

UKRAINE HIGHER EDUCATION LEADERSHIP DEVELOPMENT PROGRAMME

**Online Conference on Modern University Embracing Change
University of Cambridge, Faculty of Education
28 November – 1 December**

Speakers' Bios

**Professor Colleen McLaughlin
(University of Cambridge, Faculty of Education)**

Colleen is now Director of Educational Innovation at Cambridge, leading the Education and Reform team. She has recently been a Head of Department at the University of Sussex and was Deputy Head of Faculty at University of Cambridge, Faculty of Education. She has worked on the reform of teacher education as a member of the Roadmap team in Kazakhstan, which worked to the Minister of Education advising on national policy and strategy for the next ten years. She has worked in higher education as a researcher, teacher and manager for 25 years. She was also a school teacher, trained counsellor and adviser at local authority level. Her interests are in teacher learning, educational reform and the personal and social aspects of education.

**Dr Olena Fimyar
(University of Cambridge, Faculty of Education)**

Olena is a Senior Research Associate at the Faculty of Education, University of Cambridge, UK working on the issues of education reform, needs assessment, organisational learning, teacher identity and student transition from school to higher education in Kazakhstan and Ukraine. Olena's PhD thesis (University of Cambridge) explored the issues surrounding education reform, actors and balance of power of educational policy-making in Ukraine. Prior to joining the Kazakhstan Projects team, she led a project on 'Return Academic Migration in Post-Communist Europe' at the Centre for Area Studies, Free University Berlin and prior to that, a study on the 'Sociology of Post-Communist Intellectuals' at the Collegium Budapest, Hungary. Before embarking on her research and university teaching career, for five years Olena worked as an EFL teacher in Tsyurupynska Gymnasium, Kherson region, Ukraine.

**Dr Natallia Yakavets
(University of Cambridge, Faculty of Education)**

Natalia works as a Research Project Development Officer, at University of Cambridge, Faculty of Education. The central focus of her current research interests is on internationalisation and school reform, pre-service and in-service teacher preparation, management and leadership development and practices in Kazakhstan. Before coming to Cambridge, Natallia taught Research Methods at the Institute of Education, University of Warwick. She holds a PhD in Educational Leadership and Management from the Open University and was a researcher at the UNESCO International Bureau of Education (Geneva, Switzerland) and at the Department of Comparative and International Education, National Institute of Education, Ministry of Education (Minsk, Belarus). Natallia has substantial experience of international collaborative research projects in the fields of educational policy, educational leadership and management,

curriculum reform, teacher preparation and continuing professional development in Eastern Europe.

Peter Sutoris
(University of Cambridge, Faculty of Education)

Peter, born in Slovakia, is a PhD candidate and Gates Scholar at the Education Faculty of Cambridge University. He is currently serving as the President of the Faculty of Education Research Student Association (FERSA). His current research focuses on cross-cultural scalability of development interventions, with a focus on environmental education programs. He is the author of *Visions of Development* (New York: Oxford University Press, 2016), a monograph about development ideology in postcolonial India, and the director and producer of *The Undiscovered Country*, a film about education, development and environmental degradation in the Marshall Islands. He has lived and worked in South Asia, the Pacific, the Balkans and South Africa.

Sara Clarke-Habibi
(University of Cambridge, Faculty of Education)

Sara Clarke-Habibi is a PhD candidate and Gates Cambridge Scholar at the University of Cambridge, Faculty of Education. Her present research explores the role of education in post-conflict social reconstruction and peacebuilding. Sara's MPhil research, also completed at the University of Cambridge, explored the complex ways in which peace educators' personal and social identities intertwine with the wider socio-political environment as they pursue peace, intergroup reconciliation, and healing after surviving war and genocide. In addition to her studies at Cambridge, Sara is a consultant and trainer in the areas of post-conflict peacebuilding, peace education, psychosocial recovery, reconciliation, and conflict transformation. Prior to Cambridge, Sara was National Coordinator of the Education for Peace programme in post-war Bosnia-Herzegovina (2000-2002) and Associate Director of the International Education for Peace Institute in Switzerland (2002-2007). She has worked on projects in a number of countries including Israel, Zambia, Cyprus, Bosnia-Herzegovina, Azerbaijan, Austria, and Switzerland.

Anne Lonsdale
(University of Cambridge, University's Deputy High Steward)

Anne Lonsdale was a Deputy Vice-Chancellor in the University of Cambridge from 2003-8 and is currently the University's Deputy High Steward. Prior to this she was Pro-Vice-Chancellor for External Relations since July 1998 and President of New Hall, one of the colleges of Cambridge University, from 1996 to 2008. From 1993-6 she was Secretary-General of the Central European University based in Budapest, Prague and Warsaw and founded by George Soros in 1991.

From 2009 – 12 and again 2014-15, as Provost of Nazarbayev University, Astana, Kazakhstan, she was involved in creating the first post-Soviet university based on its own Law which guarantees autonomy, academic freedom and collegiate decision-making. Two BA cohorts and 3 Masters' programmes have already graduated and the first doctoral students will graduate in 2017. She has been an adviser to the Ministry of Education in Georgia since 1993 and has just retired as Chair of Trustees of the European Humanities University, (founded in Minsk in 1992, closed by President Lukashenko in 2004 and re-opened in Vilnius, Lithuania in 2005).

Her career began at Oxford where she studied and taught classical Chinese literature before becoming a university administrator, and in 1990 the first Director of External Relations the University had appointed. She has traveled and worked in America, Europe, Asia and Africa, and has been active for many years in both European and Commonwealth university

organizations. Anne Lonsdale was awarded the CBE (Commander of the Most Excellent Order of the British Empire) in 2004 for services to Higher Education and the Dostyk Medal for services to Higher Education from the President of Kazakhstan in 2016.

Dr Nataliya Rumyantseva
(University of Greenwich, Department of Human Resources and Organisational Behaviour)

Nataliya has joined the University of Greenwich in 2013. Prior to this, she worked as a Lecturer in Higher Education Management at the University of Southampton. Nataliya's PhD was granted by Vanderbilt University located in Nashville, Tennessee, USA. During 6 years of post-graduate study she has served as a research assistant on multiple research projects on topics related to educational reform in the US, academic values and deviant behaviours in the workplace in Eastern Europe and Central Asia. Nataliya has participated in a number of capacity building projects in developing nations. In her work she seeks to draw on the strengths of the Western organisational research and methodology, although with modifications, to explore organisational challenges and contexts of developing nations.

David Carter
(University of Cambridge, Faculty of Education)

David is a Research Administrator and Enterprise Champion in the Faculty of Education at the University of Cambridge. It is a varied role, which requires a broad knowledge of research management and finance. He achieved a Master of Philosophy in Materials Science, after graduating with an engineering degree from the University of Sussex. He has 23 years of commercial research background (including 3 patents) and 13 years' experience of academic research.

Professor David Bridges
(University of Cambridge, Faculty of Education)

David was Director of Research (Mongolia and Kazakhstan) until 31 December 2015. David taught for 22 years at Homerton College, where he became Deputy Principal, until he was elected to a Chair at the University of East Anglia in 1990. There he was appointed Dean of the Faculty of Education and subsequently Pro Vice Chancellor, (1996- 2000). He then took up a position as Executive Director of the newly established Association of Universities in the East of England with a base in the East of England Regional Development Agency, a role that he held until 2006. He was invited to take on the Chair of the Von Hugel Institute, a College based Multi Disciplinary Research Institute at St Edmunds College, in 2003 (and until 2008) and was elected to a Fellowship of the College. Here he established the Centre for Educational Research and Development, which he directed until 2009. For more than 25 years Professor Bridges combined regional and national commitments with an extensive programme of international work. This included work in Ethiopia (for the last 25 years), Belize, Guyana, South Africa, Zimbabwe, Ghana, Lithuania, Vietnam, Iran, Kazakhstan and Mongolia. Latterly his work focused on educational development in Kazakhstan and Mongolia in a major collaboration with Cambridge International Assessment. He also maintained an extensive programme of empirically based research and writing in philosophy of education. With a number of colleagues from Lithuania David edited a book on 'Higher Education and National Development' (2007).

Professor Alan Tait
(Emeritus Professor of Distance Education and Development at the Open University UK)

Alan is Emeritus Professor of Distance Education and Development at the Open University UK, and has a long record of practice and publication. From 2013-2015 Alan was Director of International Development and Teacher Education, and before that was Pro-Vice Chancellor (Academic) at the Open University UK 2007-2012, and from 2004-2007 Dean of the Faculty of Education and Language Studies. He was Editor of the European Journal of Distance and E Learning (EURODL) 2005-2013, was from 1989-1998 Editor of Open Learning, was President of the European Distance and E-Learning Network (EDEN) from 2007-2010, and Co-Director of the Cambridge International Conference on Open and Distance Learning 1988-2013. In 2012 Alan was appointed Visiting Senior Online Consultant at the Open University of China in 2013. Alan is founding Emeritus Editor in Chief of the Journal of Learning for Development (www.jl4d.org), produced from the Commonwealth of Learning; Distinguished Visiting Professor Open University of Hong Kong; Visiting Professor at Aalborg University, Denmark; Visiting Fellow of the Centre for Distance Education at the University of London; and transformation advisor for the Commonwealth of Learning at Botswana Open University. Alan holds degrees from the Universities of Cambridge, London, and The Open University. He has worked widely in developing countries, and for international organisations such as UNESCO, the European Commission, and the Commonwealth of Learning. Recent publications include 'The Lifelong Learning University of the Future', in Cendon, E., Mörtz, A. & Pellert, A. (Hrsg.), Theorie und Praxis verzahnen - Lebenslanges Lernen an Hochschulen; 'Student Success, putting the learner at the heart of the system', ICDE, Oslo 2015; 'Enriching our Students' Lives', in Explorations in Adult Higher Education, Fall, Number 3, Voices that shape our Vision, pp 16-20 2014 ; Open Universities and innovation in Higher Education, in Bischoff F/Prang B (Hrsg), Weiterbildung und Lebenslanges Lernen an Hochschulen, Internationale Impulse für das deutsche Hochschulwesen; 'From place to virtual space: reconfiguring student support for distance and e-learning in the digital age', in Open Praxis, 2014; Distance and E Learning, Social Justice and Development: 'The relevance of the Capacity Approach to the mission of open universities', in the International Review of Research in Open and Distance Learning, 2013. Alan has given keynote lectures in a range of places, most notably in 2014 the Asa Briggs Commemoration lecture at the Commonwealth of Learning Pan-Commonwealth Forum, Abuja, Nigeria.

Dr Neil Stott
(University of Cambridge, Judge Business School)

Neil is a Senior Faculty in Management Practice, Director of the Master of Studies in Social Innovation Programme and Executive Director of the Centre for Social Innovation. Neil was Chief Executive of Keystone Development Trust until April 2015. Keystone is one of the largest development trusts in the country delivering community development, social enterprises and property development. Neil is a Senior Associate of Locality's consultancy. He is also a Fellow of the Royal Society of Arts (FRSA), a Senior Fellow of the Institute of Place Management (SFIPM) and a Visiting Fellow at Anglia Ruskin University. Previously Neil was Head of Community Development at Canterbury City Council, Principal Officer (Community) at Cambridge City Council and a youth and community worker for a number of children's charities including Mencap, Elfrida Rathbone and Contact-a-Family in London.

Laura Carnicero
(University of Cambridge, Judge Business School)

Laura manages the admissions into the MSt in Social Innovation. She is responsible for the business development of the programme and coordinates the delivery of the online and offline elements of the Masters.

Dr Kirsty Allen**(University of Cambridge Head of Registry's Office and Principal Assistant Registry)**

Kirsty completed her PhD on *The Life and Work of Willa Muir 1890-1955* in 1996 and her edited volume of Willa Muir's work was published by Canongate Classics that same year. Her first administrative post was at the University of Dundee where she worked in the Academic Secretary's office from 1996-1998. Kirsty then came to Cambridge where she spent ten years in the Academic Division as the Faculty Administrator and Secretary of the Faculty Board of Law. During that period she was also the Panel Secretary during the criteria-setting stage and the Panel Advisor during the assessment stage of RAE2008 for Main Panel K (Psychology, Education and Sports-Related Studies). Kirsty was appointed to a post in the Registry's Office in January 2009 and then to the new post of the Head of the Registry's Office in October 2010. In this capacity, she supports the work of the Council and its major Committees and is responsible for the management and co-ordination of a number of University-wide services and activities on the Council's behalf.

Ceri Benton**(University of Cambridge, University Draftsman)**

Ceri took up the position of University Draftsman in October 2012. Prior to that, she worked in the Council Secretariat at the University of Oxford, in Educational Outreach at the University of Washington, and in the Press and Publications Office (now External Affairs and Communications) at Cambridge. She has a degree in German Studies from the University of Warwick and postgraduate qualifications from the College of Law (Common Professional Examination and Law Society Final Examination).

Dr Jo-Anne Dillabough**(University of Cambridge, Faculty of Education)**

Jo-Anne is a Reader in Sociology of Young People and Global Cultures. A unifying objective across all of Jo-Anne's substantive research work has been to develop a broad but coherent interdisciplinary research agenda, which confronts larger questions of social and cultural exclusions cross-nationally and particularly in cities. She has also been concerned with more general theoretical questions of social, cultural and political identity in the state and its diverse formations across social, geographical and political contexts. As a trained ethnographer, Jo-Anne strives to develop creative research methods (visual, archival, media studies approaches, and qualitative approaches such as oral histories) in order to enhance the foundational elements of ethnographic fieldwork.

Dr Rory Finnin**(University of Cambridge, Faculty of Modern and Medieval Languages, Department of Slavonic Studies)**

Rory Finnin directs the Ukrainian Studies Programme at Cambridge and chairs the Cambridge Committee for Russian and East European Studies (CamCREES). He received his PhD (with distinction) in Slavic Languages and Comparative Literature from Columbia University. He also holds Certificates from the Harriman Institute and from the Institute for the Study of Human Rights at Columbia University. In 2015 Finnin won a Teaching Award for Outstanding Lecturer from the Cambridge University Students' Union (CUSU), the representative body for all students at the University. Rory Finnin's primary research interest is the interplay of literature and national identity in Ukraine. He also studies Soviet Russian dissident literature and Turkish nationalist literature. His broader interests include nationalism theory, human

rights discourse, and problems of cultural memory. Finnin's current project is a comparative study of the role of lyric poetry in the emergence of modern European nationalisms.

Iryna Shuvalova
(University of Cambridge, Slavonic Department)

Iryna holds a BA and an MA in Philosophy from Taras Shevchenko National University of Kyiv (2007, 2008) and an MA in Comparative Literature from Dartmouth College (2008) obtained on a Fulbright Scholarship. She is currently a PhD student in Slavonic Studies and a Gates scholar at the University of Cambridge, where her research centers on conflict and post-conflict trauma in Ukrainian oral and written poetry from the 16th century onwards. In addition to her academic work, Iryna is an award-winning poet and translator. She authored three books of poetry and published a number of book-length translations, including, most recently, Yann Martel's "The Life of Pi" rendered into Ukrainian. Her writing and translations appeared in *Ambit*, the *International Poetry Review*, *Poem*, *Poetry International*, *Words Without Borders* and *Modern Poetry in Translation* among others. She holds a Stephen Spender - Joseph Brodsky Prize (2012) for her translations of Russian poetry. Her own poems are translated into nine languages.

Dr Hilary Cremin
(University of Cambridge, Faculty of Education)

Hilary Cremin is a Senior Lecturer who researches and teaches in the areas of education, conflict and peace in schools and communities internationally. She has worked in the public, private and voluntary sector as a school teacher, educational consultant, project coordinator and academic. She is a byefellow and Director of Studies for Education at Fitzwilliam College and is the Manager of the Masters programme in the Faculty. Hilary has carried out research projects funded by the Society for Educational Studies, the ESRC, the British Academy and the EPSRC. She has worked with colleagues from Nottingham University and Edinburgh University on a seminar series exploring Restorative Approaches to conflict in schools, and she has recently travelled to Brazil, Australia and Cyprus to develop approaches for transforming conflict and violence in schools. She has a growing interest in arts-based methodologies in educational research including photo-voice, poetry and autoethnography.

Kevin Kester
(University of Cambridge, Faculty of Education)

Kevin is a PhD student at the Faculty of Education, where he is conducting research into the field of peace and conflict studies within the United Nations. He is an instructor in civic education programs at Northwestern, Johns Hopkins, UC Berkeley and Yonsei universities. Prior to his PhD program, Kevin was visiting lecturer of International Affairs and Development Education at the United Nations University for Peace Asia-Pacific Centre graduate school in Seoul, and full-time lecturer of International Relations and Peace Studies at Hannam University in Daejeon, Korea. He was also Program Manager of the Transformative Learning Centre at the University of Toronto (2009-2010) and a consultant & facilitator to UNESCO-APCEIU (2009). Kevin holds an MA in International Development Education from the University of Toronto, an MA in Peace and Conflict Studies from the United Nations University for Peace, and graduate certificates in Peace Studies and Global Affairs from Columbia University and NYU. He is published in the *Peace & Conflict Review*, *Journal of Peace Education*, *Development*, and *European Journal of Higher Education*, and is co-author (with Vandana Shiva) of the "The Young Ecologist Initiative Water Manual: Lesson Plans for Building Earth Democracy."

Mariia Terentieva
(University of Cambridge, Slavonic Department)

Mariia is a doctoral researcher at the department of Slavonic studies and a Cambridge Trusts and Cambridge School of Arts and Humanities Scholar. She holds two masters degrees - MA in Journalism from Taras Shevchenko National University of Kyiv and Master of Philosophy in Screen media and Cultures from the University of Cambridge. She has published seven research works in various Ukrainian journals and conference proceedings, her research mostly focuses on visual media and Internet studies. Mariia has previously worked in television and online media as well as for United Nations Development Programme, so her current research concerns with the potential of new media for citizen empowerment and development of participatory society in Ukraine. Mariia studies an emerging public service media landscape in Ukraine comparing recently governmentally introduced public service broadcaster and grassroots online media Hromadske which she conceptualizes as public service media. Her research draws on philosophy of technology and political philosophy in order to explain media transformations in the domain of public service media.

Anna Bilous
(University of Cambridge, Centre for Development Studies; Cambridge University
Ukrainian Society representative)

Anna is a PhD student in Development Studies at the Centre of Development Studies, University of Cambridge. Working on her current PhD research, Anna spends most of her time in Cambridge, Moscow and Kyiv, analysing business strategies of aircraft manufacturing companies from CIS countries in a global context. Previously, Anna worked as a research assistant at the Centre for Governance and Human Rights at the University of Cambridge on Politics and Interactive Media in Africa project.

Dr Antonina Tereshchenko
(University College London, Institute of Education)

Antonina is a Research Associate on the Best Practice in Grouping Students project. Antonina has considerable experience in qualitative and participatory research with young people. She holds a PhD in Sociology of Education from the University of Cambridge. Her PhD study examined citizenship identities of young people living in two contrasting border regions of Ukraine in relation to the national politics of belonging and citizenship education policy and practice. Since finishing her doctorate, Antonina has carried-out post-doctoral research projects at King's College London and the University of Porto focusing on identities, belonging and educational experiences of migrant students in the context of recent intra-European migration.

Dr Iryna Kushnir
(University of Sheffield, Department of Sociological Studies)

Iryna joined the Department of Sociological Studies in 2016, having previously taught on UG and PG Programs in Social Policy and Education at the University of Edinburgh. Iryna also completed her PhD at Edinburgh. Her project was focused on analysing the process of the recent higher education reform in Ukraine (i.e. the Bologna reform) and examining Bologna as a case of Europeanisation in the post-Soviet context. In 2015, Iryna and her colleagues from Ukraine and Europe co-founded the Ukrainian Educational Research Association. Iryna has been participating in the development of this Association.

Professor Geoff Hayward
(University of Cambridge, Head of Faculty of Education)

Geoff Hayward started his academic career as a research biologist at the Universities of Oxford and Liverpool. He taught in the Further Education sector for five years and he was involved in the training and education of teachers across both Primary and Secondary phases at the Liverpool Institute of Higher Education, Universities of Oxford and Leeds. At the University of Oxford's Department of Education he was one of the directors of the Nuffield 14-19 Review of Education and Training, Associate Director of the ESRC Research Centre on Skills, Knowledge and Organisational Performance (SKOPE) and the Director of Research. Subsequently, he was Head of the School of Education at the University of Leeds for three and a half years before joining the Faculty of Education at the University of Cambridge in October 2014.

Paola Contreras
(University of Cambridge, Faculty of Education)

Paola Contreras is a PhD student at the Faculty of Education of University of Cambridge. Her current research is on the social inequalities in the development of international skills among undergraduate students, an area she became passionate about after working for nine years as study abroad coordinator at a Chilean university. She also worked for 10 years as a part-time professor of translation and information technology for graduate and undergraduate students. Paola has conducted research on the internationalisation of higher education for the Chilean Education Council (CNED) and the Chilean Promotion Bureau, institution depending of the Ministry of Foreign Affairs. Paola received the *Becas Chile* scholarship for graduate studies from the Chilean Government and won a research grant from the Chilean Education Council. She holds a Masters in Communication and a BA in Translation and expects to receive her PhD degree by 2017.

Dr Ruslan Ramanau
(The Open University Business School, Department for People and Organisations)

Ruslan is a Lecturer in E-Learning at The Open University Business School. His first degree was in Linguistics and Teacher Education from Vitebsk State Pedagogical Institute in Belarus. He did his Master of Education degree at The Graduate School of Education at Rutgers, the State University of New Jersey in the USA. From 2002 to 2007 he completed a Master of Science in Research Methods for Educational Technology and a PhD in Educational Technology degrees at the Institute of Educational Technology of the Open University. Ruslan looked at cross-cultural and cross-contextual differences in student experiences of technology-mediated learning on the Professional Certificate and Professional Diploma of Management courses taught in the UK and in Russia. In 2007 he joined the Oxford Centre for Staff and Learning Development where he worked for one year as a Research Fellow in E-Learning on the Pathfinder project, investigating student uses of e-learning technologies in their university studies.