



TABLE OF CONTENTS

-
- 3** Introduction
 - 4** Who we are
 - 5** 2021 in review
 - 7** Outreach and engagement
 - 9** Introducing the COVID Social Mobility and Opportunities Study (COSMO)
 - 13** Rethinking teacher professional development
 - 15** Responding to Covid-19 challenges
 - 18** Designing and evaluating educational maths apps for young children
 - 20** Promoting academic debate
 - 21** Research highlights
 - 22** Our community

Introduction

2021 has been another exciting year for CEPEO in many ways. We have started our highly successful seminar series, attracting speakers from across the world and attendees from the worlds of academia, policy and education. These will continue in 2022, and we also have an exciting new event coming in the summer - so watch this space for an announcement!

This year, we also continued to make important evidence-led contributions to the major policy debates raised in the wake of COVID-19. One particular way we will continue building evidence for these debates is that, early in the year, we were delighted to win support from UKRI to establish a brand new cohort study – the COVID Social Mobility & Opportunities study (COSMO) – with the first wave of fieldwork now well underway and preparations advanced to analyse this work and publicise key findings for education policy.

We also also continued to grow and change as a team. We were sad to say goodbye to our founding centre manager, Katie Rychliski, and centre communications officer,



David Stoker; but delighted to be joined by new members of the team. Dr Claire Crawford joined us as a new Associate Professor and will be leading CEPEO's early years strand; Shola Adesanya joined us as our new centre manager; and Khrystyna Myhasiuk joined us the centre's communications officer. Our director, Lindsey Macmillan, has also had a new member of her team/family with the birth of her new son, Lachlan.

We wish you all a merry Christmas and a happy 2022!

Jake Anders & Gill Wyness
Acting Directors

Who we are

UCL Centre for Education Policy and Equalising

Opportunities is a research centre based in UCL Institute of Education. We create cutting-edge research focused on equalising opportunities across the life course. Our work seeks ways to improve education policy and wider practices to achieve this goal.

Inequalities in educational attainment open early and widen throughout school, and this inequality has consequences for adult outcomes. But childhood circumstances still remain an important predictor of adult success, over and above educational attainment. Our research explores how the education system, and the wider practices of universities and employers, can be improved to equalise opportunities.

Our Research Themes

Early years

Our work in early years seeks to understand and evaluate how children and families can be best supported to develop their skills.

Schools

Our schools research explores how and why educational inequalities widen through the school years.

Tertiary

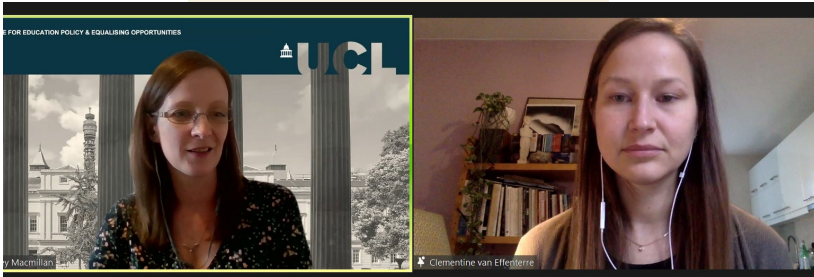
Our tertiary work stream focuses on the role of universities and further education providers in providing opportunities for all young people.

Adulthood

Our adulthood work stream aims to understand the nature and extent of inequalities in adult outcomes.

2021 in review

Beginning of the CEPEO Seminar Series



CEPEO introduced seminar series to explore the pressing questions of our time in education policy and equalising opportunities.

COSMO launch

“
This is a vital new evidence on the unfair consequences of Covid-19.
”

A new study led by Dr Jake Anders was launched to follow the outcomes – educational, career and wellbeing – for 12,000 year 11 students across England to find out how the pandemic has affected them.

Jan

Feb

Mar

Apr

May

Jun

COVID-19 pandemic impacts

CEPEO has been awarded funding by UKRI to study the impact of COVID-19 disruptions on student university course choice.

Gill Wyness, Lindsey Macmillan



Covid-19 and pupils with SEND education

CEPEO researchers have been awarded funding from the Nuffield Foundation to work on the medium term impact of the Covid-19 pandemic on pupils' with SEND education.

Asma Benhenda

Inequality in access to elite occupations

This is a new 3-year project funded by Nuffield Foundation that will build on existing work with employers, expanding across sectors, to analyse recruitment processes.

Lindsey Macmillan, Gill Wyness

2021 in review

COSMO fieldwork started



Tens of thousands of young people across England will be invited to take part in a major new research study. Their responses will form the first part of the fieldwork for COSMO, a major new national longitudinal cohort study which will examine the short-, medium- and long-term impacts of the pandemic on educational inequality and social mobility.

Budget 2021

CEPEO academics offered their perspective on government investment to support education in the times of the pandemic: the wider inequalities that have opened up over the course of the pandemic are likely to foreshadow even greater inequalities in future. This spending review offered some support – but nowhere near enough.



Jul

Aug

Sep

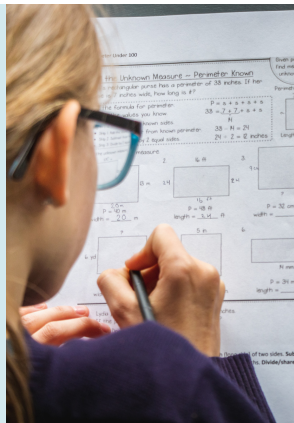
Oct

Nov

Dec

Results 2021

CEPEO experts respond to A-levels and GCSE results: Dr Gill Wyness, Dr Jake Anders and Dr Claire Crawford discuss the future of assessment and grades, the problem of grade inflation and the lingering education deficit from the pandemic.



Introducing a new systematic review

Led by Dr Sam Sims, a new systematic review on teacher professional development mapped the best available international research and practice to explain whether professional development interventions can improve student outcomes. It was carried out with a methodological approach showing which forms of professional development are associated with the greatest effects on teacher practice and student achievement.

Examining ITT Market Review

Dr Sam Sims questions some of the objections to the Initial Teacher Training (ITT) Review and identifies issues for the government to address "to ensure that we reach the destination of more effective, more evidence-informed, more practice-based ITT."

Outreach and engagement

To deliver our aim of identifying and reducing inequalities in opportunities across the life course, UCL CEPEO disseminates its research and analysis to the general public, as well as researchers, policy makers, school and university leaders.

In 2021:

11

working papers

Our working papers demonstrate our research in progress. They are multidisciplinary, reflecting CEPEO's broad research themes.

20

blog posts

This blog is a forum for staff, students and guests to write about CEPEO's four thematic areas of research and engagement.

4

briefing notes

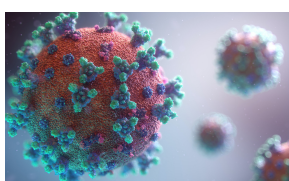
Our briefing notes aim to facilitate evidence-led policy-making and practice by providing accessible guides to research topics.

Popular Blogs



Housing wealth, not bursaries, explains much of private school participation for those without high income

This blog shone a new light on access to elite education institutions and showed that means-tested bursaries are insufficient to expand access. Jake Anders, Golo Henseke



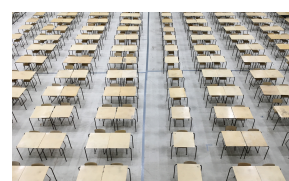
How big is the challenge due to Covid-19 education disruption, and what can be done about it

The blog highlighted large learning losses during the latest lockdown and big impacts on socio-emotional development. Lindsey Macmillan, Jake Anders, Gill Wyness



How can policy-makers and parents support home learning during lockdown?

The blog argued that "parents can support home learning by making their children's wellbeing the priority and focusing on the quality of learning experiences, not the quantity." Laura Outhwaite



Exams 2021: CEPEO's response to the DfE/Ofqual consultation on summer assessment

The blog discussed how to avoid embedding unfairness and a plan to support catch up for students. Jake Anders, Lindsey Macmillan and Gill Wyness

Outreach and engagement

In 2021:

93

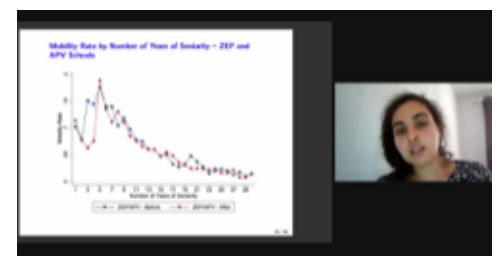
media
engagements

UCL CEPEO is regularly featured in the major media outlets including articles, TV, radio and podcasts. This year our researchers were featured in The Guardian, The Times, The Telegraph, THE, Bloomberg, Le Monde and many more.

49

policy and
community
engagements

Our researchers regularly engage in public lectures and panel discussions featuring experts from around the world. They participate in the international conferences and work closely with local communities.

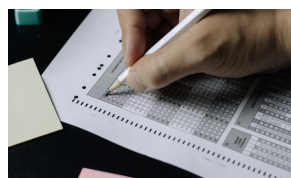


Popular Blogs



The dam waiting to burst? The short-term economic impact of Covid and Lockdown

This blog examined the economic fallout after Covid-19 and implications for government policy and the role of major fiscal stimulus in overcoming the effects of this crisis.
Paul Gregg



A-levelling up: the thorny path back from teacher assessed grades

The blog discussed whether this year's grade distributions are the right starting point and how should the future student cohorts be measured following this year's unprecedented scores?
Jake Anders, Claire Crawford, Gill Wyness



We won't reduce inequalities in post-16 progression until we make 'lower attainers' more visible

The blog argued that GCSEs are a blunt instrument for dividing pre-and post-16 education is one of the main causes of inequality in the English system. R. Lupton, S. Thomson, L. Unwin and S. Velthuis



The 2021 Autumn Budget and Spending Review: what does it mean for educational inequalities?

The blog discussed whether budget announcement on education provide a comprehensive plan to address educational inequalities. Claire Crawford



Introducing the COVID Social Mobility and Opportunities Study (COSMO)

In 2021, UCL CEPEO launched the major new youth cohort study that will provide vital evidence on how the Covid-19 pandemic affects young people's life chances.

In 2021, UCL CEPEO launched the major new youth cohort study that will provide vital evidence on how the Covid-19 pandemic affects socio-economic inequalities in young people's life chances.

[COVID Social Mobility and Opportunities Study \(COSMO\)](#) seeks to answer the central research question of how the Covid-19 pandemic affected socio-economic inequalities in life chances, in terms of short-term effects on educational attainment and well-being, and long-term educational and career outcomes. The impact of Covid-19 pandemic on young people's lives has been unprecedented. School pupils

**MEET
PRINCIPAL
INVESTIGATOR**



Dr Jake Anders

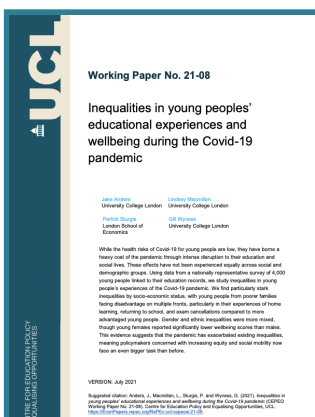
Associate Professor of Quantitative Social Science and Deputy Director of the UCL CEPEO. He is also Head of Research for the Department of Learning and Leadership at UCL Institute of Education (IOE), University College London.



FURTHER READING

Inequalities in young peoples' educational experiences and wellbeing during the Covid-19 pandemic

J. Anders, L. Macmillan, P. Sturgis, G. Wyness



are at a crucial stage of their development, and disruption to their learning could have profound long-term effects on their life chances. Initial evidence has already suggested that the impacts have been felt unevenly, particularly by those from disadvantaged backgrounds. This poses a unique challenge for education policy and practice. To work towards alleviating these impacts, and in particular the disproportionate burden on those from certain groups, it is vital that we understand them.

The study is a cross-organisation collaboration led by Dr Jake Anders, with Professor Lindsey Macmillan and Dr Gill Wyness (UCL CEPEO), Carl Cullinane (Sutton Trust), and Professors Lisa Calderwood and Alissa Goodman (UCL Centre for Longitudinal Studies), with Kantar Public as lead fieldwork agency.

The project is supported by key stakeholders, including the Department for Education, the Office for Students, ADR UK, the Education Endowment Foundation, Transforming Access and Student Outcomes in Higher Education (TASO), to ensure co-production of policy-relevant evidence.

COSMO is a longitudinal cohort study. It will study a representative sample of young people in Year 11 across England, and follow them as they progress through their education. Existing studies have looked cross-sectionally at pupils in school at a variety of ages, however this study seeks to complement this work by harnessing the power of longitudinal research to capture a cohort experiencing the pandemic at the same stage of their development.

Pupils currently in Year 11 are at a crucial stage in their education: the first point where young people take significant choices about their pathways, with long term consequences for their life trajectories. Having experienced two school years in a row of serious disruption, along with uncertainty about and ultimately cancellation of their GCSEs, they must now make these

“Covid-19 and its aftermath are a generation-defining challenge – the disruption to education will have long-lasting effects on young people’s life chances, with the most disadvantaged children facing the largest effects. The COSMO Study will provide vital new evidence on these unfair consequences, allowing us to plan how best to respond to this challenge.”



transitions with little time for schools to recover.

Tracking pandemic’s effect on year 11 students’ life chances in major national study Dr Jake Anders, our Deputy Director, who is leading the study, said: “Covid-19 and its aftermath are a generation-defining challenge – the disruption to education will have long-lasting effects on young people’s life chances, with the most disadvantaged children facing the largest effects. The COSMO Study will provide vital new evidence on these unfair consequences, allowing us to plan how best to respond to this challenge.”

The first two years of the study will be funded with £4.6m by UKRI/ESRC. In addition, the Sutton Trust will invest in ‘add ons’ to the main study, focusing on disadvantaged young people.

In the longer term, the study aims to provide a resource for the research community to explore medium and long-term effects on this group of young people as they move through further and higher education and into the labour market. The data will be made available to academic researchers through the UK Data Service.

COSMO fieldwork started this September

In September 2021, up to 25,000 teenagers currently aged either 16 or 17 received letters asking them and a parent/guardian to answer an online questionnaire about their experiences of the pandemic, as well as their future hopes and plans. These student responses will form the first part of the fieldwork of the study.



From September 2022, the next step will be to re-contact the young people to track their progress through apprenticeships, employment, Further Education and A Levels. Linking the study with administrative data will also help the researchers to follow outcomes for the groups in the cohort throughout the rest of their education and into the workplace.

To reflect the full range of experiences of the pandemic they will particularly encourage participation from groups at risk of low response – including by inviting more young people to take part from disadvantaged, ethnic minority and other hard-to-reach groups, along with focused follow-up.

Achieving policy impact through this high-quality evidence is a key goal for the project. The impact of the pandemic on this generation of young people is likely to be profound. It is hoped that this study will fill an important gap in understanding these medium- and long-term effects on young people completing their education and moving into the labour market at this unprecedented time.



Rethinking teacher professional development

A team led by CEPEO academic Dr Sam Sims have completed a new systematic review exploring what effective teacher professional development for schools might look like.

Supporting the quality of teaching is key for improving student outcomes and narrowing educational inequalities. In recent years research has been published highlighting that professional development improves teaching and pupil learning. This new systematic review investigates how effective professional development is designed, and offers recommendations on how to select and improve more effective professional development.

Led by Dr Sam Sims from the UCL CEPEO, the report mapped the best available international research and practice to explain whether professional development

“*In this meta-analysis, we synthesised the results from 104 experiments on how best to design such professional development. The interest we have had from schools and others suggests that the findings are already starting to inform thinking in the sector, which is great to see.*”



interventions can improve student outcomes. It was carried out with a methodological approach showing which forms of professional development are associated with the greatest effects on teacher practice and student achievement with the lasting impact.

Dr Sam Sims said: “The government is currently making a big investment in teacher professional development through the new National Professional Qualifications (NPQ). In this meta-analysis, we synthesised the results from 104 experiments on how best to design such professional development. The interest we have had from schools and others suggests that the findings are already starting to inform thinking in the sector, which is great to see.”

This EEF guidance report on professional development based on the new systematic review will further support schools in choosing and delivering their own professional development.



Dr Sam Sims

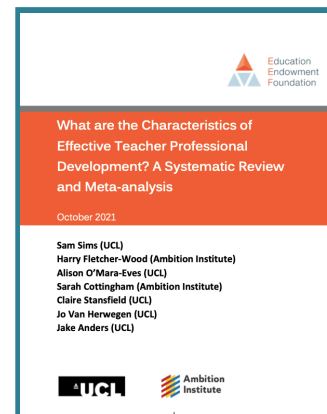
Lecturer in the Centre for Education Policy and Equalising Opportunities (CEPEO) at UCL Institute of Education. He is also a Research Associate at FFT Education Datalab.



FURTHER READING

What are the Characteristics of Effective Teacher Professional Development? A Systematic Review and Meta-analysis

S. Sims et al.



LISTEN TO THE PODCAST





Responding to Covid-19 challenges

Recognising the unprecedented impact of Covid-19 pandemic on education, CEPEO continues to provide essential research evidence and support policymakers towards a Britain with more equal opportunities.

While the uncertainties of a global pandemic make this one of the most volatile periods of education policy in history, if there is one lesson we should all have learned since last March, it is that indecision is costly. This has proven true repeatedly for public health and looks just as relevant for education. In order to address the impacts of Covid-19, it is vital that we fully understand these effects on education, and in particular, the disproportionate burden falling on those from certain groups, including those from lower socio-economic backgrounds and minority ethnic groups. That is why this year the CEPEO team continued to provide essential research evidence to support policy makers, school and university leaders throughout the pandemic.

Vaccine hesitancy

Our blog post '[Vaccine hesitancy in children and young adults in England](#)' reported preliminary findings from a new UKRI funded survey of young people carried out by Kantar Public for the UCL CEPEO and the London School of Economics. The survey provided high quality, representative data on over 4000 young people in England aged between 13 and 20. The research found high levels of vaccine hesitancy amongst young people in England, which should be a cause for concern. We also found substantial differences in hesitancy between ethnic groups, mirroring those found in the adult population, with ethnic minorities – and Black young people in particular – saying they are unlikely or certain not to be vaccinated. [Read more.](#) Patrick Sturgis, Lindsey Macmillan, Jake Anders, Gill Wyness



Prof Lindsey Macmillan

Director of the UCL Centre for Education Policy and Equalising Opportunities. She is a Research Fellow in the Education and Skills sector at the Institute for Fiscal Studies, and a Visiting Senior Research Fellow at the Centre for Analysis of Social Exclusion at London School of Economics.



Dr Jake Anders

Associate Professor of Quantitative Social Science and Deputy Director of the UCL CEPEO.

Future of GCSEs

Our briefing note '[Should we abolish GCSEs?](#)' discussed the widespread disruption caused by Covid-19 that resulted in the cancellation of GCSE exams for two years in a row in the UK. We argued that policymakers should continue to assess pupils at age 16, to ensure all young people have a record of what they have learned across a broad range of subjects, before they take different pathways. [Read more.](#) Gill Wyness

Inequalities in young peoples' educational experiences

Our working paper '[Inequalities in young peoples' educational experiences and wellbeing during the Covid-19 pandemic](#)' found particularly stark inequalities by socio-economic status, with young people from poorer families facing disadvantage on multiple fronts, particularly in their experiences of home learning, returning to school, and exam cancellations compared to more advantaged young people. This evidence suggests that the pandemic has exacerbated existing inequalities, meaning policymakers concerned with increasing equity and social mobility now face an even bigger task. [Read more.](#) Lindsey Macmillan, Jake Anders, Gill Wyness, Patrick Sturgis



Dr Gill Wyness

Associate Professor of Economics, and Deputy Director of the Centre for Education Policy and Equalising Opportunities (CEPEO) at the UCL Institute of Education. She is also a Research Associate at the Centre for Economic Performance at LSE.

The unprecedented grade distribution and the way forward

Our blog post '[A-levelling up: the thorny path back from teacher assessed grades](#)' (first appeared in the Guardian) highlights the substantial increase in the proportion of students achieving top grades in the A-level and GCSE compared to 2019. We discuss whether this year's grade distributions are the right starting point and how should the future student cohorts be measured following this year's unprecedented scores? [Read more](#). Jake Anders, Claire Crawford, Gill Wyness



Dr Claire Crawford

Associate Professor in the Centre for Education Policy and Equalising Opportunities (CEPEO) at UCL Institute of Education.



Dr Laura Outhwaite

Senior Research Fellow at the Centre for Education Policy and Equalising Opportunities (CEPEO).

Home learning during lockdown

Our blog post '[How can policy-makers and parents support home learning during lockdown?](#)' offered insights into this pressing issue and argued that "parents can support home learning by making their children's wellbeing the priority and focusing on the quality of learning experiences, not the quantity." [Read more](#). Laura Outhwaite

Budget 2021 and educational inequalities

Our blog post '[The 2021 Autumn Budget and Spending Review: what does it mean for educational inequalities?](#)' discussed whether budget and spending review announcements on education provide a comprehensive plan to address educational inequalities. We argue that without significant government investment to support children from more disadvantaged backgrounds, the wider inequalities that have opened up over the course of the pandemic are likely to foreshadow even greater inequalities in future. This spending review offered some support – but nowhere near enough. Claire Crawford



Dr Asma Benhenda

Research Fellow at the Centre for Education Policy and Equalising Opportunities (CEPEO) at UCL Institute of Education.

Designing and evaluating educational maths apps for young children

CEPEO academics Dr Laura Outhwaite and Dr Erin Early discuss the emerging role of educational math apps in a new systematic review.

Educational maths apps are an emerging trend in children's learning environments aiming to raise achievement. 94% of children in the UK own or have access to touchscreen tablet devices with parents of preschool aged children most likely to download educational apps and 41% of teachers use maths apps in early primary school. Policy makers are also increasingly advocating for and investing in the use of educational apps to support early learning in school and at home.

In September 2021, Dr Laura Outhwaite and Dr Erin Early contributed to the symposium at the British Psychological Society Developmental Conference with the results of their systematic review and content analysis on educational maths apps for children aged 4-7 years (Nuffield Foundation Research Grant).

Dr Erin Early presented a systematic review synthesising 50 studies examining the impact of educational maths apps for supporting young children's mathematical learning and development. Results showed most studies have been conducted with typically developing children (n = 43) in the classroom (n = 46). Important directions for future research were highlighted, including working with children with special educational needs and disabilities, evaluating the use of maths apps at home with parents, and using more innovative methods for online data collection.



Dr Laura Outhwaite

Senior Research Fellow at the Centre for Education Policy and Equalising Opportunities (CEPEO). She is currently Principle Investigator on a Nuffield Foundation Research Grant conducting a systematic review and content analysis on educational maths apps for children aged 4-7 years.



Dr Erin Early

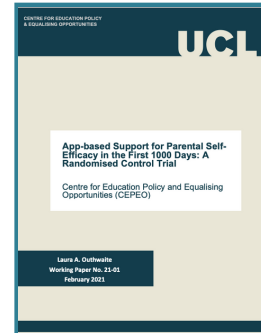
Research Fellow at the Centre for Education Policy and Equalising Opportunities (CEPEO). She is involved in the MAPPS study that is conducting a systematic review and content analysis on educational maths apps.

Dr Laura Outhwaite presented a content analysis of the maths apps identified through the systematic review of 50 studies. This study aimed to understand the mechanisms underpinning how maths apps might work to support learning by looking at their mathematical content and app design features. Results showed evaluated maths apps primarily targeted basic skills in understanding number representations and relationships. Furthermore, children's learning outcomes with maths apps were maximised when the apps provided a scaffolded and personalised learning journey and explained why their answer was right or wrong, as well as giving motivational feedback (e.g., 'Great job!').

FURTHER READING

App-based Support for Parental Self-Efficacy in the First 1000 Days: A Randomised Control Trial

L. Outhwaite



OPEN PROJECT PAGE



Promoting academic debate

This year CEPEO began an online seminar series hosting speakers working at the cutting edge of research into equalising opportunities. We reached a broad audience, comprising policy makers, researchers, academics, and third sector partners. We are excited to continue this.

School schedule and the gender pay gap

Clémentine Van Effenterre (University of Toronto) and Emma Duchini (University of Warwick)

Impact of school closures on parent and child wellbeing

Dr Claire Crawford (University of Birmingham)

Equalising opportunities in post-16 progression in England

Ruth Lupton (University of Manchester), Sanne Velthuis (University of Manchester) and Lorna Unwin (UCL Institute of Education)

Where versus what: college value-added and returns to field of study in further education

Dr Jenifer Ruiz-Valenzuela, (Centre for Economic Performance at the London School of Economics Research)

The Impact of Covid-19 on Key Learning and Education (ICKLE) project

Hannah Nash (University of Leeds)

What do mature learners look for? Results from a conjoint experiment

Susannah Hume (The Policy Institute)

Teachers teaching and teachers learning

Professor Simon Burgess (University of Bristol)

Reading, phonics and testing: teaching during the pandemic and beyond

Dr Alice Bradbury and Professor Dominic Wyse (UCL Institute of Education)

Class rank and long-run outcomes

Dr Richard Murphy (University of Texas)

Selective schooling and social mobility in England

Professor Franz Buscha (University of Westminster)

How ability stratification predicts the size of the big-fish-little-pond effect

Phil Parker (Australian Catholic University)

School-based Mentoring Relationships and Human Capital Formation

Dr Matthew Kraft (Brown University)

Minimum Quality Regulations and the Demand for Child Care Labour

Dr Chris Herbst (Arizona State University)

The impact of restricting access to government cash assistance on newly-arrived migrants

Anna Zhu (RMIT University, Australia)

Covid's unequal impact on engagement with online learning and enrolment in state schools

Joshua Goodman (Boston University)

Research highlights

Anders, J., Foliano, F., Bursnall, M., Dorsett, R., Hudson, N., Runge, J., Speckesser, S. (2022). The effect of embedding formative assessment on pupil attainment. Journal of Research on Educational Effectiveness (In press).

Anders, J., Macmillan, L., Sturgis, P. and Wyness, G. (2021). Inequalities in young peoples' educational experiences and wellbeing during the Covid-19 pandemic. UCL Centre for Education Policy and Equalising Opportunities.

Benhenda, A., Macmillan, L. (2021). How to Attract and Retain Teachers. CEPEO Briefing Note Series 13, UCL Centre for Education Policy and Equalising Opportunities, revised May 2021.

Brewer, M., Cattan, S., Crawford, C. and Rabe, B. (2021). 'Does more free childcare help parents work more?' Labour Economics, p. 102100.

Campbell, S., Macmillan, L., Murphy, R. and Wyness, G. (2021). 'Matching in the Dark? Inequalities in Student to Degree Match'. Journal of Labor Economics. The University of Chicago Press. doi: 10.1086/718433.

Henseke, G., Anders, J., Green, F. and Henderson, M. (2021). 'Income, housing wealth, and private school access in Britain'. Education Economics. Routledge, 29 (3), pp. 252–268.

Jerrim, J. and Sims, S. (2021). 'When is high workload bad for teacher wellbeing? Accounting for the non-linear contribution of specific teaching tasks'. Teaching and Teacher Education, 105, p. 103395.

Murphy, R., Weinhardt, F. and Wyness, G. (2021). 'Who teaches the teachers? A RCT of peer-to-peer observation and feedback in 181 schools'. Economics of Education Review, 82, p. 102091.

Munoz-Chereau, B., Ang, L., Dockrell, J., Outhwaite, L. and Heffernan, C. (2021). 'Measuring early child development across low and middle-income countries: A systematic review'. Journal of Early Childhood Research. SAGE Publications, 19 (4), pp. 443–470.

Sims, S., Jerrim, J., Taylor, H. and Allen, R. (2021). 'Is teaching bad for your health? New evidence from biomarker data'. Oxford Review of Education. Routledge, pp. 1–18.

Wyness, G., Macmillan, L. and Anders, J. (2021). Does education raise people's productivity or does it just signal their existing ability? UCL Centre for Education Policy and Equalising Opportunities.

Our community

We would like to acknowledge and thank all those in our CEPEO community who have contributed to our work in 2021.

Our team

Prof Lindsey MacMillan

Director

Dr Claire Crawford

Associate Professor

Dr Laura Outhwaite

Senior Research Fellow

Xin Shao

Research Fellow

Shola Adesanya

Centre Manager

Dr Gill Wyness

Deputy Director

Dr Jo Van Herwegen

Associate Professor

Dr Asma Benhenda

Research Fellow

Alice De Gennaro

Research Assistant

Dr Jake Anders

Deputy Director

Dr Samuel Sims

Lecturer

Dr Erin Early

Research Fellow

Khrystyna Myhasiuk

Communications Officer

Affiliates

Dr Jo Blanden

University of Surrey

Professor Simon Burgess

University of Bristol

Dr Matt Dickson

University of Bath

Dr Catherine Dilnot

Oxford Brookes University

Professor Emla Fitzsimons

UCL Institute of Education

Professor Alissa Goodman

UCL Institute of Education

Professor Colin Green

Norwegian University of
Science and Technology

Professor Paul Gregg

University of Bath

Professor Colm Harmon

University of Edinburgh

Dr Susannah Hume

King's Policy Institute

Professor John Jerrim

UCL Institute of Education

Professor Ruth Lupton

Honorary Professor at
University of Manchester

Professor Lee Elliot-Major

University of Exeter

Professor Sandra McNally

CVER, London School of
Economics

Dr Richard Murphy

University of Texas at Austin

Dr Michael Sanders

King's Policy Institute

Professor Emma Tominey

University of York

Our community

Advisory group

Osama Rahman

Chief Scientific Advisor,
Department for Education

Tom McBride

Director of Evidence,
Early Intervention
Foundation

Becky Francis

Chief Executive,
Education Endowment
Foundation

Torsten Bell

Chief Executive, RES
Foundation

Jan Parnell

Director of Education,
Hammersmith and Fulham
LEA

Alison Fuller

Pro-Director Research and
Development, UCL
Institute of Education

Sasha Roseneil

Dean, UCL Social and
Historical Sciences

Carl Cullinane

Associate Director of
Research and Policy,
Sutton Trust

Tom Richmond

Director, EDSK

Vanessa Ogden

Chief Executive, Mulberry
Schools Trust

Tim Leunig

Economic Advisor to the
Chancellor, HM Treasury

Li Wei

Director and Dean of the
UCL Institute of Education

Lynn Ang

Pro-Director and Vice-
Dean Research at UCL
Institute of Education





Contact us

Centre for Education Policy and Equalising Opportunities (CEPEO)
Department of Learning and Leadership
UCL Institute of Education
University College London
20 Bedford Way
London WC1H 0AL

email: cepeo@ucl.ac.uk