the Education and Development Forum (UKFIET)**

**Session Chair: Steve Packer, Chair of Executive Committee of the Education and Development Forum (UKFIET)**

**Panel**

Learning for Sustainable Futures - Rising to the Challenge

Panellists:

*Luis Crouch* (RTI International)

*Susan Nicolai* (ODI)

*Renu Singh* (Young Lives)

**chaired by Christopher Colclough** (The Education and Development Forum, UKFIET)

Introduction of incoming Chair of the Executive Committee of the Education and Development Forum (UKFIET)

### 19.00 - 20.00
New College Dining Hall

**DINNER FOR NEW COLLEGE RESIDENTS**

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