

CONFERENCE AGENDA: 10 years of the REAL Centre: Tackling injustices in and through education

Thursday 12 June
Faculty of Education, University of Cambridge

In-person, with the option to join online
More information and register here:

<https://10YearConference.eventbrite.co.uk>

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| 9:00-9:30 | Coffee and pastries |
| 9:30-9:45 | Welcome <ul style="list-style-type: none"> Professor Pauline Rose, University of Cambridge |
| 9:45-11:00 | Keynote addresses: Learning from 10 years of the REAL Centre <ul style="list-style-type: none"> Julia Gillard, Global Institute for Women's Leadership Tassew Woldehanna, Addis Ababa University Bhaskar Vira, University of Cambridge |
| 11:00-11:20 | Coffee break |
| 11:20-12:20 | Panel discussion: Teachers at the centre of equitable learning Moderator: Ricardo Sabates, University of Cambridge <ul style="list-style-type: none"> Rona Bronwin, Foreign, Commonwealth & Development Office Baela Jamil, Idara-e-Taleem-o-Aagahi Lydie Shima, Laterite Dawit Tibebe Tiruneh, University of Cambridge |
| 12:20-13:20 | Group photo and lunch |
| 13:20-14:20 | Panel discussion: Changing norms, changing futures: Evidence and action for gender equality and social inclusion Moderator: Pauline Rose, University of Cambridge <ul style="list-style-type: none"> Amna Ansari, University of Cambridge Sally Gear, Global Partnership for Education Lucy Lake, Yidan Prize Foundation and CAMFED Sara Ruto, Echidna Giving |

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| 14:20-15:20 | Panel discussion: Advancing inclusive education: moving beyond tokenism Moderator: Nidhi Singal, University of Cambridge <ul style="list-style-type: none"> • Hanna Alasuutari, World Bank • Sakina Jafri, University of Cambridge • Stephanie Nowack, University of Oxford • Mythili Ramchand, National Institute of Advanced Studies |
| 15:20-15:40 | Coffee break |
| 15:40-16:40 | Panel discussion: Decolonisation, climate and conflict Moderator: Yusuf Sayed, University of Cambridge <ul style="list-style-type: none"> • Steve Davison, Cambridge Zero • Julia Dicum, UNRWA • Maha Shuayb, Centre for Lebanese Studies |
| 16:40-17:40 | Panel discussion: Where next? Moderator: Pauline Rose, University of Cambridge <ul style="list-style-type: none"> • Pauline Essah, Education Sub Saharan Africa • Laraib Niaz, University of Cambridge • Laura Savage, International Education Funders Group • Yusuf Sayed, University of Cambridge |
| 17:40-17:50 | Closing remarks: Pauline Rose, University of Cambridge |
| 17:50-19:00 | Reception and networking: Drinks and canapes |

More information about Panel Discussions:

Teachers at the centre of equitable learning

Teachers and facilitators are at the heart of the learning process and central for enabling progress towards the achievement of the SDGs. Whether this is during the early years, or through the course of education and beyond, this panel will raise critical questions about the role of teachers in a rapidly changing world and the skills required to deliver culturally and contextually relevant knowledge and skills for children in the Global South. Among some of the key topics discussed will be the role of local languages in education, local facilitators, pre-service and in-service training, as well as understandings of teachers as frontliners of educational reforms.

Changing norms, changing futures: Evidence and action for gender equality and social inclusion

Evidence on gender equality and social inclusion has progressed significantly over the past 10 years. This session will reflect on these advancements, including how REAL Centre research has contributed to them in partnership with academic, practitioner and policy collaborators. It will explore key priorities that still require attention, notably with respect to shifting social norms associated with unequal power relations between different social groups affects education opportunities and outcomes. It will consider how actionable evidence, of the kind developed by REAL Centre and partners, can inform the re-balancing of these power relations to ensure equal rights, opportunities, and respect for all individuals regardless of their social identity in and through education.

Advancing inclusive education: moving beyond tokenism

Persons with disabilities continue to face persistent and often intersecting barriers to education, particularly where disability overlaps with other forms of marginalisation such as gender, race, geography, and poverty. Addressing these inequities requires systemic transformation of education systems—an imperative that underpins the disability-inclusive research carried out at Cambridge Network for Disability and Education Research (CaNDER) and the REAL Centre. This panel will critically reflect on progress made over the past two decades in promoting disability-inclusive education across diverse national and policy contexts. It will examine the central role of inclusive pedagogy, and examine the enduring tensions, opportunities and challenges in teacher education. The discussion will highlight the importance of cultivating a well-prepared and inclusive education workforce to promote inclusive school cultures. Furthermore, the panel will explore strategic partnerships required to advance this agenda and consider the responsibilities of universities in shaping and supporting inclusive education, particularly during times of continued global uncertainties.

Decolonisation, climate and conflict

This panel explores the links between education, climate and conflict across multiple contexts including protracted conflict contexts. It foregrounds the interconnected and multiple global challenges faced, including environmental degradation, violence and war, and how they impact the delivery of equitable, inclusive and quality education for all. It seeks to animate a decolonial approach to global educational policy and development which raise critical questions about the role of international organisations, what kind of knowledge is produced and who produces it, and how young people and children in the Global South disproportionately bear the burden of the global challenges which they have not been responsible for. It raises for discussion questions of responsibility and the conditions for just and durable peace. The panel advocates for social justice in and through education which centres the global majority and an approach to international education and development which is ethical, committed and on the side of the oppressed.

Where next?

The REAL Centre's 10 year anniversary conference is taking place at a critical juncture. It is also 10 years since the adoption of the United Nations' Sustainable Development Goals. With just five years remaining, many of the ambitious targets associated with the education goal - ensuring inclusive and equitable quality education and the promotion of lifelong learning opportunities for all - are unlikely to be met. At the same time, there have been significant shifts in the aid architecture that has pushed for such global frameworks, while conflict and climate make evidence-informed global action even more pressing.

With this in mind, panellists will discuss future directions for the field of education and international development, and implications for the types of evidence that the REAL Centre and partners could contribute towards. This will be an opportunity to share lessons and shape narratives in education for the next 10 years. Together, we will look past the looming horizon of 2030 and ask challenging questions about how to prepare for what lies beyond.