CIES 2021: Social Responsibility within Changing Contexts
REAL Centre Presentations

Monday 26 April

Responding to shifting learning needs in girls' education during COVID-19 6:15 to 7:45am PDT (2:15 to 3:45pm BST), Zoom Room 123
Chair: Pauline Rose
- Phoebe Downing: Teachers as protagonists in girls' education

Bridging the research to policy and practice gap – evidence to impact 8:00 to 9:30am PDT (4:00 to 5:30pm BST), Zoom Room 127
Chair: Pauline Rose
- Pauline Rose: Evidence to inform and improve education: The African Education Research Database
- Pauline Rose: Evidence Hub: Education partnerships between the state and non-state sector

Tuesday 27 April

Early Childhood Education in the Era of COVID-19: Cross-Country Evidence on System Responses 1:45 to 3:15pm PDT (9:45 to 11:15pm BST), Zoom Room 107
Janice Kim, Pauline Rose: Perspectives of parents and caregivers on the implications of COVID-19 for pre-primary education Ethiopia

Wednesday 28 April

Minding the gap: Understanding education in developing countries 6:15 to 7:45am PDT (2:15 to 3:45am BST)
- Louise Yorke, Pauline Rose: Equitable and quality learning beyond COVID-19: The perspectives of school principals and teachers

Understanding social responsibility towards teaching and learning, Part 1: The role of community actors 6:15 to 7:45am PDT (2:15 to 3:45am BST), Zoom Room 134
- Laura Cashman: The role of parental perceptions and parental involvement in children’s learning

Understanding social responsibility towards teaching and learning, Part 2: The role of school actors 8:00 to 9:30am PDT (4:00 to 5:30pm BST), Zoom Room 134
Chair: Ricardo Sabates
- Chihiro Kobayashi, Ricardo Sabates: Accountability toward ensuring children's basic learning: The head teacher’s perceptions
- Mansi Nanda, Ricardo Sabates: Do teachers know their students? Exploring the alignment between teachers' perceptions of children’s learning and children’s actual learning
- Mansi Nanda, Pauline Rose: Understanding teachers’ perception of children’s learning and interaction with the families

Thursday 29 April

Quality support for quality outcomes: building the evidence-base for teacher and coach professional development models 8:00 to 9:30am PDT (4:00 to 5:30pm BST), Zoom Room 126
- Nidhi Singal: Using observations to illuminate teaching and learning practices: Evidence from government classrooms in Pakistan

Adapting secondary schooling in Rwanda to the context of COVID-19: Lessons from the Leaders in Teaching Initiative 10:00 to 11:30am PDT (6.00 to 7:30pm BST), Zoom Room 110 – A
Chair: Pauline Rose
- Anthony Onwuegbuzie, Emma Carter, Nidhi Singal: Understanding stakeholders’ perceptions of quality teaching in Rwandan secondary schools
- Emma Carter, Pauline Rose: Learning about teaching quality from within the classroom: Evidence from Rwandan secondary schools
- Anthony Onwuegbuzie, Ricardo Sabates: School leadership and school quality in secondary education in Rwanda
- Emma Carter, Pauline Rose: Effects of school closures during COVID-19 on Rwandan teachers and school leaders

Highlighted Session: Fostering skills and post-school transitions for girls and other marginalized youth 11:45am to 1:15pm PDT (7:45 to 9:15pm BST), Zoom Room 103
- Sophia M D’Angelo: For youth by youth: Fostering youth participation to develop a digital empowerment program for girls in the Dominican Republic

Highlighted session: Gendered identities: Narratives from the field 1:45 to 3:15pm PDT (9:45 to 11:15pm BST), Zoom Room 105
- Camila Hadi Chaudhary: Multidimensional othering: the portrayal of women in Urdu and English literature textbooks in Pakistan

Inclusive education: Comparative research to practice 7:15 to 8:45pm PDT (Thu April 29, 3:15 to 4:45am BST), Zoom Room 123
- Seema Nath: Scrutinizing beyond the deficit discourse: Understanding the implementation of inclusive education – A case study from India

Equalising the playing field: Exploring the potential of digital technology to adapt learning in low-resource contexts 11:45am to 1:15pm PDT (7:45 to 9:15pm BST), Zoom Room 121
- Nidhi Singal: Investigating the existing and potential uses of EdTech to support children with disabilities in low- and middle-income countries: A systematic review

Innovations in research methods to study education systems 11:45am to 1:15pm PDT (7:45 to 9:15pm BST), Zoom Room 121
- Ricardo Sabates, Pauline Rose: How resilient and flexible are education system research methods during a pandemic? The case of RISE Ethiopia

Delivering education during COVID 1:45 to 3:15pm PDT (9:45 to 11:15pm BST), Zoom Room 126
- Pauline Rose, Louise Yorke: Information flow in the education system in Ethiopia in the time of COVID-19

Only REAL Centre presenters are included on this poster - most sessions will be presented alongside our external partners.