Centre for Education and International Development (CEID)
Keynote Launch Event Programme

UCL Institute of Education with
Professor Amartya Sen, Harvard University

June 15th, 2017
The UCL Institute of Education

The Centre for Education and International Development (CEID) is based within the UCL Institute of Education (IOE), which has been ranked number one for education worldwide in the 2014, 2015, 2016 and 2017 QS World University Rankings, and was awarded the Queen’s Anniversary Prize in 2016.

Founded in 1902, the IOE today has more than 8,000 students and 800 staff. In December 2014 it became a single-faculty school within UCL. Work on themes associated with international development has taken place at the IOE under various guises since 1927, and the foundation of what was known as the Colonial Department, which linked the IOE to the administration of education in countries under colonial rule. Work on education in and with lower and middle income countries has continued throughout this period. Today the Institute’s work on education and international development reflects staff and students’ critical engagements with local and global challenges linked to social justice, equalities, peacebuilding, health and wellbeing, migration, gender and women’s empowerment.

Research at the IOE continues to address society’s most important challenges, and teaching at the IOE aims to inspire students by providing them with first-hand experience of world leading research and knowledge creation. The UCL Institute of Education plays an important global role, contributing to international academic and policy-related networks, and developing the fields of education and social science worldwide. The IOE’s staff undertake around a quarter of the funded education research carried out in UK universities, and in the most recent Research Excellence Framework 94% of the IOE’s research was judged to be of world class quality.

In 2014, the IOE secured ‘outstanding’ grades from Ofsted on every criterion for its initial teacher training, across primary, secondary and further education programmes. The IOE’s teaching provision spans all stages and aspects of education, and includes five master’s programmes specialising in education and international development, a vibrant community of doctoral students across the CEID’s five thematic focus areas, and a BA in Education Studies with a significant education and international development focus.
Centre for Education and International Development (CEID) Mission Statement

The Centre for Education and International Development (CEID) investigates education and international development, looking at the contribution of education to social justice, equalities, peacebuilding, health and wellbeing, migration, gender and women’s empowerment.

As the largest community of scholars, students and alumni focusing on education and international development in a single institution in the UK, and a history of 90 years in the field, the Centre undertakes interdisciplinary research predominantly in and for Africa, Asia, Latin America, the Middle East and the Pacific. Through our research and teaching, we consider how intersecting inequalities, hierarchies, exclusions, displacements, violence and conflicts affect education. Our distinctive research and practice entails work that is theoretically engaged, methodologically rigorous, and critically reflexive about data and the contexts in which data are generated. We understand education in its broader sense as a human practice entailing relationships that are reproductive and transformative of political, economic, social and cultural contexts. We are interested in the connections and disconnections between different phases, spaces and forms of education, different disciplines, and local, national and international levels of analysis.

Our concerns are to promote quality education as a human right, a sustainable development goal, a peacebuilding framework, and a process for expanding opportunities, capabilities and freedoms. Our work on these themes documents the complexity of relationships and forms of understanding, and our normative concerns to address and try to change injustices.
Professor Amartya Sen was awarded the Nobel Prize in Economics in 1998. His work has made a major contribution to thought and practice in education. He is currently Thomas W. Lamont University Professor, and Professor of Economics and Philosophy, at Harvard University. He was, until 2004, the Master of Trinity College, Cambridge. He has been Professor of Economics at Jadavpur University Calcutta, the Delhi School of Economics, the London School of Economics, and Drummond Professor of Political Economy at Oxford University.

Professor Sen has served as President of the Econometric Society, the American Economic Association, the Indian Economic Association, the International Economic Association and the Human Development and Capability Association. He was formerly Honorary President of OXFAM and is now its Honorary Advisor. His research has ranged over social choice theory, economic theory, ethics and political philosophy, welfare economics, theory of measurement, decision theory, development economics, public health, and gender studies.

His work in education encompasses discussion of education in the capability approach, links with human capital theory, approaches to development as freedom, reflections on human rights and justice, discussion of education policy development and practice in India, and contribution to a major paradigm shift in measuring education associated with the Human Development Index. He is associated with a number of innovative education projects.


His many awards include Bharat Ratna (India); Commandeur de la Legion d’Honneur (France); the National Humanities Medal (USA); Ordem do Merito Cientifico (Brazil); Honorary Companion of Honour (UK); the Aztec Eagle (Mexico); the Edinburgh Medal (UK); the George Marshall Award (USA); the Eisenhower Medal (USA).
## Evening Programme

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| 16.00-17.00 | Registration on third floor mezzanine  
Exhibition of CEID’s work and programmes, Crush Hall |

### Launch of the Centre for Education & International Development and Keynote address, Logan Hall with Live Streaming in Committee Room 3

<table>
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| 17.00-17.10 | Welcome, introductions and formal launch of the Centre for Education and International Development (CEID)  
Professor Michael Arthur, UCL President and Provost |
| 17.10-17.20 | Introducing the Centre for Education and International Development  
Professor Moses Oketch, UCL Institute of Education (Co-Director CEID) |
| 17.20-18.00 | Keynote Lecture ‘What’s the use of education?’  
Professor Amartya Sen, Harvard University |
| 18.00-18.15 | Response  
Professor Elaine Unterhalter, UCL Institute of Education  
(Co-Director CEID) |
| 18.15-18.45 | Audience Questions |
| 18.45-19.00 | Closing remarks  
Professor Michael Arthur |
| 19.00-20.00 | Drinks Reception  
Crush Hall and Jeffery Hall |
The work of CEID is organised around five thematic areas:

i) Addressing poverty and intersecting inequalities in and through education  
**Theme leader:** Dr Caine Rolleston  
*c rolleston@ucl.ac.uk*

Education, more than almost any other public investment, is understood to have the potential to reduce poverty, promote growth and prosperity and to reduce inequalities. It is by no means guaranteed, however, that education policies will deliver such benefits. Moreover, education policies can also reinforce inequality. Intersecting inequalities are pervasive across all phases of education and transitions between them (early years, primary, secondary and tertiary). They are linked to poverty and a range of other markers of disadvantage and discrimination. How do the various forms, institutions, organisations, structures and delivery mechanisms of education contribute to contemporary inequalities? How do political, economic, social and cultural aspects of historically framed contexts shape education inequalities? What is the role of education in reproducing and transforming these relationships?

We draw on a wide range of methods, working across disciplines to examine the evidence, policy and practice dimensions of these issues. We are particularly interested in furthering understanding of the ways in which education policy and practice can serve to mitigate the effects of intersecting inequalities and to improve social justice within and beyond the sector.

ii) Migrations  
**Theme leader:** Dr Elaine Chase  
*e.chase@ucl.ac.uk*

A range of migrations characterise contemporary times and raise complex issues about education provision. Migration links the needs of differently situated groups, the societies they migrate to and those they leave behind. Our research and teaching focus on the experiences of migration and their implications for education policy and practice, and how better to understand the education-migration nexus within the context of international development.

This new and evolving thread of our work at the Centre for Education and International Development explores two main angles: how migrant communities from low and middle-income countries experience education (in its broadest sense) within ‘host’ countries such as the UK; and the factors driving and constraining educational and learning opportunities for people who migrate within and between low and middle income countries. CEID explores two main angles: how migrant communities from low and middle-income countries experience education (in its broadest sense) within ‘host’ countries such as the UK; and the factors driving and constraining educational and learning opportunities for people who migrate within and between low and middle income countries.
iii) Examining conflict, violence, and peacebuilding through education
Theme leader: Dr Tejendra Pherali t.pherali@ucl.ac.uk

Children’s right to quality education is under threat due to violent conflicts, natural disasters and growing social and economic inequalities in low and middle income countries. Education policies and programming that are designed to address concerns about access to educational resources, distribution and pedagogical approaches often fail to address complex political, security and economic challenges that are faced by learners in emergency situations. Within the Centre, our work in research, teaching and civic engagement focuses on the intersections between educational inequalities, violence and conflict; protecting education from attacks; education in emergencies and refugee contexts or forced migration; and the role of education in peace building and state building.

iv) Health and wellbeing
Theme leader: Dr Ian Warwick i.warwick@ucl.ac.uk

Education and health are often understood as conceptually, politically and professionally separate fields of expertise and practice, yet are experienced as intimately related in people’s day-to-day lives. Good health has a positive influence on people’s abilities to gain access to and gain from education – whether they be pupils/students, their parents/carers or educational professionals. Moreover, good education can have a positive effect on people’s health and sense of wellbeing. However, ill-health can hinder people from benefitting from education, and poor-quality education can harm people’s physical and emotional wellbeing. These inter-relationships between health and education raise important questions about how international development might work across both fields to promote wellbeing and social justice in low and middle income contexts.

Our areas of interest include the role of education in relation to promoting nutrition, sexual health/sexuality, global mental health, academic wellbeing – with a focus on children, young people, parents/carers and professional practice.

v) Gender equality, women’s rights and empowerment
Theme leader: Dr Rosie Peppin Vaughan, rosie.peppinvaughan@ucl.ac.uk

Gender equality in education has prominence in a range of international declarations and national policy commitments. However, the meaning given to gender and whether or not there is a focus on issues of women’s rights and empowerment is hotly debated. Our research, teaching, and policy engagement looks at a number of themes around school related gender based violence, and policy work to address this, teacher education, and some of the psycho-social dimensions of work on gender. We also seek to explore some of the complexities engaged in translating gender equality policy between the global, national and local contexts, in ways that talk to the political and transformative concerns of women’s rights activists at all levels from the grassroots to the transnational. We have a special interest in the development of indicators around gender equality in education, aware both of their strengths and weaknesses.

Further information about the work within each of the Centre’s five thematic areas can be found on the CEID’s webpage: www.ucl.ac.uk/ioe-ceid
CEID’s diverse research foci feeds into its world class teaching provision. CEID’s staff are engaged in a variety of research-led taught programmes at postgraduate level, teach on the BA in Education Studies degree and offer supervision to a vibrant community of doctoral researchers at the UCL Institute of Education:

**Taught Programmes**

1. **MA in Education and International Development**
   This programme introduces students to concepts in education and international development, and fosters a critical engagement with education policy, practice and research in, and for, low- and middle-income countries.

2. **MA in Education, Gender and International Development**
   This programme develops students’ understanding of the gender dimensions of education policy, practice and research in and with low- and middle-income countries.

3. **MA in Education, Health Promotion and International Development**
   This degree offers students the opportunity to extend and deepen their understanding of concepts, theories and issues related to international development, education and sustainable ways of promoting health, wellbeing and social justice.

4. **MA in Educational Planning, Economics and International Development**
   This degree provides students with the relevant knowledge, understanding and skills to work in educational planning, policy, management and administration in the context of international development.

5. **MA in African Studies with Education**
   The new African Studies degrees at UCL draw on world-leading research and expertise from across the university, and offer a unique opportunity to choose one of three distinct pathways. In the African Studies with Education MA students come to understand the challenges surrounding education in contemporary Africa - including poverty, inequality, gender, education and employment, education and technology; vernacular education and the diaspora.

6. **BA in Education Studies**
   This broad-based, interdisciplinary programme challenges how students think about education. Looking beyond education as taking place only in schools and universities, to studying how education occurs across all social institutions, this degree develops critical understandings of education in the past, present and future, both locally and globally.

Graduates from our taught programmes currently work in a variety of roles in aid agencies, UN institutions, government departments, international and national NGOs, research centres and think tanks. Some go on to work in social entrepreneurship or in development consultancy, others proceed to doctoral study, and some win competitive scholarships and publish in international journals. A number of our students are mid-career professionals, including teachers, ministry staff and NGO professionals, for whom studying a degree within CEID’s teaching provision forms part of their wider professional development, providing access to more senior roles or to a change of career direction.

The UCL website contains detailed information on how to apply to these courses [https://www.ucl.ac.uk/prospective-students/](https://www.ucl.ac.uk/prospective-students/)
CEID Doctoral Candidates

Doctoral students play a central role in the life and work of CEID, and regularly present their work in the Centre’s thematic seminar series. Many of the Centre’s staff are currently involved in the supervision of doctoral candidates, whose range of professional experience and original projects, reflect the diverse work of the Centre.

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<td>Dr Elaine Chase</td>
<td>Jenny Allsopp, Doaa Hammoudeh, Olga Mun, Priyanka Bawa, Cleopas Sambo</td>
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<td>Professor Marie Lall</td>
<td>Devandra Mishra, Irene Brew-Riverson, Ishtiaq Fazal, Kusha Anand, May Kyi Han, Zulfiqar Ali</td>
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<td>Dr Tristan McCowan</td>
<td>James Colin Ransom, Dorothy Ferary, Jorge Diego Angeles Colin, Francisco Javier Zamorano Figueroa, Piers Von Berg, Gabriel Goldmeier, Laela Adamson, Mari Yasunaga, Roussel de Carvalho, Karla Lopez, Stella Cheong, Cristina Perales, Richard Paterson</td>
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<td>Dr Amy North</td>
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<td>Professor Moses Oketch</td>
<td>Adedayo Olusiji Sangoniran, Nozomi Sakata, Sampson Osafo, Emmanuel Kamuli, Eirini Aravani</td>
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<td>Dr Jenny Parkes</td>
<td>Sadia Ashraf, Niousha Roshani, Charlotte Nussey, Kathryn Kashyap, Zarin Gul, Mohamed Elshirazy, Ellen Turner</td>
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<td>Dr Caine Rolleston</td>
<td>Adetoun Adewolu Ogwo, Zoe James, Lauren Pisani, Pablo Casasbuenas</td>
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<td>Gloria Uwingabiye</td>
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<td>Professor Elaine Unterhalter</td>
<td>Laela Adamson, Christine Kelly, Charlotte Nussey, Louise Wetheridge, Adam Walton, Emma Shercliff, Christine Assad, Kay Andrews, Cecilia Selepe</td>
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<td>Dr Ian Warwick</td>
<td>Eleni Hadjigeorgiou, Paul Livingston Dunkley, Sarah Dove</td>
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The CEID Directors

Professor Moses Oketch, Co-director of CEID and Professor of International Education Policy and Development, has published widely on the connection between the theory of human capital and implementation of policies in the areas of economics of education, education policy analysis, and impact evaluation. He has contributed to and supported research capacity strengthening in Africa through his involvement with the African Population and Health Research Centre (APHRC) as a Senior Research Scientist and Director of Research. He is a member of the Board of Directors, Comparative and International Education Society (CIES).

Professor Elaine Unterhalter, Co-Director of CEID and Professor of Education and International Development, has published on inequalities, policy change, teacher development, and gender. She is currently leading an ESRC funded project on higher education and the public good, considering contexts in African countries, engaged with an ESRC funded network investigating public-private partnerships in education, and working on an international collaboration of scholars investigating indicators for the SDGs. She is on the editorial board of Comparative Education.
The CEID Team

Professor Roy Carr-Hill, Professor of Education in Developing countries, has written widely on aspects of education provision, poverty and health with a recent influential article on the under-enumeration of the poor in World Development. He has conducted consultancies and research in 35 developing countries for bilateral and multilateral agencies.

Dr Elaine Chase is Senior Lecturer in Education, Health Promotion and International Development. Her research focuses on the sociological dimensions of wellbeing and rights of individuals and communities, particularly those experiencing disadvantage and marginalisation. She coordinates the CEID thematic work on migrations, education and international development.

Jo Heslop, Lecturer in Education and International Development, has worked on research projects in partnership with ActionAid and UNICEF investigating girls’ schooling, gender violence, sexual relationships, and young people using mixed methods and participatory methods.

Dr Colleen Howell, Research Associate, has extensive research and policy experience in higher education in South Africa, with specialist interest in addressing inequalities. She works on the ESRC/NRF/Newton funded project ‘Higher education and the public good in four African countries’.

Dr Laila Kadiwal, Teaching Fellow, has specialist interests in the role of youth, education and religion in conflict and peacebuilding in the global South. She has worked in India, Pakistan, Tajikistan, China, and Dubai.

Dr Anil Khamis, Senior Lecturer in Education and International Development, has research experience in East Africa, where he works on a range of projects concerned with primary and secondary schooling. He is currently on leave of absence from UCL.

Dima Khazem, Teaching Fellow, is completing a PhD thesis on the health impacts of climate change in the school curriculum with a focus on Egypt. Her research interests are in health education (especially sexual health), sustainability education and conflict resolution.

Professor Geeta Gandhi Kingdon, Professor of Education Economics and International Development, has researched school effectiveness; student achievement; teachers in private and public schools; gender bias in intra-household allocation of education, and labour market outcomes of education.

Professor Marie Lall, Professor of Education and South Asian Studies, has published widely on India, Pakistan and Burma/Myanmar, specialising in political issues and education. With colleagues from health and engineering at UCL she is working on a GCRF funded project to develop an integrated health, education and environmental intervention to optimise infant feeding practices through schools and Anganwadi networks in India in collaboration with a number of NGOs, and village communities. She currently serves as UCL’s Pro-Vice-Provost for South Asia.

Dr Alexandra Lewis, Teaching Fellow, works on education, conflict and fragility, with a focus on security-centred analyses of the Middle East and North Africa, and specialist interests in Yemeni and Somali politics. She is currently researching the capacity of higher education to impact peace and state building in clan-based societies.

Dr Helen Longlands, Teaching Fellow, works on gender policy and planning and the interface between global and national systems. She has a particular interest in research on men and masculinities and exploring the dynamics of local and global class and gender hierarchies and the ways these are both shaped by and impact on people’s everyday lives.

Dr Tristan McCowan, Reader in Education and International Development, has published widely on access to and quality of higher education, alternative and innovative universities, citizenship education and human rights with a special interest in Latin America and sub-Saharan Africa. He is conducting two ESRC funded multi-country research projects focusing on higher education pedagogy, graduate destinations and the public good in Africa. He is editor of Compare – A Journal of International and Comparative Education.

Dr Francesca Meloni, Research Officer, has research interests in migration, age, illegality and non-citizens, and the interface between precarious legal status, young migrants, and social belonging. She works on the ESRC-funded research project ‘Becoming Adult: Conceptions of Futures and Wellbeing among Migrant Young People in the UK’.

William Nicholas is the administrative officer for a number of research projects based in CEID. He holds a BA in Social Anthropology from SOAS and an MSc in Law, Anthropology and Society from the LSE, and has ten years’ experience in research and higher education roles. His interests include the anthropology of law and development, social justice, and international law with relation to food, migration, conflict and education.
Dr Amy North, Lecturer in Education and International Development, is the programme leader for the MA Education and International Development. Her research interests include gender equality, the experiences of adult learners, and migration, with a particular focus on the ways in which ideas and practices move and are interpreted across different contexts. She is currently researching the professional experiences of alumni from education and international development programmes.


Dr Rosi Peppin Vaughan, Lecturer in Education and International Development, and programme leader for MA in Education, Gender and International Development, coordinates the gender stream in CEID. Her research interests include transnational advocacy on girls’ and women’s education and the capability approach and education. Recent consultancies have been conducted for Plan International, British Council, UNESCO, and the Post-2015 Women’s Coalition.

Dr Tejendra Pherali, Senior Lecturer in Education and International Development, co-ordinates the conflict stream of work in CEID. His research focuses on education, conflict and peacebuilding, with special interest in Nepal. He is currently involved in projects focusing on higher education and peacebuilding in the Somali region; educational challenges for Syrian refugees in Lebanon and; extremism and education in Afghanistan.

Dr Caine Rolleston, Senior Lecturer in Education and International Development, co-ordinates the poverty and inequality stream in CEID. He is currently engaged in work on an ESRC-funded project on critical thinking in higher education in Africa, DFID-funded Research on Improving Systems of Education (RISE) and is the lead education researcher for the Young Lives international comparative study, based at the University of Oxford.

Dr Freya Johnson Ross, Research Associate, has wide ranging experience in NGO’s, social research and academia. She works on the End Gender Violence in Schools collaborative research project with UNICEF, and has research interests in gender and inequalities, policy, and social change.

Dr Rebecca Schendel, Lecturer in Education and International Development, conducts research focused on the relationship between higher education and human development in. She co-directs the ESRC-funded project on critical thinking in higher education in Africa.

Dr Carew Treffgarne, Honorary Senior Lecturer, is engaged in research into UK International Development Policy 1997- 2007. She is exploring the linkage between policy and practice, and the ideas that shaped the aid landscape after the establishment of DFID in 1997.

Dr Marika Tsolakis, post-doctoral fellow in Education and International Development, is currently researching dialogue and non-formal learning in post-conflict settings and emerging democracies.

Qendresa Osmani, administers the MA in Education, Gender and International Development, MA in Educational Planning, Economics and International Development and MA in Education, Health Promotion and International Development.

Dr Ian Warwick is Senior Lecturer and Programme Leader for the MA Education, Health Promotion and International Development. His research and teaching explores the relationships between education, health and wellbeing, with interests in emotional and sexual health, sexualities and professional development, focusing on support for marginalised communities in low, middle and high income country contexts.

Rosie Westerveld, Research Associate, has extensive experience working with CBOs, NGOs and academic institutions in Europe, Brazil, Africa, the Middle East and the Indian Ocean. Her research interests are gender equality, social justice and social movements, youth development and alternative pedagogies.

Christopher Wilkinson, Programme Administrator for the MA Education and International Development, graduated in Modern Languages at the University of St Andrews, and worked in education and languages, before joining the UCL Institute of Education.

Chris Yates, Lecturer in Education and International Development, has worked on the extension and expansion of education through technological applications. He has research interests in cosmopolitanism, critical theory and systems thinking and is part of a team researching the professional experiences of alumni from education and international development programmes.