



## Abstract Writing Pack

This document provides guidance on available support for participants, including resources to enhance submission quality before the deadline.

We understand that writing an abstract effectively requires specific skills which prospective presenters may or may not have. To ensure inclusion, we will offer:

- The information contained here, shared within an ‘abstract writing pack’ on the UKFIET website, contains both guidance for writing a clear/effective abstract as well as criteria for review
- 3 drop-in sessions in early March. The sessions will cover the review criteria in more detail and offer the opportunity for prospective presenters to ask specific questions. If you would like to attend a session, please sign up here:

[Session 1: 12.00 GMT Tuesday 4<sup>th</sup> March](#)

[Session 2: 16.00 GMT Wednesday 5<sup>th</sup> March](#)

[Session 3: 08.00 GMT Thursday 6<sup>th</sup> March](#)

The UKFIET 2025 Conference will be an in-person-only event. However, we will run a series of free online events after the conference. These will be designed to share key highlights and synergies across presentations and allow room for discussion.



## **Mobilising knowledge, partnerships, and innovations for sustainable development through education and training**

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*16 – 18 September 2025 University of Oxford Examination Schools, Oxford, UK*

*18th Conference on International Education and Development*

"Mobilising knowledge, partnerships, and innovations for sustainable development through education and training" is a theme that encapsulates the essence of collaborative learning and knowledge exchange across diverse educational contexts. This theme highlights the importance of harnessing local, regional, and global perspectives to advance innovative, inclusive, and sustainable practices at all levels of education—from primary to tertiary and from formal to informal and lifelong learning. Participants are invited to explore education's transformative potential for sustainable development, valuing localised knowledge within broader international frameworks, dialogues and commitments. The theme encourages discourse on the mechanisms of knowledge mobilisation that facilitate educational equity, bridge cultural and geographical divides, and contribute to the Sustainable Development Goals. Through this lens, the conference will also explore the role of mobility of knowledge, individuals, institutions, policies, practices, technologies, and resources for enhancing local and global partnerships and cultivating environments that nurture resilient learning communities worldwide.

### **Subthemes**

#### **Subtheme 1: Skills and knowledge for sustainable futures: Karem Roitman and Amy Parker**

Education faces a critical turning point in both its content and approach. In a fast-changing world, a complex tension exists between governments, the private sector, and families regarding educational content, pedagogies, and what should be assessed – in brief, what a good education looks like and stands for. The selection or omission of subject knowledge – particularly in areas like climate science and sustainability – often reflects political positions. Meanwhile, advances in artificial intelligence have heightened concerns about workforce automation and potential unemployment, with an increasing gap between what employers want and the skills employees have. These advances also lead us to question the very nature of learning and human nature itself.

These challenges raise fundamental questions about preparing students for a future marked by growing digital inequalities while addressing urgent sustainability challenges. Education has historically alternated between emphasising content knowledge and focusing on skills development. We argue that these elements must be integrated to combat misinformation and empower individual agency. A focus on academic educational outputs has led to bloated curricula that artificially separate learning into subjects and emphasise quantifiable academic skills and knowledge, undermining capabilities particularly needed to address societal crises and technological advancements, such as creativity and ethical reasoning. Thus, we need to



rethink what and how we teach from a perspective of human nature and planetary needs rather than league tables, which privilege knowledge acquisition and industrial employment-focused skills.

This sub-theme examines how educational knowledge and life skills can be reimagined to support progress toward a sustainable future and human flourishing. Key questions include:

- How can we foster meaningful collaboration between educational stakeholders - including parents, students, investors, and governments - to develop an inclusive curriculum that effectively combines content and skills?
- Which learning processes best facilitate the integration of skills development with knowledge acquisition?
- How can experiential approaches like play-based and project-based learning develop student agency while preparing them for future challenges, many of which are as yet unknown?
- How should our growing understanding of neuroscience and neurodiversity inform the way we teach both knowledge and skills?
- How can local and global partnerships help to inform how we think about the future? How can we use these shared ideas about the future to inform pedagogy and curricula?
- In practice, how do we balance the need for evaluation data and the demand for results-oriented practices with the complexity of learning? How do we decide what to measure and when?

## Subtheme 2: The Sustainable Development Goals: Rona Bronwin and Najme Kishani

As we stand only five years from 2030, the urgency to accelerate progress on the Sustainable Development Goals (SDGs) has never been greater. Education is a cornerstone of this global agenda, not only as a specific target under SDG 4 but as an enabler of sustainable development across all 17 SDGs. This subtheme examines the transformative role of education and training in achieving the SDGs, offering a platform to assess achievements, confront challenges, and explore innovative pathways forward.

This subtheme invites critical reflection on the intersections between education and other global priorities, such as poverty eradication, climate action, and fostering peaceful and just societies. Through innovative research, bold policy frameworks, and transformative practices, this subtheme emphasises the politics of data in tracking SDG targets, asking “so what” questions to challenge conventional wisdom and inspire actionable solutions. How can education systems mobilise knowledge, partnerships, and innovations to create a systemic impact? What mechanisms exist to ensure that education contributes to the social, economic, and environmental dimensions of sustainable development? What role does education play in shaping the post-2030 agenda?



We invite a focus on research for actionable policies and practices that will drive impact towards the SDGs. We encourage submissions that present practical insights, evidence-based solutions, and scalable innovations. This subtheme aims to foster dialogue on how education can drive real, measurable change for sustainable futures by integrating cross-cutting themes such as equity, partnerships, implementation, and sustainability.

Key questions include:

- How can we accelerate progress towards achieving SDG targets related to education over the final five years? What does this mean for research, delivery, governments, UN bodies, and all those working towards this?
- How can governments and institutions be held accountable for progress toward the SDGs? What is the politics of data? And what are the challenges in tracking educational outcomes, including issues of equity, power and transparency, as well as the role of innovation and technology?
- How can education learn from and foster synergies between SDGs, such as health, gender equality, climate poverty and sustainable cities? How can education be a nexus for cross-sectoral collaboration? What are examples of education interventions that have directly contributed to measurable progress on specific SDGs? How could education learn from other sectors about tracking and making progress against global goals?
- What are the innovations from Indigenous communities in addressing complex global challenges? How can the role of localised education practices drive progress to achieve sustainable development? How can local-global partnerships be leveraged to scale successful educational interventions?
- What does the future of the global education agenda look like? How can the multilateral system and development frameworks be reimagined to better align with global and local needs? What kind of education is needed to address the evolving challenges of a post-2030 world? What is education's role in shaping a post-2030 development framework?

### Subtheme 3: Equitable Partnerships and Cross-Cultural Collaboration: Rhona Brown and Amy Lightfoot

Within our sector, working in partnership is standard practice. Multi-stakeholder partnerships are a pivotal aspect of the 2030 Agenda for Sustainable Development and the Sustainable Development Goals, based on the premise that by working together, we can achieve more than when working alone.

Discourses on what constitutes a high-quality, equitable, ethical partnership highlight the importance of commitment to common goals and mutual benefit, diverse expertise, clear communication and taking time to develop trust and strong relationships. However, partnerships are almost always formed in contexts characterised by power imbalances,



structural inequalities, and time and resource constraints. New partnerships need careful consideration and significant time to have the greatest chance of mutually recognised success.

In this sub-theme we are interested in the many different forms that partnerships and collaborations take, crossing boundaries including international borders, cultures and disciplinary and institutional divides. 'Cross-cultural' in the context of this sub-theme can be read in its broadest sense.

We are keen to hear about how bringing together diverse perspectives and expertise has helped to create and mobilise knowledge, to tackle complex education problems and/or implement possible solutions. We are also interested in creating opportunities to learn how partnerships between researchers and practitioners have helped bridge the gap between educational research and practice. We invite critical accounts and reflections on the challenges and barriers to equitable partnerships, aiming to open up space to (bravely) share experiences of learning from failure and ways that challenges have been or could be mitigated or overcome by others in future.

Submissions should address one or more of the following questions:

- What kinds of collaboration are the most powerful to tackle challenges in different parts of the education system to improve equity and quality? Are there any kinds that can lead to transformative systemic change?
- What is the value of working in partnership? How do we know? To what extent do our monitoring, evaluation and learning tools align with and aid our understanding of partnerships' relative value / success?
- What are the required knowledge, skills and capacities for working in equitable, ethical partnerships? How can we reflect on and develop these in ourselves and with collaborators?
- How can we best use technology to develop and maintain successful partnerships?
- How (and to what extent) can partners reflect together on the roots of inequity, power, voice and representation and work to redress ongoing power imbalances?
- How can we change the systems and structures (including funding flows) that impede the development of more equitable partnerships and/or knowledge mobilisation?
- What can we learn from our attempts to work in partnership when things go wrong?
- How can we challenge whose rules and norms govern partnership development and/or mobilisation of knowledge?
- To what extent are equitable partnerships achievable without radical change in our sector?

## Subtheme 4: Inclusion and intersectionality: Sam Ross, Michelle Sandall and Laraib Niaz

Education is a key driver of equality, opportunity and empowerment, but numerous and varied barriers exist which block the pathways to accessing and acquiring the contextually appropriate knowledge required by those most impacted by inequalities to thrive. These obstacles are



entrenched in social norms, which often intersect, increasing their ability to exclude.

The theme of *Inclusion and Intersectionality* seeks to explore the complex interplay of factors influencing inclusion and exclusion in education. It recognises that marginalisation arises from the intersection of multiple factors, including but not limited to religion, gender, ethnicity, language, race, sexual orientation, gender identity, expression, sex characteristics (SOGIESC), and disability. We encourage submissions that take an intersectional lens to examine how education systems, communities, and stakeholders can challenge and transform systemic inequalities. By addressing these multiple dimensions of inclusion, the theme aims to identify ways to ensure equitable access, meaningful participation, and improved learning outcomes for all learners. Importantly, this theme emphasises that the nature and manifestations of marginalisation differ across contexts, and thus, context-specific approaches, innovative practices, and evidence-based strategies are key.

In this theme, we would like to hear from practice or research that demonstrates holistic and sustainable approaches that draw from local knowledge, experience, and theory and systematically address social norms that enable a more inclusive and effective education system—for example, looking at how girls' education can tackle challenging local environments. We are particularly interested in inclusive and participatory research and data methodologies that address data disaggregation, definitional challenges, and intersectionality. These data methodologies will centre expertise, knowledge, accountability and influencing processes around local and representative voices, narratives, priorities and capabilities. We welcome submissions that explore the role of education in addressing systemic inequalities while advancing global and local conversations about inclusion. Contributions may span empirical research, theoretical explorations, and lessons from practice or programming, covering diverse forms of education and training from early childhood to lifelong learning.

Questions for Exploration:

- How can education systems identify and address intersectional inequalities while fostering innovation and context-specific approaches?
- How can partnerships across the Global North-South and South-South contribute to advancing inclusive and equitable education practices?
- How can we address and challenge the intersectionality of social norms to enable equitable access to, participation in and achievement of education for empowerment?
- How can inclusive and participatory data methodologies address challenges related to data disaggregation, definitional challenges, and intersectionality?
- In what ways can these methodologies centre local voices, knowledge, expertise and priorities?

## Subtheme 5: Climate and environmental justice: Rachel Wilder and Fernanda Gándara

Ecological and climate crises are having profound impacts on people and communities across



the globe, and educational systems are deeply affected. Increased numbers and severity of climate events, together with incremental environmental changes, are causing more school disruptions, worsening learning conditions and increasing environmental anxiety. Due to human activity, we are facing unprecedented biodiversity losses and devastating impacts on oceans and land. The impacts of environmental damage and change are unequal and inequitable. Socio-economically disadvantaged communities, women, girls, indigenous peoples, ecosystems, plants and animals have less power and fewer resources to adapt and sustain the manner of life they are accustomed to and aspire to. In the context of ecological and climate crises, justice is multi-layered, dynamic and situated.

Many civil society organisations and educational systems are working to make education responsive to environmental conditions and to slow carbon emissions. However, evidence of meaningful change and transformative solutions is insufficient and patchy. From primary to tertiary schooling, from formal to vocational and lifelong learning, we need more conversations and examples about education's role in climate change mitigation, adaptation, and environmental conservation.

We welcome proposals that call for bold, innovative and sustainable approaches to tackling the environmental and climate crises and their disproportionate impacts on vulnerable communities. We would particularly invite submissions that use creative, dialogic and generative formats, addressing any of the following topics:

- Education that addresses (in)equalities and (in)justice in how humans experience, benefit from and are held accountable for the natural environment.
- Educational research and practices that employ biocentric justice or more-than-human approaches to environmental sustainability.
- Educational research and practices that advance pluriversality and/or epistemic justice (for example, by drawing on indigenous knowledges) in environmental education.
- How environmental and climate justice intersects with gender justice, particularly in reproductive justice, racial justice, and ageism.
- Imagined, desired, (un)likely and actual environmental education outcomes.
- Education's role in and relationship to environmental activism, from learner-led demonstrations to partnerships and alliances within and beyond the education sector.
- Adapting schools and other learning environments to environmental change.

## Subtheme 6: Learner safety and wellbeing: Danielle Cornish-Spencer and Juliet Millican

Education has the potential to be a transformative force - a sanctuary where learners develop not only knowledge but resilience, identity, and hope. Yet, this sanctuary is increasingly fragile.

The impacts are not evenly felt: girls, displaced learners, and LGBTQIA+ youth face the double jeopardy of disrupted education and heightened vulnerability. The question is not whether crises will continue to challenge education systems but how we, as practitioners, policymakers, and advocates, respond. This subtheme asks us to go beyond diagnosing problems and to lead





on bold, actionable strategies that safeguard learners' rights, safety, and wellbeing in a world fraught with uncertainty – whether that be from conflict, natural disaster and climate change, or from violence stemming from systemic inequality and oppression.

The safety and wellbeing of learners must move from being a peripheral concern to the very foundation of how we design, deliver, and protect education systems. This demands integrated approaches that embed safety and wellbeing across every layer of the socio-ecological model: individual, family, school, community, and society. From intersectoral coordination in humanitarian settings to training educators to address trauma and create inclusive environments, there is an increasingly urgent need to think expansively and act decisively.

This theme invites contributions that showcase holistic and sustainable approaches to creating safer education systems and settings. We are particularly interested in strategies that leverage local knowledge, lived experiences, and theoretical insights to challenge harmful social norms and foster systemic change. For instance, how might community-driven approaches address the safety of marginalised learners in fragile contexts; how can education systems better respond to the safety and wellbeing of learners with disabilities in under-resourced settings?

Submissions that employ inclusive and participatory research or innovative methodologies are especially welcome. These might tackle issues such as capturing nuanced local realities, addressing violence in and around schools to improve access and outcomes, or creating culturally relevant tools for measuring learner wellbeing.

We are keen to hear how education can disrupt cycles of harm, whether by integrating safety and wellbeing into policy reforms, supporting transitions between education levels, or strengthening intergenerational learning opportunities. Contributions may range from empirical research and theoretical explorations to practical lessons across diverse education contexts, from non-formal learning spaces to higher education and vocational training. Submissions are particularly welcomed from researchers and practitioners with lived experience of conflict, displacement, climate injustice and survivors of violence based on gender or other social inequality.

Questions for Exploration:

- How do crises—such as conflict, natural disasters, and systemic inequalities—disrupt education systems and compromise learner safety? What innovative, data-driven, or community-driven strategies can build resilience and ensure that learners and learning thrive in these challenging contexts?
- How can education systems integrate social-emotional learning, life skills, and wellbeing into curricula, policies, and classroom practice as essential components of learner safety and development?
- What role does education play in emergencies and humanitarian settings in supporting both learner and educator safety and wellbeing and how can intersectoral collaboration enhance these efforts?
- How can safeguarding strategies—including child and teacher safeguarding and responses to school-related gender-based violence (SRGBV)—be holistically embedded across formal and informal education systems to address both immediate risks and long-term wellbeing?





- What role do families, communities, and societal factors play in shaping learner safety, and how can multilevel interventions address risk and protective factors across the socio-ecological model?
- What training approaches best equip educators to foster inclusive environments, address trauma, and support the safety, wellbeing, and inclusion of marginalised learners, including girls, displaced learners, and SOGIESC (sexual orientation, gender identity, expression, and sex characteristics) youth?

## Subtheme 7: Systems thinking: Mathilde Nicolai and Yifei Yan

This conference sub-theme delves into the dynamics of education systems, emphasising the importance of a holistic approach to understanding and driving systemic and transformative change. It explores the roles and responsibilities of various actors within the education ecosystem, including educators, ministry officials, regional and local officers, inspectors, technical specialists, and others. By examining the pathways to change, the sub-theme aims to identify strategies that can shift the balance towards achieving large-scale, sustainable, and locally owned educational improvements. Recognising that systemic change can be elusive without the active participation and ownership of all system actors, the sub-theme underscores the need for inclusive and cross-sectorial efforts to enhance the resilience and sustainability of education systems worldwide.

This sub-theme invites both theoretical and empirical contributions that explore the structural and relational drivers of education systems, the role of political economy and behavioural change, and the design and implementation of policies and practices that bring about sustainable change. Key questions to explore include how to foster effective collaboration, ensure local ownership of educational reforms, decolonise donor agendas, and implement results-based financing and other policy instruments to improve accountability and resource allocation for sustainable educational development. Below is an illustrative (and non-exhaustive) list of suggested questions:

- What are the key structural and relational drivers that influence the effectiveness of education systems? How do power dynamics within educational institutions impact overall system performance? Who holds power in relations between different education actors? How can effective collaboration be fostered?
- How to use political economy analysis to deepen understanding of drivers for change within national and local education systems? What role does behavioural change play in the successful implementation of educational reforms?
- What examples of successful collaboration across public, private and non-governmental sectors in education can you share? How can effective partnerships between education and other sectors (e.g., health, nutrition, gender, etc) be fostered to enhance educational outcomes?



- How can we ensure local communities take ownership of educational reforms? Does investment policy in education work as an effective means to rebalance power dynamics? How to support and scale locally led educational innovations?
- How do donor agendas influence educational priorities and practices in recipient countries? To what extent do external interventions draw on local expertise and build on local actors? How to decolonise donor agendas and promote more equitable partnerships?
- What are the limitations of traditional development paradigms in addressing contemporary educational challenges? How can alternative frameworks better support sustainable educational development?
- What are the potential risks and benefits of implementing results-based financing in education? Can results-based financing be used as a way to improve accountability? What other policy measures can achieve that purpose, and how should they be designed and/or implemented?
- What are the key considerations for ensuring equitable and effective investment in education? How to improve the allocation of resources to support sustainable educational development?



## REVIEW CRITERIA

Each abstract will be assessed against the following criteria:

**Relevance (20%):** This criterion assesses whether the abstract directly addresses the conference theme and the chosen sub-theme. Reviewers will be considering the following:

- How well the paper aligns with the core topics and objectives of the conference.
- What insights or findings contribute to X's understanding or advancement are provided.
- Whether the abstract clearly demonstrates its connection to the theme and sub-theme through its objectives, research questions – if applicable, and conclusions.

Scoring Guide:

- **5 (Excellent):** The abstract aligns closely with the conference theme and sub-theme, clearly demonstrating objectives and conclusions related to them.
- **4 (Very Good):** Strong alignment with the theme and sub-theme, but minor details on objectives or conclusions could be clearer.
- **3 (Good):** Acceptable alignment with the theme and sub-theme, but the connection is somewhat superficial or vague.
- **2 (Fair):** Limited connection to the theme and sub-theme, with unclear relevance.
- **1 (Poor):** No discernible connection to the theme or sub-theme.

**Originality (20%):** This criterion assesses the contribution of the abstract. Reviewers will be considering the following:

- Whether there are new thoughts, arguments, findings, methodologies, contexts, or ways of addressing the topic.
- Whether the abstract contributes through innovative research approaches, unique perspectives, or new data that challenge or extend existing knowledge or practices.
- Whether the abstract offers something new to the topic/field, a fresh theoretical framework, a novel methodological approach, or groundbreaking findings.

Scoring Guide:

- 5 (Excellent): The abstract presents groundbreaking ideas, methods, or findings that challenge or significantly expand current knowledge.
- 4 (Very Good): Offers novel perspectives or incremental innovations in theory, methodology, or findings.
- 3 (Good): Demonstrates acceptable originality but lacks a strong innovative contribution.
- 2 (Fair): Minimal originality; largely reiterates existing knowledge.
- 1 (Poor): Completely unoriginal, with no new insights or contributions.

**Clarity and Coherence (20%):** This criterion examines the clarity and coherence of the abstract's enquiry, activity, or conceptual framework. Reviewers will be considering the following:

- How well the abstract is organised and logically structured.



- Whether the arguments are clearly presented/signposted, and the methodology described in a way that is easy to follow.
- How coherent the abstract is.

#### Scoring Guide:

- 5 (Excellent): The abstract is exceptionally well-organized, with clear objectives, methods, findings, and conclusions that flow logically.
- 4 (Very Good): Well-organized with minor inconsistencies or areas that could be improved.
- 3 (Good): Acceptable structure, but some sections are unclear or lack coherence.
- 2 (Fair): Poorly organised, with significant gaps in clarity or logical flow.
- 1 (Poor): Disorganized and incoherent, making it difficult to understand the content.

**Significance for Educational Practice, Policy, or Theory (20%):** This criterion considers the abstract's potential impact on educational practice, policy, or theory. Reviewers will be considering the following:

- The potential implications of the abstract's findings or arguments for the conference's themes. Reviewers will be focusing on the 'so what' of the abstract to encourage submissions to go beyond academic rigour and highlight practical and policy relevance
- Whether there are significant insights that can inform educational practices, influence policy decisions, or contribute to theoretical advancements.
- How well the abstract demonstrates how its findings or arguments could be applied in real-world educational settings or how they advance the understanding of educational phenomena.

#### Scoring Guide:

- 5 (Excellent): Demonstrates clear, substantial implications for practice, policy, or theory, offering actionable insights or significant theoretical advancements.
- 4 (Very Good): Strong potential impact, but minor gaps in demonstrating how findings can be applied or scaled.
- 3 (Good): Acceptable impact but lacks depth or specificity in applications.
- 2 (Fair): Limited significance; weak implications for practice, policy, or theory.
- 1 (Poor): No discernible significance or impact.

**Approach and Methods (20%):** This criterion evaluates the strength and appropriateness of the approach and methods used (if applicable).

- The abstract clearly outlines the approach or methodology used, demonstrating its appropriateness for addressing the research question or objectives.
- The methods are well-chosen, robust, and aligned with the study's goals, whether qualitative, quantitative, mixed, or innovative approaches are employed.
- The approach introduces novel, creative, or interdisciplinary elements that add value to the field and demonstrate the potential to advance knowledge or practice.



#### Scoring Guide:

- 5 (Excellent): Approach and methods are well-defined, logical, appropriate, and rigorously applied, with clear descriptions of data collection and analysis.
- 4 (Very Good): The approach and methods are strong but could be better explained or slightly more rigorous.
- 3 (Good): Acceptable approach and methods but lacking in detail or clarity.
- 2 (Fair): Weak or inappropriate approach and methods with significant gaps in explanation.
- 1 (Poor): No methodological rigour; approach and methods are absent or unsuitable.

#### Additional Reviewer Comments

Reviewers provide brief written feedback addressing:

1. **Strengths:** What the abstract does well.
2. **Weaknesses:** Specific areas for improvement.
3. **Suggestions:** Concrete recommendations for strengthening the abstract.



## Further Information

Presentations within each sub-theme are encouraged to integrate the following cross-cutting themes that are critical for advancing our collective knowledge and practices:

- Theories and methodologies for knowledge production: exploring the questions of whose knowledge is valued and how diverse perspectives can be integrated into mainstream educational research and practice.
- Technology: Assessing the impact of technological innovations on education and how technology can be used to support learning.
- Equity and inclusion: A critical examination of how education systems can be made more inclusive, addressing barriers faced by marginalised groups and ensuring equitable access to learning opportunities.
- Partnerships: exploring how collaborative relationships between various stakeholders can drive forward educational goals and development outcomes.
- Implementation: discussing practical aspects of putting educational theories and policies into action and examining what works on the ground.
- Policies: examining the role of policy in shaping educational outcomes and how policy interventions can be designed to be more effective and equitable.
- Mechanisms for knowledge mobilisation: discussing how knowledge is shared and disseminated across different contexts and how it can be effectively mobilised to impact educational practices.
- Sustainability: a focus on ensuring that educational practices are environmentally, economically, and socially sustainable, supporting long-term development goals.

Last, whilst all submissions will be reviewed and scored on criteria, UKFIET is routinely oversubscribed. To ensure inclusive representation, a diversity lens will be applied to the review process.



## Tips on structuring and writing an abstract

Abstracts can often be broken down into three paragraphs:

- **Paragraph 1: *What the problem is and why people should care.***  
Introduce the problem/issue that your paper addresses, paying particular attention to how it links to the sub-theme. In general, you don't have to mention your programme intervention or study in this paragraph; instead, use this as an opportunity to set up the context of your intervention/research and demonstrate your understanding of the situation and/or related literature/policies. Try to ensure that the problem/issue is compelling and worth addressing.
- **Paragraph 2: *How you approached the problem and how you generated evidence on this.***  
This is where we get the real meat of what you might present. Frame your programme or intervention as a solution to the problem/issue. Briefly describe the programme/intervention, how it addressed the problem and any theoretical underpinnings that influenced the technical design. Then, you can discuss how you generated evidence to demonstrate how this programme/intervention is something that 'works'. Evidence can come from midline/endline studies, discrete research, etc.

The number of words you have to play with governs how much detail you go into, but it's worth trying to make this important section as meaningful as possible. Do not just cut and paste a programme description paragraph from your quarterly report. Make sure you frame your programme/intervention as a solution and demonstrate that you have evidence to prove it (do not worry if it is not academic research). Always have the sub-theme in mind and try to make links where appropriate.

- **Paragraph 3: *Brief findings, conclusions and why people should listen to you.***  
You can also elaborate on some findings in paragraph 2 – see what feels most appropriate. But in this third paragraph, you should conclude by discussing how your programme/intervention affects the wider context and why it is relevant and exciting. You need to convince the reader that your work has provided a compelling solution closely linked to the sub-theme.

*Things to keep in mind overall:*

- Try to use verbiage from the blurb and/or acknowledge one of the questions it asks. This will help demonstrate 'relevance'.
- Make sure every sentence in your abstract builds your argument (which is likely that your programme/intervention is 'what works' to solve the problem you've highlighted).
- Make every word count – you'll only have 150 words





- Make the title of your abstract interesting, linked to the sub-theme and catchy/provocative.
- Don't go over the word limit. Your work may be dismissed out of hand.
- Equally, producing less than the minimum word number suggested is not a good idea.
- Avoid jargon if you can. If you use anything obscure, explain it. Otherwise, do without.
- Try not to use too many references in the opening paragraph; 1-2 is enough – UKFIET might explicitly ask you not to use references
- Proof-read (or get someone else to) to avoid typos or grammatical errors
- Panel/symposium abstracts should be structured in the same way, but para 2 should demonstrate how each of the panellists addresses the problem/issue outlined in the first paragraph
- Already at the abstract stage, think through how you are going to present to ensure that your audience remains engaged, especially in light of it including practitioners as well as academics
- Consider what you want your audience to take away from your presentation: this should come across clearly in the abstract