The Centre for Education and International Development (CEID) Launch Symposium, June 15th 2017, 10am-4pm

Aims for the day

This all day symposium marks the launch of the Centre for Education and International Development (CEID) at the UCL Institute of Education, and presents the current work of the CEID community. The symposium is organised around the five thematic areas of CEID’s work, in specially convened panels, which will reflect on the complexities of the themes and the contribution of education to social justice, equality, peacebuilding, health and wellbeing, migration, gender and women’s empowerment.

The presentations by members of the CEID community – academic staff, students, and stakeholders from government departments, civil society, the private sector, and the media – showcase the Centre’s distinctive research and practice, which entails work that is theoretically engaged, methodologically rigorous, and critically reflexive about data and the contexts in which data are generated.

Plenary session, Jeffery Hall: 10am

The opening panel of the Symposium includes presentations concentrating on the contribution of CEID to the academic field of education and international development and some specific regional challenges. Thereafter participants are invited to attend morning and afternoon sessions from the five thematic panels as follow below.

CEID Thematic Panels

Education, Conflict and Peacebuilding

In conflict affected and fragile states, education frequently comes under violent attack as a soft civilian target and as an institution that is representative of dominant political agendas. This leads to the common assumption that education is a victim of conflict. However, recent scholarship has also highlighted the role of education as a perpetrator of violence, as a system that reproduces inequalities, accentuates prejudice, and contributes to radicalisation. Education is also conceptualised of as a liberator, or as a force for positive societal transformation. In two panels, we investigate the tensions between these competing roles by positioning education in peace and state-building, and by looking at its impacts on conflict and other complex emergencies.

- Panel 1: Education in Conflict and Emergencies, 11.15-13.00, Clarke Hall, Level 3
- Panel 2: Peacebuilding and Statebuilding through Education, 14.00-16.00, Clarke Hall, Level 3

Education, health promotion and wellbeing – policy, power and participation

Good health can improve children’s access to education and supports their ability to learn in school. Moreover, education provision through schools or community settings can ideally support health and wellbeing, but can also impact negatively on people’s physical, emotional, cognitive and social wellbeing.

Despite often being addressed by separate ministries and separate professional groupings, education, health and wellbeing are often intimately linked in people’s actual day-to-day lives – highlighting the importance of inter-sectoral research, policy and practice.

Central to successful and promising work to improve wellbeing lies a commitment to working across disciplines, to building participation among and between children, young people, parents/carers and professionals, and to tackling often politically challenging issues of global importance, such as mental health, adequate nutrition for children and young people, HIV and AIDS, and violence, sexual health and sexuality. Across two panels we will outline how health and wellbeing are being improved by way of engagement with education in its broadest sense – whether through research, via policy, and by means of participation of affected communities.

- Panel 1: Promoting children’s wellbeing through research, policy and practice, 11.15-13.00, Room 822
- Panel 2: Voice, HIV/AIDS, sexuality and global mental health, 14.00-16.00, Room 822

Migration, Education and International Development

Migration, in all its forms, constitutes an increasingly important factor in the interrelationship between education and international development. The multiple drivers of migration influence educational aspirations, options and outcomes for millions of people across the world. This raises vital questions of how we can strive for equity, inclusion and quality in educational provision in the context of migration. The two symposium panels for this theme explore the intersection between migration, education and international development from different angles.

The first panel showcases work in relation to the factors driving and constraining educational and learning opportunities in contexts of migration between developing country contexts. The second panel examines the education-migration nexus with examples of how migrant communities experience education (in its broadest sense) within European ‘host’ countries.

- Panel 1: Migration and Education in Global Perspectives, 11.15-13.00, Room 828
- Panel 2: The Convergence of Education and Migration in the UK, 14.00-16.00, Room 828

Education, Poverty and Inequality

Education 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 and moreover education policies can also reinforce inequality. The two panel sessions in this theme examine:

i. developments in educational measurement and in the evidence-base on educational improvement and potential contribution to poverty and inequality reduction;

ii. issues of inequality across the phases of education; approaches to and perspectives on their conceptualisation and remediation.

The first panel examines recent trends in education research methods and measurement and their benefits and limitations in advancing the field with respect to understanding routes to reducing poverty and inequality. It includes consideration of the rise of Randomised Controlled Trials (RCTs), systematic reviews and global learning metrics. What can these methods contribute to global understanding of effective ‘solutions’ to education planning problems and their linkages with poverty and inequality? What risks and challenges do they present?

The second panel acknowledges that education appears variably in international policy texts as both a means and an end of ‘development’; as a social vaccine, an engine of economic growth and an inalienable right. While access to basic education has improved dramatically since 1990, significant exclusion nonetheless remains and, on some analyses at least, global educational inequality is rising. Differences in the quality of education received by more and less advantaged groups play a central role in explaining such inequality. This panel examines the merits or otherwise of a rights-based approach to addressing inequality alongside the question of what to understand by a ‘right to education of quality’, as enshrined in the Sustainable Development Goals (SDGs).

- Panel 1: Generating Better Evidence on Educational Routes to Poverty and Inequality Reduction, 11.15-13.00, Drama Studio, Level 1
- Panel 2: The Right to Quality Education: Improving Equity and Inequality across the Educational Life-course, 14.00-16.00, Drama Studio, Level 1

Gender, education and women’s empowerment

The nature of gender inequalities in recent years, the nature of gender inequalities in recent years, multiple forms of violence experienced by girls and boys in schools and communities around the globe have gained the attention of policy makers, practitioners and researchers. However, our knowledge about how to address gender inequalities and SRGBV remains limited, hampered by ethical, methodological, conceptual and political challenges are research gaps.

In these two panels, we trace the development of this field of work, share some recent initiatives that set out to build our knowledge on substantive gender inequalities and SRGBV response and prevention. We consider future avenues for research, policy and practice taking account of intersecting inequalities, the complexities of contexts and the challenges of debates around indicators, measures and lived experiences of decolonization.

- Panel 1: Gender, Education and Development: Past, presents and futures, 11.15-13.00, Room 802
- Panel 2: School-related Gender-based Violence, 14.00-16.00, Room 802
CEID Launch Symposium: Full programme, June 15th 2017

Registration: Level 3 mezzanine entrance, UCL Institute of Education
Tea & coffee in Crush Hall, Level 1

10.00-11.15

Plenary session, Jeffery Hall, Level 1, Introducing the Centre for Education and International Development (CEID)
Chair: Prof David Calle, Head of Department, Education, Practice & Society, UCL Institute of Education
Prof Alison Fuller, Prof Director Research and Development, UCL Institute of Education, CEID at UCL
Prof Elaine Underhalter, CEID Co-Director, Launching the Centre for Education and International Development: People, places and practices
Emilie Todd, Department for International Development, Research and building connections
Prof Moses Oketch, CEID Co-Director, Education and international development: some questions from an African scholar

11.15-13.00

Panel sessions 1

Panel theme: Education, Conflict and Peacebuilding
Stream co-ordinated by Dr Tejendra Pherali, UCL Institute of Education

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13.00-14.00

Lunch, Crush Hall and Jeffery Hall

14.00-16.00

Panel sessions 2

Panel theme: Education & Peacebuilding through Education
Stream co-ordinated by Dr Tejendra Pherali, UCL Institute of Education

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16.00-17.00

Tea and Coffee, Jeffery Hall & Crush Hall

17.00-19.00

CEID Launch Keynote Lecture, Professor Amartya Sen, Logan Hall

19.00-20.00

Drinks reception, Jeffery Hall