



Department
for International
Development

Voices of the next generation

Challenges, tensions and
pitfalls of education in
international development

Early Career Conference
14 June 2018

Cambridge Education/
Mott MacDonald
10 Fleet Place
London EC4M 7RB



Programme continued

Time	Session	Speakers	Room/s
14.00-15.00	Voices of the next generation Learn from experiences of other early career professionals in the field	How Cash Transfers have been used to support girls' education in South Sudan: Reflections, lessons learnt, and analysis on transferability to other fragile and conflict affected states Naomi Clugston , Fellow, Charlie Goldsmith Associates	1
		Assessing learning of children across the attainment spectrum to inform education systems reform: Evidence from India and Pakistan Lydia Whitaker , Research Associate, Faculty of Education, University of Cambridge	6
		Teaching language for learning: Overcoming barriers for deaf children Sarah Palmer , Head of East Africa, Deaf Child Worldwide Philippa Wynne , International Publications and Communications Manager, Deaf Child Worldwide	7
		How to move from entry points in government to educational systems reform? Experiences from Ghana and Cote d'Ivoire Signe Sorensen , Manager, Ark Education Partnerships Group (EPG) Ahmad Jawad Ashgar , Manager, Ark Education Partnerships Group (EPG)	8
		Early Childhood Development – the importance of play Suzie Rees , Fundraising Manager, East African Playgrounds Andy King , Partnerships Manager, East African Playgrounds	9
15.00-15.30	Break and networking		Business lounge
15.30-17.00	Building blocks for development Consider the key skills required for career development within international experience across three main themes Moderator: Ricardo Sabates	Monitoring, evaluation and research Lucy Gray , Evaluation and Learning Lead, Comic Relief Keith Lewin , Chair of Board of Trustees, UKFIET	7/8/9
		Policy and advocacy for international education and development Heather Saunders , Advocacy Officer, Global Partnership for Education	
		A framework and a case study for successful programme management Andy Brock , Managing Director, Cambridge Education Jenny Laidlaw , Project Manager, Cambridge Education	
17.00-17.30	Wrap-up Including refreshments	James O'Donoghue , Education Adviser, DFID Freda Wolfenden , Professor of Education and International Development, The Open University and Executive Committee Chair, UKFIET	7/8/9
17.30 onwards	Informal drinks and networking	Corney and Barrow, 3 Fleet Place (view on map)	

Marketplace 9.15am – 10.00am

Join the Marketplace for an opportunity to showcase your work and network with other early career professionals in the field of international education and development.

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CAMBRIDGE EDUCATION

Cambridge Education

At Cambridge Education, we are dedicated to ensuring that all children have the opportunity to receive a high-quality education. We do this by being a facilitator, an adviser, a catalyst for change and a critical friend. We work with our clients to enable them to improve learning outcomes, enhance skills, and enrich the lives of the children and young people of their country. In the last five years, we have worked with hundreds of thousands of schools and supported the professional development of millions of teachers – ultimately improving the education of over 20M children. Our many years of experience in the design and delivery of large and technically complex education projects sets us apart. We bring proven and practical know-how to the delivery of education services in a wide variety of contexts.

camb-ed.com
 [@Camb_Ed](https://twitter.com/Camb_Ed)



REAL Centre

The Research for Equitable Access and Learning (REAL) Centre pioneers research into overcoming barriers to education, such as poverty, gender, ethnicity, language and disability, and promotes education as an engine for inclusive growth and sustainable development. The REAL Centre is capitalising upon this strong track record, harnessing and augmenting the Faculty's strengths and creating a critical mass of expertise in education and international development in order to drive forward its agenda. It builds on the important work undertaken previously under the Centre for Commonwealth Education and Centre for Education and International Development (CEID), notably the RECOUP programme.

The Centre's work is further enhanced through its links with leading researchers and centres across the University's School of Humanities and Social Sciences and the University more broadly.

educ.cam.ac.uk/centres/real
 [@REAL_Centre](https://twitter.com/REAL_Centre)



Plan International

Plan International is a development and humanitarian organisation

that advances children's rights and equality for girls. We strive for a just world, working together with children, young people, our supporters and partners. Our global advocacy work not only focuses on international policy but also ensures national governments can meaningfully implement and uphold laws that advance children's rights and gender equality at community level.

plan-international.org

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



Department for International Development

Department for International Development (DFID)

DFID leads the UK's work to end extreme poverty. We are tackling the global challenges of our time including poverty and disease, mass

migration, insecurity and conflict. Our work is building a safer, healthier, more prosperous world for people in developing countries and in the UK too.

dfid.gov.uk

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



UKFIET

The Education Development Forum

(UKFIET) promotes informed dialogue about education and development. Its aim is to provide an open space for, and to learn from, the work of different constituencies: academic researchers, officials from government agencies; consultants; professionals from non-governmental organisations, foundations and trusts and members of civil society more generally. It follows UK and global aid and development policy closely as this relates to education. It organises a biennial conference in Oxford and other topic specific events. The Forum website is a place for reflection and debate via blog pieces.

ukfiet.org

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



EducAid Sierra Leone

EducAid's vision is of a democratic, dignified and globally-engaged Sierra

Leone. We believe this is achievable through education. EducAid builds on the foundation of quality, values-led education in an environment of equality. EducAid runs an educational network comprising of free schools, teacher training, and a degree course with the University of Makeni in Sierra Leone. We provide distinctive, personalised, top-quality, holistic education and support to vulnerable young Sierra Leoneans.

educaid.org.uk

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



Dream Networks

Dream Networks

Dream Networks collaborates with schools,

businesses and communities to design and built sustainable play areas in disadvantaged communities around the world. We provide interactive and digital STEAM based workshops where both adults and children participate in the innovate design process used to create our global play areas. Through the power of technology, creativity and compassion we build play areas that bring children's dreams of playing to life. We are currently collaborating with organisations based in the UK and Africa.

dreamnetworks.co.uk

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



Charlie Goldsmith Associates

We work in post-conflict, fragile and emerging countries, using context-

suitable technology to build practical management systems, so government colleagues can get basic services delivered and establish and sustain core public administration. We specialize in designing and implementing systems and coaching civil servants; we can and do write assessments and policies, but we care most about implementation.

charliegoldsmitthassociates.co.uk

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



Deaf Child Worldwide

Deaf Child Worldwide is the international development arm of the National Deaf Children's Society. We are the UK's leading international charity for deaf

children in developing countries. Our vision is a world without barriers for every deaf child and we facilitate work that enables deaf children and young people to be fully included in their family, education and community life. In working towards our vision of a world without barriers for every deaf child, Deaf Child Worldwide supports a diverse range of local organisations and community groups in South Asia, East Africa and Latin America, who share our vision, mission and values. We take a holistic family and community based approach in our work supporting deaf children and young people.

deafchildworldwide.info

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



East African Playgrounds

East African Playgrounds is an innovative and unique international development charity which trains disadvantaged young adults in metal work, building and play workers; who build high-quality playgrounds which are then installed in community

schools, children's hospitals and refugee camps; whilst also providing educational play based training for caregivers, teachers and parents across Uganda.

eastafricanplaygrounds.org

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



Education Development Trust

Education Development Trust is an international

not-for-profit organisation with an exclusive focus on education. We work with governments, donor agencies and clusters of schools worldwide to design and deliver effective education improvement. Our portfolio of education improvement services ranges from short-term consultancy right through to system-wide change. We invest annually in our programme of research to help to improve education around the world – all freely available to access and download from our website.

educationdevelopmenttrust.com

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



Ark EPG

The Ark Education Partnerships Group (EPG) is a charitable business that partners with governments in low and middle-

income countries to help them guarantee a quality education for every child. We do this by addressing systemic challenges that hinder education performance, with a particular emphasis on improving the quality and accountability of mixed market education systems. We provide technical assistance and advisory services to national and sub-national governments, and use research and evaluation to inform domestic and global policy, practice and financing. We currently partner with governments in India, South Africa, Ghana, Uganda and Cote d'Ivoire.

arkonline.org

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



PROMOTING EQUALITY IN AFRICAN SCHOOLS

PEAS

PEAS (Promoting Equality in African Schools) is a not-for profit operator of low-cost secondary schools with a mission

to expand access to sustainably delivered, quality secondary education across Africa. PEAS currently operates 31 schools across rural Uganda and Zambia in partnership with the government educating over 15,000 students. According to a recent three-year evaluation PEAS schools are serving more disadvantaged students and helping them make faster learning progress than government and private schools in Uganda, and is doing so at a lower per student cost. Beyond operating exemplar networks of secondary schools, PEAS aims to have systems-level impact through collaboration with other school operators, governments and stakeholders.

peas.org.uk/

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

Other organisations to be confirmed.

Thematic table discussions 11.15–12.45

Senior experts will share their insights on current and future trends and challenges in education and development and invite discussion on how to approach these.

All sessions will run in parallel.

Remember to sign up for your preferred session by emailing earlycareerconference@camb-ed.com

Moving towards a gender transformative approach in education programming

Caroline Dean, Education Technical Specialist
Eleanor Caine, GATE-GEC M&E Officer, Plan UK | **Room 1**
Gender-transformative programmes actively seek to transform inequalities in the long-term for all children, despite gender. Approaches must challenge harmful gender norms, power relations and explicitly seek to change how women and girls are seen and valued in their communities, as well as working at multiple-levels from individual to institutional. This session will prompt participants to explore how as education professionals, we can move education interventions to being more than gender-sensitive and towards being gender-transformative? Participants will explore this concept, available tools, examples of good practice and identify the challenges and possibilities within strengthening gender-transformative approaches in education.

Understanding systems for educational reform: Using Ethiopia as a case study

Jack Rossiter, Education Research Officer, Young Lives
Louise Yorke, Research Associate, REAL Centre, University of Cambridge | **Room 6**

Sustainable strategies for effective professional development

Freda Wolfenden, Professor of Education and International Development, The Open University and UKFIET and Executive Committee Chair, UKFIET | **Room 7**
For many pupils classrooms are dispiriting places with pedagogic inequality. A critical factor is the quality of classroom interactions: teachers often lack the skills or motivation to be effective, little attention is given to their individual professional needs and conventional professional development activities – workshops, off site training courses and so on. This interactive session will explore different forms or models for teacher professional learning including those which harness locally available technologies. Participants will consider how we can move away from cascade models to more horizontal sharing of expertise and agentive teacher engagement with professional learning in different contexts.

Disability and education: Moving beyond the obvious

Nidhi Singal, Reader in Education, REAL Centre, University of Cambridge | **Room 8**

This session will provide an opportunity to critically reflect on some key issues in relation to the education of children with disabilities in Southern contexts. It will examine some common (but largely misplaced) assumptions underpinning educational programmes in different countries, such as India. Drawing on primary research it will challenge participants to rethink efforts aimed at improving educational access and learning for children with disabilities.

Prioritising early childhood education in resource-stretched systems: how do we support governments to make tough policy choices?

Kate Martin, Education Adviser, Cambridge Education
James O'Donoghue, Education Adviser, DFID | **Room 9**
Governments worldwide are beginning to realise the importance of promoting early childhood care and education. The benefits – educational, economic, psycho-social and neurological – are significant, and indicate better value for money than investment in any later stage of a person's education. However, many governments, particularly of developing countries, face a dilemma. Having invested heavily in universal primary education and fee-free schooling over the last few decades, state resources for investing in ECCE are very limited. Assuming Governments do accept the evidence, how do they determine how much to invest in ECCE and what interventions to spend it on when the resource pool is small and private interests dominate the sector?

Voices of the next generation 14.00–15.00

Learn from experiences of other early career professionals in the field.

All sessions will run in parallel.

Remember to sign up for your preferred session by emailing earlycareerconference@camb-ed.com

How Cash Transfers have been used to support girls' education in South Sudan: Reflections, lessons learnt, and analysis on transferability to other fragile and conflict affected states

Naomi Clugston, Fellow, Charlie Goldsmith Associates | **Room 1**
The UK Aid-funded Girls' Education South Sudan (GESS) programme focuses on improving girls' access to education by reducing economic and social barriers. The GESS Cash Transfer (CT) and Capitation Grant programme provides unrestricted CTs to girls and restricted grants to schools. Following its implementation, the total number of children in school increased and the proportion of girls in school increased from less than 40% in 2014 to over 44% in 2017. This presentation explores the impact of this programme on girls' education, reflecting on lessons learnt and considering the transferability of the tools and techniques used.

Assessing learning of children across the attainment spectrum to inform education systems reform: Evidence from India and Pakistan

Lydia Whitaker, Research Associate, Faculty of Education, University of Cambridge | **Room 6**
The Sustainable Development Goals are placing a spotlight on assessing learning to identify if countries are on track in education. With increased attention being given to the use of learning assessments, it is vital that consideration is given to how data can be used to improve learning for those most likely to be left behind. Undertaken appropriately, such information can be important for achieving inclusive education system reform. This presentation draws on experience from our Teaching Effectively All Children (TEACH) project undertaken in Haryana, India and Punjab Pakistan using existing learning assessments. We identify lessons from the use of the data for identifying those who are not learning.

Teaching language for learning: Overcoming barriers for deaf children

Sarah Palmer, Head of East Africa and Philippa Wynne, International Publications and Communications Manager, Deaf Child Worldwide | **Room 7**
This session will present highlights from ground-breaking research undertaken in Kenya to explore the issues

of language for learning for deaf children. It aims to provoke discussion on how addressing the language needs of deaf children, rather than looking at deafness as a disability could result in different strategies for teaching deaf children. The presentation will be followed a brief deaf awareness activity to introduce to participants how deaf children communicate and learn.

How to move from entry points in government to educational systems reform? Experiences from Ghana and Cote d'Ivoire

Signe Sorensen, Manager, Ark Education Partnerships Group (EPG)
Ahmad Jawad Ashgar, Manager, Ark Education Partnerships Group (EPG) | **Room 8**
This session will explore the constraints and challenges when engaging Ministries of Education on system reform and how these can be addressed. Drawing on two country case studies from our experiences as Programme Managers at the Ark Education Partnerships Group's (EPG) we will compare and contrast the political environments in Cote d'Ivoire and Ghana. In particular, we will seek to understand how these different – and sometimes conflicting – levels of political and technical engagement within our partner countries influence the scoping phase, design and effectiveness of public-private partnership and accountability reform pilots.

Early Childhood Development – the importance of play

Suzie Rees, Fundraising Manager, East African Playgrounds
Andy King, Partnerships Manager, East African Playgrounds | **Room 9**
A huge body of research has demonstrated the importance of play for children's healthy development, particularly at the ECD level. This session will cover the importance of building play into ECD education, and how East African Playgrounds has been delivering our innovative play-based programme, including a community-designed playground and community training sessions, in ECD centres in refugee settlements across Uganda over the last few years. We'll cover challenges experienced, particularly in relation to communicating our work to potential donors, and the impact our programme has had.

Building blocks for development 15.30–17.00

Understand from a range of actors what skills are needed in the field for international education and development.

During your career in the international education and development sector you will be interacting with stakeholders from academia, consultancies and donors. During this session we will be focusing on the skills required for you to become a flexible and adaptable professional with the skills to succeed:

Monitoring, evaluation and research

Lucy Gray

Evaluation and Learning Lead
Comic Relief

Keith Lewin

Chair of Board of Trustees
UKFIET

Policy and advocacy for international education and development

Heather Saunders

Advocacy Officer
Global Partnership for Education

A framework and a case study for successful programme management

Andy Brock

Managing Director
Cambridge Education

Jenny Laidlaw

Project Manager
Cambridge Education

Speakers

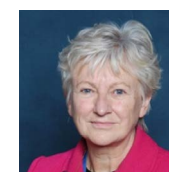
Understand what skills are needed in the field on international education and development.



Sharon Tao, Senior Education and Gender Adviser, Cambridge Education

As an education adviser, Sharon has extensive experience and a nuanced understanding of the realities and complexities of implementing large-scale UK aid-funded education programmes in Ghana, Tanzania, Nigeria and India. Her experience in systems strengthening, intervention and programme design, and policy development on these programmes has not only been underpinned by her PhD engagement with a wide evidence base on teacher quality and gender; but her in-country work has also been informed by her grassroots experience as a researcher and teacher of classes of 100+ students in government schools in Tanzania and Rwanda. She has contributed specialist knowledge and experience in designing gender strategies and mainstreaming gender on DFID programmes; and her book 'Transforming Teacher Quality in the Global South', which includes a specific focus on gender, has been well received in the international donor community.

@Camb_Ed



Angela Little, Professor Emerita at the Institute of Education and UKFIET Trustee, UKFIET

Angela Little is known for her work in primary education policy and practice in developing countries as well as education planning, program evaluation and assessment. Angela has been adviser to various governmental, multilateral and non-profit organisations on education policy, planning and evaluation. She is a founding member of the London International Development Centre, has chaired the International advisory group for the Young Lives longitudinal study and is a member of the Academy of Social Sciences.

@ukfietconf



Matt Foster, Director of International Development, The Open University

The Open University's International Development Office (IDO) manages the development of large scale capacity-building programmes in developing countries. Working closely with faculties across the OU, Matt oversees an extensive range of development programmes, which combine academic expertise with learning approaches designed to reach large numbers of people. Programmes are strategically designed with partners to deliver significant impact against the big challenges facing sub-Saharan Africa and South Asia. Matt has over 20 years' experience in the international development sector and worked with VSO (Voluntary Service Overseas) from 2001-2015 in programme management, strategic and directorship roles.

@OpenUniversity



Jacqueline Gallinetti, Director of Research and Knowledge Management, Plan International

Plan International, an international development organisation, has its international headquarters based in the UK but works across the globe in more than 70 countries. Jacqueline is a qualified lawyer with 21 years of experience, eight of which were as a practicing attorney working on family law, children's rights and criminal litigation in South Africa. She then managed a children's rights unit at the Dullah Omar Institute at the University of the Western Cape working on juvenile justice and child protection, as well as law reform in South Africa and other Southern and Eastern African countries.

@PlanGlobal



Sally Gear, Head of Profession (Education), DFID

Sally has worked in girls' education for over fifteen years. She was previously Senior Education Adviser at DFID and led the UK's £355m Girls Education Challenge programme. Prior to joining DFID, she lectured in social development and gender and development at Manchester University, worked for the British Council as an education adviser in Africa and was an education and gender adviser at the VSO HQ. Sally is a member of the UNGEI Global Advisory Committee.

🐦 @DFID_UK



Ricardo Sabates, Reader in Education, REAL Centre, University of Cambridge

Ricardo has published widely on the social benefits of education in the UK and internationally, access to education in less developed nations, and educational inequalities over the life course. His research interests include issues of education in the context of development, in particular the role of parents, schools and other institutions in narrowing educational inequalities over time. Ricardo is a Research Fellow at the Centre for International Education, University of Sussex, and previously a Reader in International Education and Development also at the University of Sussex. Ricardo lived and worked in Rwanda between 2012 and 2014 where he was engaged in supporting national and international NGOs with the design of project evaluations. He reviewed proposals for the Innovation for Education Fund Rwanda, and assisted DFID and the Government of Rwanda with the selection of relevant innovative projects.

🐦 @REAL_Centre



Caroline Dean, Education Technical Specialist, Plan UK

Caroline works in Plan UK's Development Programmes Unit, providing technical support to Plan UK's global portfolio of Education projects which specialise in realising all children's right to inclusive, quality education, with a focus on adolescent girls and children with disabilities. Caroline has experience of education and humanitarian programme management, including overseas roles in Ethiopia, South Sudan, Syria, Turkey and Greece for organisations including Save the Children, Relief International and GOAL. Prior to entering the humanitarian sector, she worked in youth participation programmes in the UK and qualified as a primary school teacher.

🐦 @PlanUK



Eleanor Caine, GATE-GEC M&E Officer, Plan UK

As part of the GATE-GEC programme in Sierra Leone, Ellie leads on the design, development and implementation of MEL tools, processes and systems to inform programmatic design and monitor the impact of the programme on marginalised girls and children with disabilities. Prior to joining Plan, Ellie spent two years in South Sudan working on the UK aid-funded Girls' Education South Sudan programme, focusing on M&E, communications and reporting. Before entering international development, Ellie worked in local government and public relations.

🐦 @PlanUK



Jack Rossiter, Education Research Officer, Young Lives, Temporary Researcher, Early Learning Partnerships

Jack is a Young Lives Education Research Officer, a Research Associate at the Oxford Department of International Development and a Temporary Researcher at the Faculty of Education, University of Cambridge. His research interests include early learning, the economics of education, skills development, education systems and educational assessment. Currently, Jack splits his time between Young Lives and the Early Learning Partnership's Systems Research Program, led by the Ethiopian Development Research Institute. Prior to joining Young Lives Jack was a civil servant and ODI Fellow in the Ministry of Education, Ethiopia, serving as an economic advisor for the preparation of the country's fifth Education Sector Development Programme.

🐦 @yloxford



Freda Wolfenden, Professor of Education and International Development, The Open University and Executive Committee Chair, UKFIET

Freda Wolfenden has held a number of management positions at The Open University including Associate Dean for the Faculty of Education and Language Studies. Since 2014 Freda has been Academic Director for TESS-India, a large scale innovative teacher development project across several states in India (www.tess-india.edu). Freda is engaged in a number of research and development projects in Sub Saharan Africa and India focused on pedagogy, new technologies and open practices in teacher education at institution and system level and leads work on a new route into teaching for women in rural Sierra Leone in partnership with Plan and FAW. Freda is a member of the GESF Teachers Alliance and currently chair of the UKFIET Executive Committee.

🐦 @ukfietconf



Louise Yorke, Research Associate, REAL Centre, University of Cambridge

Louise's PhD (School of Social Work and Social Policy Trinity College Dublin), focused on the lives, experiences and choices of rural girls as they negotiate different pathways to urban secondary schools in Ethiopia. Her research interests involve the use of quantitative qualitative and participatory research methods to understand educational access and equity, social and cultural factors influencing the educational experiences and trajectories of girls and young women, and school-to-work transitions.

🐦 @REAL_Centre



Nidhi Singal, Reader in Education, REAL Centre, University of Cambridge

Nidhi's core areas of research interest lie in addressing issues of educational inequity among marginalised groups in Southern contexts. She has worked extensively with children and young people with disabilities in South Asia and Africa. Her research has focused on the experiences of children with disabilities attending a range of different educational arrangements, the quality of teaching and learning in these settings, and the impact of schooling on short and long-term outcomes. Another important dimension in her work has been the development of culturally sensitive approaches in educational research. She is particularly interested in critically examining power relations in North-South research partnerships, the ethics of research dissemination, and the impact of educational research on policy making for children with disabilities. Nidhi is an active Fellow of her College, Hughes Hall, and has served as the (Acting) Vice President in 2013. In 2014, she was appointed a Trustee of the Cambridge Trust, the biggest student grant making body in Cambridge. Before coming to Cambridge, Nidhi trained as a clinical psychologist (University of Delhi) and worked with children and young adults in a range of clinical and educational settings in India.

🐦 @REAL_Centre



Kate Martin, Education Adviser,
Cambridge Education

Kate joined Cambridge Education in 2011 and has been based overseas for the company in India, Indonesia, the Democratic Republic of Congo and Uganda. This has involved working with a range of clients and on a range of education topics, where capacity building, generating evidence, governance reform and system-wide approaches are the common threads. Most recently, as Deputy Team Leader of the project to review the education sector ECD Policy in Uganda, Kate has worked with the team to conduct a nationwide survey into the status of early childhood education, leading to proposals for policy change, costed implementation options and complex political lobbying. Prior to joining Cambridge Education, Kate worked with The Water Dialogues for three years in an initiative focused on global, multistakeholder-led research to nudge change on water and sanitation issues.

🐦 @Camb_Ed



James O'Donoghue,
Education Adviser, DFID

James joined DFID in November 2017 as an education adviser on the education research team, where he leads their research into Early Childhood Development. Before joining DFID, James worked at the Ark Education Partnerships Group, where he led work on public private partnership and school accountability policy with the governments of Uganda and Liberia. Prior to that, James was based in Uganda for three years in several programme and policy roles with the school NGO PEAS. Previously he was a UK secondary school teacher for four years, having trained through the Teach First leadership development programme.

🐦 @DFID_UK



Emma Carter,
Research Associate, REAL Centre,
University of Cambridge

Emma is a Research Associate with interests in the impacts of disadvantage on cognitive and social-emotional development and strategies that can best address the needs of learners from underserved backgrounds. Her PhD research examined the psychosocial experiences of disadvantaged students from ethnic minority backgrounds involved in programmes aimed at identifying and developing high academic potential within Australia and the UK. Her current role as Research Associate for the REAL Centre involves a comprehensive evaluation of Complimentary Basic Education (CBE) in Ghana. The CBE programme aims to bridge achievement gaps of out-of-school children so they can be reintegrated into mainstream public education after nine months of accelerated learning instruction.

🐦 @REAL_Centre



Vandana Singh,
PhD Candidate, University of Bath

Vandana is a 3rd Year PhD candidate at the University of Bath, Department of Education, whose research focuses on gender issues in Indian primary school curriculum and how it may influence female pupils' gendered capabilities. It's an ethnographic case study of two primary schools in north India, research is conducted under the supervision of Dr Rita Chawla-Duggan. Vandana completed an MA in Education and International Development from UCL Institute of Education, London in 2015. Before coming to the United Kingdom, Vandana worked as a head teacher in North India for nearly a decade in a private secondary school. Vandana also co-owns an NGO (Non-Governmental Organization) named Pehla Kadam (First Step) Foundation in India, which focuses on the after-school programme for primary school pupils from marginalized groups. The foundation focuses on building literacy and numeracy skills, which allows them to do better in school.

🐦 @UniofBath



Eve Hadshar, Education Adviser,
Cambridge Education

Eve is an Education Advisor at Cambridge Education and the Results and Delivery Manager for the UK aid-funded T-TEL project in Ghana. Eve has considerable project management and business development experience in Africa and Asia, including managing multi-donor funded education projects and large proposals for new funding. She has experience of designing English language education projects; creating educational materials and resources, based on and adapted from the national curriculum; and conducting workshops and training sessions with English teachers. Most recently, with Cambridge Education, Eve was the Project Manager for an Asian Development Bank-funded skills project and provided technical assistance to the Tanzanian Ministry of Education. She has lived and worked in Madagascar, India, Tanzania, Mozambique, the Philippines, the UK, the UAE, Canada, and now, Ghana.

🐦 @Camb_Ed



Elsa van Vuuren, Social and
Economic Development Adviser,
Mott MacDonald

Elsa has a background in economic and social development, with training in economics, international development, and international children's rights and child protection. She advised fashion and food brands H&M, Fairtrade, UTZ, and Rainforest Alliance on sustainable supply – with a focus on child protection, prevention of child labour, and protection of other vulnerable groups throughout the value chain. Elsa then moved to social protection where she advised on the design and implementation of social protection schemes and grants for vulnerable groups including mothers with children aged 0-5 and individuals with a disability. She is currently focusing on disability inclusive development, with special attention for early years and child protection. She is working with development partners to improve disability prevention and care during early childhood, and designing child protection mechanisms and innovations to make education and accompanying activities more accessible for all children.

🐦 @MottMacDonald



Mathilde Nicolai, Education
Adviser, Cambridge Education

Mathilde specialises in international development and education. Mathilde has been working for more than six years in technical assistance and system strengthening to Ministries of Education in Sub-Saharan Africa, and also has experience working with the Gender Equality Observatory for Latin America and the Caribbean. Recently she has been involved in two research studies on out-of-school children in Cameroon and Guinea Bissau, following the UNICEF/Pole of Dakar methodology, and focused on the qualitative aspects of the research to better understand and provide policy recommendations on barriers and constraints for school access and retention in these two countries.

🐦 @Camb_Ed



Naomi Clugston, Fellow,
Charlie Goldsmith Associates

Naomi leads and supports research for Girls' Education South Sudan (GESS) into the impact of Cash Transfers and Capitation Grants on girls' education. Prior to working for CGA, Naomi worked as a Research Assistant at the University of Warwick, supporting research on human rights, anthropogenic global catastrophic risk, climate change, and the link between empathy and governance. Outside of her research experience, Naomi co-ran a children's choir in Juba, South Sudan; was a student mentor at An Najah University, Palestine; and has run arts and music groups in Berlin-based refugee centres.

🐦 @cgoldsmithassoc



Sarah Palmer, Head of East Africa, Deaf Child Worldwide

Sarah manages a programme of partnerships in Kenya, Uganda and Tanzania for Deaf Child Worldwide. She is a gender and social inclusion specialist with varied experience in international programmes and policy. Deaf Child Worldwide is the international development arm of the National Deaf Children's Society and the UK's leading international charity for deaf children in developing countries. Our vision is a world without barriers for every deaf child and we facilitate work that enables deaf children and young people to be fully included in their family, education and community life.

@DeafChildWW



Signe Jung Sorensen, Manager, Ark Education Partnerships Group (EPG)

Signe joined Ark EPG in 2017 and currently manages the Cote d'Ivoire programme, including projects on pre-primary education and strengthening accountability of private secondary schools. She has also supported scoping and implementation of EPG's projects in Ghana and Liberia. Previously, Signe worked as a consultant at the World Bank after completing her Overseas Development Fellowship in Ghana and Madagascar. She holds a Master's in Public Administration in International Development from the London School of Economics and Political Science.

@ArkSchools



Ahmad Jawad Ashgar, Manager, Ark Education Partnerships Group (EPG)

Jawad joined Ark EPG in 2018 and currently manages the Ghana programme; piloting contract management public-private partnerships to improve quality of primary and secondary public schools. Prior to joining Ark EPG, Jawad worked with the education team at Adam Smith International, and The World Bank for reform programmes in Punjab and Sindh provinces of Pakistan. He started his career as a fellow in Teach For Pakistan during its inaugural year in 2011. Jawad holds a Masters in Science with distinction in Statistics from University of Glasgow.

@ArkSchools



Suzie Rees, Fundraising Manager, East African Playgrounds

Suzie made the move into international development fundraising when she joined East African Playgrounds two years ago from the Wildlife Trusts movement, where she worked for six years in grant fundraising for both local and national projects. Since joining East African Playgrounds she has set up and continues to be responsible for the trusts and foundations funding stream which now brings in over £90,000 a year for the charity, for their primary and ECD educational play programmes across Uganda, including in refugee settlements as well as employability work. She's recently visited EAP's programmes in Uganda and learnt a lot about the importance of play in education, as well as communicating this to potential donors.

@EastAfricanPlay



Lydia Whitaker, Research Associate, Faculty of Education, University of Cambridge

Lydia has worked in education examining social and emotional abilities of typical and atypical children for over eight years. Lydia's PhD examined Emotion Category Boundaries in children with Autism Spectrum Disorder (ASD) in mainstream and special educational needs schools. Lydia's areas of interest adopt a mixed-methods approach and centre around the relationship between cognitive, social and emotional abilities in typical and atypical populations.



Philippa Wynne, International Publications and Communications Manager, Deaf Child Worldwide

Deaf Child Worldwide work to remove the barriers faced by deaf children and young people in developing countries. We have been working with partner organisations in South Asia, East Africa and Latin America. Philippa is leading all of Deaf Child Worldwide's digital profile and our wide range of resources for professionals, families and deaf children.

@DeafChildWW



Lucy Gray, Evaluation and Learning Lead, Comic Relief

Lucy has been working with a range of development organisations - small community organisations, international NGOs and donor agencies - delivering social development initiatives in Africa and Asia for the past 20 years. Starting her career working with schools and NGOs on education and microfinance projects in Ghana and Senegal, she then moved to Australia to work with charities providing consulting services and project management in the fields of microfinance, microenterprise and education across the Asia-Pacific region. Back in the UK, and with a couple of Masters degrees in International Development and Evaluation under her belt, she now works with Comic Relief's Learning and Strategy team commissioning evaluations and research, designing and managing strategic learning projects and providing monitoring, evaluation and learning advice to grant recipients. She's passionate about women and girls' rights and is a strong believer that quality evidence and simple yet thoughtful data management is key to good development practice.

@comicrelief



Keith Lewin, Chair of Board of Trustees, UKFIET

Keith is the Emeritus Professor of International Development and Education at the University of Sussex. He founded the International Masters programme at Sussex and directed the Centre for International Education for 17 years. Keith has worked extensively on education and development for the major bilateral and multilateral aid agencies and for many national governments in Africa and Asia over the last 40 years. He has recently been working on educational access and equity, indicators and targets post 2015, secondary education development in India, basic education in China, aid to education for States in transition from low to middle income, and privatisation and public goods in education and development. Keith is a Fellow of the UK Academy of Social Sciences and a Chartered Physicist.

@ukfietconf



Andy Brock, Managing Director,
Cambridge Education

Andy is the Managing Director of Cambridge Education, responsible for the work they do spanning over 18 counties in Africa and Asia. Prior to this, for 11 years Andy was the Team Leader on two major and very successful education projects in China, funded by UK aid, that impacted over eight million pupils and over 85,000 teachers and headteachers, leading teams on both projects of up to 60 staff and consultants. By training Andy is an education economist and planner with work experience in China, South Africa, Sri Lanka, Pakistan, Nepal, Indonesia, Uganda, Tanzania, Gambia and Ghana. Andy’s role is to support the teams in the field who are delivering education projects to improve the learning outcomes and educational experiences of children and young people - for clients as diverse as DFID, WB, UNICEF, EC, USAID and ADB. This work includes working as the Project Director for the UK aid-funded IIm Ideas 2 programme in Pakistan, which is seeking to introduce innovative approaches to improving learning outcomes for disadvantaged children.

@Camb_Ed



Jenny Laidlaw, Project Manager,
Cambridge Education

Jenny is a qualified project and programme manager with over 15 years’ experience supporting international development and conservation projects worldwide. She currently manages Cambridge Education’s largest DFID contract, the Education Quality Improvement Programme in Tanzania (EQUIP-Tanzania) and her previous employers include the UK government, an international charity, an academic research institute and a consultancy company. Jenny has managed projects funded by major multilateral and bilateral donors, with deliverables ranging from the procurement and distribution of nine million school books in South Sudan, the publication of responsible tourism strategies for Vietnam, Ethiopia and The Gambia, to the discovery of a new species of toad in Tanzania. Along the way she’s gained expertise in business development, project design, contract and tax law, recruitment, people management, logistics and project accounting.

@Camb_Ed

Attendees

Ahmad Jawad Ashgar	Ark
Aletheia Bligh-Flower	DFID
Alex Maxted	EducAid Sierra Leone
Alshaimaa Abdelaleem	
Amy Ashlee	Plan International
Amy Baum	University of Sussex
Andy Brock	Cambridge Education
Andy King	East African Playgrounds
Angela Little	UKFIET
Caine Rolleston	University College London
Carolina Echegaray	
Caroline Dean	Plan UK
Chloë Britt	Cambridge Education
Danny Stubb	
Eithne Lonergan-Curry	Education Development Trust
Eleanor Caine	Plan UK
Elisabetta Naborri	Cambridge Education
Elizabeth King	
Elsa van Vuuren	Mott MacDonald
Emma Carter	REAL Centre, University of Cambridge
Emma van der Meulen	Mott MacDonald
Eve Hadshar	Cambridge Education
Francesca Zanatta	University of East London
Franziska von Blumenthal	
Freda Wolfenden	The Open University and UKFIET
Hala Sabri	British Council
Heather Saunders	Global Partnership for Education
Ida Iselin Eriksson	University of Sussex
Ifrah Khatoon	
Jack Rossiter	Young Lives
Jacqui Gallinetti	Plan International
James O'Donoghue	DFID
Jenny Laidlaw	Cambridge Education
Jessica Jetmore	
Joe Collins	

Joel Mullan	University of Oxford
Kate Martin	Cambridge Education
Keith Lewin	UKFIET
Khadija Badri	
Lauren Bunn	Education Development Trust
Lorraine Wapling	Deaf Child Worldwide
Louise Yorke	REAL Centre, University of Cambridge
Lucy Gray	Comic Relief
Ludmila Vavrova	British Council
Lydia Whitaker	University of Cambridge
Marie Williams	Dream Networks
Martin Davis	Education Development Trust
Mathilde Nicolai	Cambridge Education
Matt Foster	The Open University
Mohammed Kabir	Brac
Moyosore Kolawole	
Naomi Clugston	Charlie Goldsmith Associates
Nidhi Singal	REAL Centre, University of Cambridge
Ouided Sekhri	
Pearl Boateng	Education Development Trust
	Cambridge Education
Philippa Wynne	Deaf Child Worldwide
Rebecca Gordon	University of Cambridge
Ricardo Sabates	REAL Centre, University of Cambridge
Roisin Plunkett	Education Development Trust
Sally Gear	DFID
Sarah Palmer	Deaf Child Worldwide
Sharan Thind	
Sharon Tao	Cambridge Education
Signe Sorensen	Ark
Sophie Tanner	Plan International
Sophie Verbis	
Suzie Rees	East African Playgrounds
Umo Young	
Vandana Singh	University of Bath
Yukie Sato	

Opening opportunities with connected thinking.

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