



NEWSLETTER - JULY 2022

University of East Anglia UNESCO Chair in Adult Literacy and Learning for Social Transformation

ABOUT THE COVER

A father is teaching his son to measure and cut the fabric for sewing a shirt in their tailoring shop. Researchers investigated this and other international informal numeracy and literacy learning during fieldwork for the UKRI-funded family literacy, indigenous learning and sustainable development project, Nepal.

© Tribhuvan University-CERID, Nepal

[UEA UNESCO Chair in Adult Literacy and Learning for Social Transformation](#)

The UNESCO Chair Programme in Adult Literacy and Learning for Social Transformation was established at the University of East Anglia (UEA) in the UK in May 2016. The programme builds directly on the expertise of the UEA Literacy and Development Group, which brings together researchers from the School of Education and Lifelong Learning and the School of International Development at the University of East Anglia. The programme at UEA is coordinated by Professor Anna Robinson-Pant (Chairholder), Dr. Sheila Aikman, Dr. Harry Dyer, Dr. Catherine Jere, Professor Yann Lebeau, Dr. Esther Priyadharshini and Professor Nitya Rao.

This UEA UNESCO Chair aims to develop understanding about how adult learning - particularly for women and young adults - can help address inequalities in the poorest communities of the world. Through investigating how or why adult literacy might facilitate or respond to processes of social transformation, including women's empowerment, the Chair sets out to strengthen the interaction between formal, non-formal and informal learning in research, policy and programmes. The UEA

UNESCO Chair programme is an international partnership with university departments specialising in adult literacy and community learning.



ETHIOPIA

**Bahir Dar University
Adult Education and Community
Development Department (AECD)**

Coordinator: Turuwark Zalalam Warkineh

Members: Abiy Menkir Gizaw, Endayehu Tegegne Mengesha, Yeraswork Megerssa, Tizita Lemma Melka, Ermiyas Tsehay



NEPAL



**Kathmandu University School of Education
(KUSOED), and Tribhuvan University Center for
Educational Innovation and Development (CERID)**

Coordinator: Professor Mahesh Nath Parajuli (KU)

Members: Professor Surendra Giri (TU), Professor Sushan Acharya (TU), Dr. Kamal Raj Devkota (TU), Professor Binod Luitel (TU), Mr. Dipak Khanal (TU), Mr. Om Chandra Thasineku (TU)
Dr. Suresh Gautam (KU), Dr. Lina Gurung (KU), Dr. Bal Chandra Luitel (KU)



MALAWI

**University of Malawi
School of Education and the
Centre of Language Studies**

Coordinator: Dr. Symon Ernest Chiziwa

Members: Tiffany Banda, Alick Bwanali, Dr. Jean Chavula, Foster Gondwe, Professor Pascal Kishindo, Dr. Ahmmardouh Mjaya, Dr. Frank Mtemangombe, Dr. Lisnet Mwadzaangati, Dr. Winfred Mkochi



THE PHILIPPINES

University of Santo Tomas
The Graduate School

Coordinator: Professor Camilla Vizconde

Members: Professor Belinda de Castro
Dr. Gina Lontoc



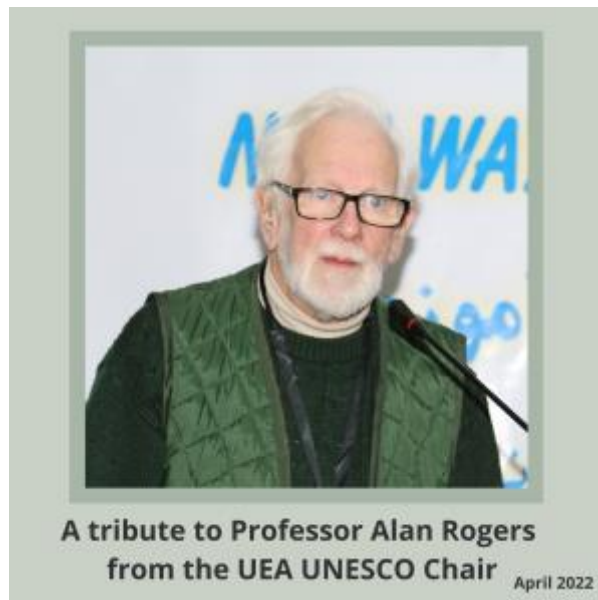
EGYPT

Ain Shams University
Adult Literacy Education Centre

Coordinator: Dr. Eslam Mohammed Al-Saieed

Members: Professor Gihan Camal, Professor
Moheb Kamel El Rafei, Professor Reda Abd Elsatar,
Dr. Nahla Gamal Mohamed

Professor Alan Rogers



It is with deep sadness that we are sharing the news about Professor Alan Rogers' death on 5 April 2022. Alan was a founding member of UEA Literacy and Development Group and a core member of our UEA UNESCO Chair team since its establishment. He leaves a huge legacy to the adult learning world, but a great gap in our UEA UNESCO Chair literacy community as we have lost such a close friend and inspiring colleague. Alan was instrumental in setting up the MA course at UEA in 'Adult

literacy, lifelong learning and development: international perspectives’, and supervised many doctoral students in literacy and adult learning, since his appointment as a Visiting Professor in 2005. Alan continued to publish and mentor junior scholars until the end. The books about to be published in the Bloomsbury series on Adult Literacy, Learning and Social Change will be a rich tribute to Alan’s intellectual influence and drive. Dr. Ahmmardouh Mjaya and Dr. Fusheng Jia experienced first-hand Alan’s ‘hands on’ approach as co-editor of the series, commenting extensively on their draft manuscripts. It is a pity that he just missed seeing the first book published in this series.



1 - Colleagues from BDU are checking books from Alan

© Bahir Dar University, Ethiopia



2 - Colleagues from BDU are checking books from Alan

© Bahir Dar University, Ethiopia



3 - Some of the books from Alan

© Bahir Dar University, Ethiopia

Alan's funeral was held in Nottingham on 22 April. Professor Simon McGrath (review group member of UEA UNESCO Chair), Dr. Christopher Millora and Qingru Wang attended the funeral on behalf of the UEA UNESCO Chair. Simon and Chris both delivered moving tributes to Alan, reminding everyone how he inspired and influenced so many researchers. According to Alan's will, his family donated his books and scientific journals (around 450 items) to Bahir Dar University, Ethiopia. BDU also held a book handover ceremony to show their condolences on the passing away of Alan. Turuwark Warkineh (BDU UNESCO Chair Coordinator) and Dr. Essey Kebede (Academic Vice President of BDU) delivered speeches.

A tribute booklet in memory of Alan can be found [here](#).

We will also hold a memorial event (hybrid – in Norwich, UK, and online) on 2 December 2022, as an opportunity to reflect on Alan's remarkable contribution to adult literacy and adult education in the UK, in our UNESCO Chair partner countries and in many other contexts across the world.

NEWS



Literacy and Citizenship at CONFINTEA VII

Professor Anna Robinson-Pant was invited by The Agence Nationale pour la lutte Contre l' Analphabétisme (ANCLA) to give the keynote presentation in a session moderated by the Moroccan Minister of Education on 'Literacy: a lever of citizenship' at the Seventh International Conference on Adult Education (CONFINTEA VII). More than 1,000 participants, among them heads of state, education ministers and high-level representatives of the United Nations, attended the conference hosted by the Kingdom of Morocco and UNESCO from 15 to 17 June 2022 in Marrakech. The main purpose was for representatives from over 140 countries to discuss and commit to the Marrakech Framework for Action – a major development since the Belem Framework for Action was agreed in 2009. With the adoption of the Marrakech Framework, member states undertook to significantly increase adult participation in learning and recognised the need for increased financial investment in adult learning and education. The UEA UNESCO Chair will be exploring how to take forward new initiatives in the light of these exciting policy developments. You can find the fifth Global Report on Adult Learning and Education (which focuses this year on citizenship and informed the discussions at CONFINTEA) [here](#) and further information on [CONFINTEA](#).



4 - Professor Anna Robinson-Pant at the CONFINTEA VII conference

© UEA UNESCO Chair

Transforming Education Pre-Summit in UNESCO Paris HQ

Dr. Catherine Jere attended the Transforming Education Pre-Summit on behalf of the UNESCO Chair team. This global event took place at the UNESCO Headquarters in Paris from 28 to 30 June and brought together heads of state, education ministers, high-level representatives of UN sister agencies - such as UIL (UNESCO Institute for Lifelong Learning), UNGEI (UN Girls Education Initiative) and UNICEF - as well as representatives of development partners, international non-governmental organisations and youth activists, with many more following online. It started with a Global Engagement Day, which included a lively Youth Forum and a series of side events and technical meetings linked to key Thematic Action Tracks. High-level ministerial and stakeholder engagement took place over the remaining two days. Catherine joined discussions of the recently adopted Marrakech Framework for Action and commitments to addressing gender equality and marginalisation in education. The aim of the Pre-Summit was to harness these evolving discussions on transforming education, elaborate initial content and establish a shared vision and recommended actions for the main Summit in September.

In addition to her participation, Catherine was delighted to be able to have the opportunity to share the UEA UNESCO Chair's successes with Laura Davies, the UK Ambassador and Permanent Delegate to UNESCO.

Further information on the Pre-Summit and Summit are available [here](#) and opportunities to input ideas via online consultation are available [here](#).



5 - Youth Forum opens the first day of the Transforming Education Pre-Summit in Paris

© Catherine Jere



6 - Putting gender equality centre stage for transforming education

© Catherine Jere



© Laura Davis

Two new UNESCO Chair-funded projects

We are delighted that the UEA UNESCO Chair has been able to fund two small pilot research studies this summer, which are now underway:

Family literacy and indigenous learning case studies

Within the UNESCO Chair's collaboration with UIL (UNESCO Institute for Lifelong Learning) and our strong interest in innovative adult literacy interventions, we are working on the development of additional case studies on family literacy and indigenous learning for UIL's [LitBase](#). These case studies will present ongoing adult literacy or community learning programmes in the Global South that have intergenerational learning and/or indigenous knowledges as a feature. Dr. Hélène Binesse is the research associate for this project and will share more details in the next newsletter!

Passport for refugees

Professor Yann Lebeau, core faculty member of UEA UNESCO chair and Head of the School of Education and Lifelong Learning, UEA, and PhD students from UEA UNESCO Chair Abass Isiaka and Theresa Frey, are investigating how the UNESCO Global Convention and concurrent introduction of the UNESCO Qualification Passport for refugees are being translated into HE national and institutional policies. Their project is seeking to unravel how national systems and their orientation towards internationalisation and the level of autonomy granted to HE institutions hinder or facilitate the recognition of forced migrants' qualifications and their integration in universities. They will be sharing more in the coming year as their research develops.

Ain Shams University UNESCO Chair promote family literacies



8 - Dr Eslam al Saeed and Dr Nourhan the Director of Adult Education Cairo Branch are preparing the literacy exams for people in Al Matareya area in Cairo

© Ain Shams University, Egypt



9 - University caravans assist with the literacy exams at Abu Homs Centre in the Boutros village at Buhaira governorate. These exams are conducted by the General Authority of Adult Education in Egypt, who provide the certificate. The university caravans (mobile units) assist with checking personal details for the exams, and provide services such as free health treatment, which encourages people to come for the exam.

© Ain Shams University, Egypt



10 - UNESCO Confucius Prize has been awarded to Ain Shams University

© Ain Shams University, Egypt

The Adult Education Centre (AEC) at Ain Shams University (ASU) has been active carrying out an adult education project for women's empowerment, in collaboration with civil society organisations during the last few months. The activities included several workshops following an intergenerational learning methodology and supporting family literacies. The team also participated in the 7th meeting of the Arab Literacy Decade, sharing relevant contributions. To enhance adult education within the institution, the AEC developed a training programme for faculty members and staff at the ASU and provided students with training on adult education in universities in the area. With the aim of fostering adult education within local communities, the centre participated in different adult education schemes that included adult literacy classes, certifications, and assessments. Ain Shams University won the 2021 UNESCO Confucius Literacy Award because of the outstanding social services and activities provided by the Adult Education Centre.

Nomination for UEA Innovation & Impact Award 2022

Our UNESCO Chair team reached the shortlist of three for the UEA 'Best Consultancy Project of the Year' prize, for our UNV State of the World's Volunteerism Report (SWVR). A team from the UEA UNESCO Chair and Institute for Volunteering Research, Kathmandu University and the University of Malawi led the research for this year's SWVR. We were delighted that Elita Chamdimba, from our University of Malawi team (currently studying PhD in Social Work at the University of Strathclyde in Scotland), was able to come to Norwich to represent our team, along with Dr. Catherine Jere (UEA) at the ceremony on Tuesday 10 May. Even though we did not win in the end, the ceremony was a wonderful opportunity to share reflections about the project, particularly our unique perspective on volunteerism from the often-unheard voices of the Global South. Dr. Christopher Millora (UEA) also prepared a film clip that was shown at the event, you can check [here](#).



11 - Dr. Catherine Jere (UEA) and Elita Chamdimba (University of Malawi) at the UEA Impact Awards

© University of East Anglia, UK

State of the World's Volunteerism Report Africa Regional Launch

Dr. Chrissie Kantukule, Deputy Director of the Centre for Social Research at the University of Malawi, was one of the panellists during the Africa Regional Launch of the UNV report on 2nd June 2022 at the United Nations Economic Commission for Africa in Addis Ababa, Ethiopia. Dr. Kantukule, lead researcher in Africa of the SWVR 2022, presented on 'Volunteerism in Africa: Characteristics, Benefits, Challenges and Recommendations' and drew from case studies of volunteering in Malawi and Senegal. Dr. Kantukule reflected on the evolution of volunteerism in the African continent, including existing gaps in leveraging volunteerism across the region and the role of governments, academia and civil society. The regional launches are part of the dissemination initiatives for the report to achieve high visibility for the report - to raise awareness among stakeholders, policymakers, and institutions active in volunteering, and reach a wider public audience in the African region. The SWVR is available online at: <https://swvr2022.unv.org/>

Ethiopia UNESCO Chair team establishes national professional association

On 24 February 2022, Bahir Dar University UNESCO Chair members came together during the Family Literacy training and workshop to found the 'Adult, Lifelong Learning and Community Development Professionals Association', which grew out of informal discussions in 2019. The team members took advantage of experts attending an adult education meeting in Ethiopia to formally introduce the new professional association. After discussions and modifications, rules were agreed upon and ratified and election of the association management took place. All the legally required processes and documents were prepared and submitted to the body concerned in Addis Ababa. It is expected that the team will receive a certificate indicating a legally formed association in the coming months.



12 - Members of the Adult-Lifelong Learning and Community Development (ALLCD) Professionals Association at the founding event

© Bahir Dar University, Ethiopia

Philippines Expert Class Series

Dr. Gina Lontoc, UST Family Literacy Country Project Lead, was invited by the National Research Council of the Philippines (NRCP) to serve as one of the mentors in their Expert Class Series on 26 April 2022. This serves as the Council's platform for advisory and advocacy for awareness and policy integration. Participants included academics, practitioners, participants from the Alternative Learning System of the Department of Education, local government units, and representatives from the Senate, specifically from the Office of Senator Gatchalian who is the Chairman of the Committee on Basic Education, Arts, and Culture. Dr. Lontoc shared the family literacy project findings, highlighting the evidence-based dimension of the study in the context of educational, social, economic, and political aspects.



13 - Dr. Gina Lontoc presenting during the NRCP Expert Class Series

© University of Santo Thomas, The Philippines



14 - Dr. Gina Lontoc presenting during the NRCP Expert Class Series

© University of Santo Thomas, The Philippines

Launch of UNESCO online course on family learning

In May, a self-learning online course on *Family Learning and Indigenous Knowledges* was launched as one of the outputs of the GRTA research project 'Family Literacy, Indigenous Learning and Sustainable Development'. It has been developed through collaboration of the UNESCO Institute for Lifelong Learning (UIL), the Commonwealth of Learning (COL) and the UEA UNESCO Chair. The course content draws largely on the process, findings and analysis of the UKRI-funded ethnographic-oriented field research on family literacy undertaken in Ethiopia, Malawi, Nepal and the Philippines. The module introduces transformative approaches that prioritise bottom-up forms of teaching and learning. This course, which is offered by UIL and COL on the family and intergenerational learning platform, is designed to support the independent learning of academics, researchers, material/curriculum developers and trainers/facilitators in adult learning and community education. It can be accessed freely anywhere, anytime, and the learner can complete the course at their own pace. However, participants are encouraged to study the course in a team. So far (as of 18 June 2022), 286 participants have registered.

The overall objective of the course is to provide participants with the necessary knowledge and skills to develop an innovative and research-based approach to adult literacy and indigenous intergenerational learning in local communities. It comprises 16 sessions, which are structured into three modules: (1) Key concepts and research methodologies; (2) Exploring everyday (indigenous) literacy, learning and knowledge transfer practices; and (3) Motivation, key principles and innovative approaches to family literacy and learning in local communities. Each module includes a variety of learning and assessment activities leading to a certificate if requirements are fulfilled.

Registration link: <https://cloud.colvee.org/uil/moodle/login/index.php>

UIL course <https://uil.unesco.org/literacy/community-learning/uil-launches-course-family-learning-and-indigenous-knowledges>

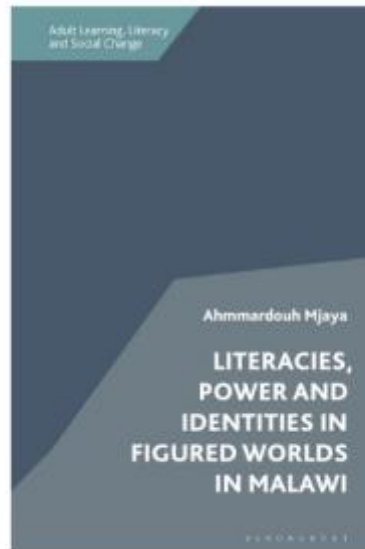


Adult Literacy, Learning and Social Change: the new Bloomsbury book series is launched!

Congratulations to Dr. Ahmmardouh Mjaya on the publication of his book, *Literacies, Power and Identities in Figured Worlds in Malawi*, in March 2022. Former PhD student at UEA, Dr. Mjaya now leads the University of Malawi UEA UNESCO Chair. His book is described as 'ground-breaking and illuminating' (Prof. Mary Hamilton) and as 'challenging some of the conventions of Western-dominating anthropology in a highly reflexive discussion of the meaning of 'being there' while also carving a new space for Africa's qualitative social sciences in their engagement with national policies' (Prof. Yann Lebeau).

We are looking forward to the publication of Dr. Fusheng Jia's book in July and a book launch webinar will be held in the Autumn to celebrate these two books, based on ethnographic research in

Malawi and China respectively. Jules Robbins' and Professor Alan Rogers' book on adult education in the UK has just gone to press and will be published early next year. And next in line is Dr. Christopher Millora, who has received a contract to publish a book based on his PhD, entitled *Volunteerism, Adult Learning, Literacies and Social Change: A Comparative Ethnographic Study in the Philippines*. All four books are in the Bloomsbury Academic series on *Adult Literacy, Learning and Social Change* edited by Professor Alan Rogers and Professor Anna Robinson-Pant.



CIES book award

Dr. Esther Priyadharshini (UEA) has received the 2022 Comparative & International Education Society's (Globalisation & Education SIG) Honourable Mention Book Award, for her book *Pedagogies for the Post-Apocalypse: Lessons from Apocalypse, Revolution, Utopia* (2021, Springer). The book draws on post humanist critique and post qualitative approaches to research, to examine the pedagogies offered by imaginaries of the future. Starting with the question of how education can be a process for imagining and desiring better futures that can shorten the Anthropocene, it speaks to concerns that are relevant to the fields of education, youth and futures studies.



UEA UNESCO Chair podcasts on family literacy

Natasha Rennolds (UEA) and Dr. Christopher Millora (UEA) produced a series of podcasts which have been launched along with the online module on family literacy and indigenous learning developed by UNESCO and the Commonwealth of Learning. The podcasts include conversations between experts on indigenous learning (Professor Nitya Rao, Dr. Abeer Salem and Dr. Patricia Ames) and concepts of literacy (Dr. Ahmmardouh Mjaya and Professor Uta Papen), as well as a discussion with Dr. Roshan Chitrakar and Dr. Ulrike Hanemann (who wrote the learning materials) about the value of the module to policy makers. This is an exciting new initiative with the aim of engaging literacy policy makers and practitioners with the findings and approaches of our family literacy research projects in Malawi, Nepal, Ethiopia and the Philippines. You can listen to the podcast here: [Films and Podcast – Family Literacy Project \(ust.edu.ph\)](https://ust.edu.ph/film-and-podcast-family-literacy-project)

UEA PhD successes

Congratulations to Dr. Burcu Evren and Dr. H  l  ne Binesse who passed their PhD studies at UEA School of Education and Lifelong Learning this year! Their doctoral success is also a tribute to Professor Alan Rogers' inspiration and guidance - as informal advisor to both Burcu and H  l  ne, he contributed many valuable ideas that helped shape their final theses.

Burcu's thesis, 'Learning Beyond and During the Probation Service: An Ethnographic Study with Women Offenders in England', supervised by Professor Anna Robinson-Pant and Dr. Catherine Jere, was based on ethnographic and participatory research with a probationary company. The examiners, Dr. Spyros Themelis (UEA) and Professor Vicky Duckworth (Edge Hill University, UK), strongly recommended that she should publish her thesis, emphasising that it offered a voice to marginalised women in such a powerful way –and could help carry those voices onto the table of policy makers. Burcu has now returned to Turkey where she will be working with the Government on adult learning policy and programmes.



15 - H  l  ne's viva celebration (from left to right: Janet, Nitya, Anna, H  l  ne)

@QW

H  l  ne successfully passed her PhD with no corrections on 22 June - the first in-person viva held in UEA School of Education and Lifelong Learning for a long time! Her thesis is entitled 'Exploring Food and Health Communicative Practices: An Ethnographic Study in a Suburb of Dakar, Senegal', supervised by Professor Anna Robinson-Pant and Professor Nitya Rao. H  l  ne contributes to health literacy debates by investigating the local learning and food practices and sharing of knowledges within communities and families. She demonstrates how health and nutrition education and communication could build on these social practices, particularly for non-communicable diseases that are on the rise in the Global South. The examiners Professor Janet Seeley and Dr. Esther Priyadarshini strongly recommended that H  l  ne's work should be published soon, offering such rich material and ideas for ethnographers to think about.

We would like to thank both H  l  ne and Burcu for their long and valued contribution to the UEA UNESCO Chair – editing the newsletter and helping facilitate many events over the years.

UNESCO International Webinar Presentation

On 20 May 2022, Dr. Suresh Gautam, Kathmandu University UNESCO Chair partner in Nepal, presented a paper entitled 'Indigenous female students in the panic station of higher education in Nepal'. The paper was co-authored with Sharmila Shyangtan as part of the UNESCO launch of the publication 'State of the arts of Indigenous language in research' webinar. UNESCO launched a Global Call to mark the beginning of IYIL 2019 (International Year of Indigenous Languages), inviting researchers to submit research papers on Indigenous languages that demonstrate a diversity of scholarship around the world. The research paper, selected for publication after rigorous peer review by UNESCO of over 278 original submissions, argues that higher education in Nepal has not recognized Indigenous Peoples' Languages and Culture. This includes Indigenous women who suffer from the hegemonies of universal and global settings of universities when it comes to accessing,

participating, and learning achievement. Indigenous people have their cultural identity, kinship, social-emotional well-being, spirituality, and connection to the world, which is not reflected in higher education institutions. To read the collection of selected research papers please follow the [link](#).

Memorial for Professor Lalage Bown held in Ethiopia

Our dear friend and colleague, Professor Lalage Bown, died at the age of 94 on 17 December 2021. Many of you will have met Lalage at the launch of our UNESCO Chair in 2017. If so, you will remember her passion and her powerful challenge to us all - in her address at the closing panel - to use this opportunity to find new ways to address educational inequalities, especially for women and girls in the poorest communities of the world. We will greatly miss Lalage's incredible intellectual and political commitment to women's literacy –including her strong support and ideas for our UEA UNESCO Chair.

Bahir Dar University UNESCO Chair team held a memorial event for Professor Lalage Jean Bown in Ethiopia on 24 February 2022. During the event in Bahir Dar, they had the opportunity to share Lalage's life and contributions to adult education. Around 30 people attended the event, academics from the 12 universities with adult education departments and regional and local adult education experts in Ethiopia. Participants enjoyed audio and video materials sharing Professor Bown's legacy.

Read about Professor Lalage's rich and diverse life in the account prepared by Robert Hamilton for the University of Glasgow websiteL [Centre for Research and Development in Adult and Lifelong Learning](#). Her family developed a webpage to celebrate her extraordinary life: <http://www.gatheringus.com/memorial/lalage-bown/8432>.



16 - Memorial event for Professor Lalage Jean Bown held in Bahir Dar, Ethiopia

© Bahir Dar University, Ethiopia



Malawi family literacy film screening

From 10th to 12 March, the team went back to the research sites and screened the family literacy film produced by the team with technical assistance from the University of Malawi's Chancellor College TV. In both Machinga and Salima, the viewers included both, the individuals who participated in the study and those who did not. On both sites, the community members were very happy with the film. They commended the Family Literacy team for going back to them to screen the film. They noted that this was the first time a research team had gone back and shared the findings of the research with them. They thanked the family literacy team for presenting what they do to the international community.



18 - Community members watching the Family Literacy Film in Salima

UEA UNESCO Chairholder on air

The British Educational Research Association (BERA) has just launched a podcast conversation between Professor Anna Robinson-Pant (University of East Anglia), Professor Pat Thomson (University of Nottingham) and Gihan Ismail (University of Bath) about 'Inclusive Academic Writing'. Anna draws on her research about the geopolitics of academic writing and also discusses the ongoing writing-for-publication programme developed with Dr. Anna Magyar and *Compare* journal in this area, which has been held at several UNESCO Chair partner universities too. You can listen the podcast [here](#).



UNESCO Chair meetings in Nepal

On 19th April, a UNESCO Chair team meeting was held during Professor Anna Robinson-Pant's visit to Nepal to discuss future plans for research and training. Prof. Surendra Giri, CERID Director, chaired the meeting which was hosted by CERID. From Tribhuvan University CERID, Prof. Sushan

Acharya and Dr. Kamal Raj Devkota, Mr. Om Chandra Thasineku and Mr. Dipak Khanal attended. Dr. Suresh Gautam represented the Kathmandu University UNESCO Chair team, which is led by Prof. Mahesh Parajuli, the country coordinator for the UEA UNESCO Chair Nepal. The team discussed the recent Kathmandu family literacy symposium. Dr. Giri reported that the Ministry of Education representatives at the symposium were very interested in this broader concept of literacy linking with local knowledge. CERID will look into options for organising an orientation programme for Local Governments on this area.

The team discussed the need to strengthen connections with UNESCO Country Office and a meeting was arranged on 22nd April with Michael Croft (UNESCO Country Representative) and their educational team. UNESCO Nepal are now focusing their work on indigenous knowledge and languages so were particularly interested in the family literacy Nepal policy brief produced by the CERID team and Kathmandu University UNESCO Chair's case studies on local forms of volunteering conducted for the *UNV State of the World Volunteerism* report. A follow-up meeting was held on May 3rd at CERID with colleagues from the Tribhuvan University Institute of Medicine – Dr. Bishnu Choulagi, Ashok Bhurtyal and Poojan Sharma - to discuss possible future research ideas in health literacy and learning.



19 - The UEA UNESCO Chair Nepal team at CERID office

© UEA UNESCO Chair

GETTING TO KNOW THE UNESCO CHAIR TEAM



This new section of the UNESCO Chair newsletter will focus on a different member of our UEA UNESCO Chair team each issue. This month, Turuwark Zalalam Warkineh, Coordinator of the UEA UNESCO Chair at Bahir Dar University, Ethiopia was interviewed by UEA PGR student Lauren Bouttell.



20 - Turuwark Zalalam Warkineh, Coordinator of the UEA UNESCO Chair at Bahir Dar University

© Turuwark Zalalam Warkineh

Lauren: What were some of your early experiences of education? Do you think things have changed for girls in Ethiopia since then?

Turuwark: Western-style formal education is recent in Ethiopia; before that, education was provided by religious institutions. Even when girls were allowed to go to religious schools, they were only taught basic reading and writing, and their fate was early marriage. Even after the start of the modern education system, girls were left behind. After the 1990s, Ethiopia did start to promote girls' education, but social attitudes remained quite similar. I was lucky that I was able to access school, and my family did not hold me back from going. But the challenge for my fellow girls and me was not accessing the school but *staying in school!* Gender-based harassment and abuse were very common.

I will never forget the day when I was in 8th grade and started my period. I felt shocked and thought I was impure and was afraid to tell anyone. I decided to stay in school until everyone had left because I was ashamed, but a man found me crying in the classroom. He asked me to leave, and I did not want to. He then stretched my hand forcefully and dislocated my elbow...it was so painful and took two weeks to heal! This story shows how the lack of reproductive health education and gender-based violence can impact girls' education. Economic poverty also held me back at school. There was even a day I fainted at school due to hunger. I used to use a single exercise book for all subjects and was afraid of taking notes. I was responsible for household chores and taking care of the elders in the family starting from an early age. These were tough and time-consuming. I usually arrived late at school and had little time for homework, for which I was punished by teachers bitterly.

Several things have changed for girls since then. More girls do have access to education than before, and other barriers such as early marriage are decreasing. A considerable number of primary and secondary schools have separate toilets for both sexes, sanitary pad change rooms for females, and anti-harassment policies. The media has also been working to create awareness of gender issues. But there are still several bottlenecks that hold girls back from accessing and progressing well in their education.

Lauren: How did you move into the field of adult literacy?

Turuwark: I completed my degree in Pedagogical Sciences at Bahir Dar University and because I graduated with the highest grade in my batch, I got the chance to be employed by the university. I was assigned to the new Adult Education and Community Development department to teach undergraduate courses, which helped me to learn about adult education, and to reflect particularly on how adult literacy has impacted my own life. The more I read about adult learning and adult education, I became interested in specialising in this field of study.

Adult literacy has impacted me and my family's life significantly. My mother, an inspiration for me, had not been to school and was non-literate. She married aged 14 forcefully. After having seven children, she got a chance to attend an adult literacy program in the 80s. She faced negative voices and interruptions, but she completed the literacy class and continued her education, which led to a job as a laundress at the hospital. We were proud that she worked there. While wearing worn-out shoes herself, she used to support me financially throughout my academic journey. Without her support, I wouldn't have completed my study with great distinction and wouldn't have gotten the chance to be employed in higher education. I also did a master's thesis entitled 'literacy skills for the hard-to-reach girls'. Later, I met Professor Alan Rogers, who inspired and supported me to read and research more into adult literacy.

Lauren: What do you think are the important issues/challenges in adult literacy and higher education today?

Turuwark: There are several challenges. There is limited awareness about the what, how and why of adult literacy; limited finance for adult literacy; low commitment of government in supporting the field; low competence of some adult literacy facilitators (who are mostly grade 10th completers) as they do not get training or even a proper instruction.

Lauren: What is your current role at the university?

Turuwark: I am a faculty member in the Department of Adult Education and Community Development at BDU. I teach and supervise students, undertake research activities and provide community and consultancy services. Currently, I am a PhD candidate in curriculum and instruction at BDU. I also coordinate the UEA UNESCO Chair in Adult Literacy and Learning for Social Transformation at BDU.

Lauren: How did you get involved with the UNESCO Chair initiative?

Turuwark: Many articles and books by reputable publishers are inaccessible in Ethiopia. At a training, I was advised to contact authors for support directly. I looked up Professor Alan Rogers, whose work I'd read during my postgraduate study, and emailed him requesting his publications. He shared many of his books and articles. He also mentored me to conduct small-scale qualitative studies and publish them with him in an international journal. He helped me network with Professors Anna Robinson-Pant, Brian Street, and several others. I met Anna in person when she participated in the inception as the Global Research Coordinator of the UNESCO-IFAD international research project back in 2013/14 at Adama, Ethiopia. With her recommendation (she wanted to make the national research team multi-disciplinary and gender-responsive), I was able to participate in that project as a national research team member. Shortly after that, Anna began the UNESCO Chair initiative, and asked me if I was interested in participating. I told her I was so excited to participate and contribute to it.

Lauren: What do you feel you have gained from the partnership?

Turuwark: It has helped my team members and me network with like-minded people/professionals internationally. Due to mentorship from the UEA UNESCO Chair team, I was able to co-publish articles that contribute to the policy and practice of adult literacy programs in Ethiopia and participate in international projects. I gained professional uplifting and visibility nationally and internationally.

The university and the AECD department, in particular, have been able to gain access to several resources (like books and articles) that can assist the teaching-learning process. It has also gained national and international visibility due to the partnership and the projects.

Lauren: Do you have any goals or aims for the future relating to the UEA UNESCO Chair?

Turuwark: Yes, here are a few ideas: advocacy for better attention, commitment, and provision of adult literacy regionally, nationally, and internationally. Further capacity building for early career researchers in adult education as well as for adult literacy facilitators. Launching a PhD in adult education and development here in BDU using the expertise of the UNESCO chair team internationally. Advocacy for gender-responsive education and development at all levels of education. Engaging more in professional activities: researching and publishing articles, book chapters, and books would make the voices of marginalised societies more audible; engaging in projects; presenting in and attending international workshops, conferences, and other events.

Many thanks to Turuwark for her precious time, and giving these honest and insightful answers. This is an abridged version of the interview, to read the full version, please go to the BDU UNESCO Chair website (click [here](#)).

EVENTS

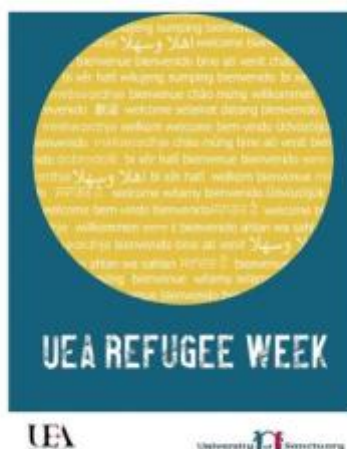


Kathmandu University's 3rd International Conference on TERSD

Kathmandu University School of Education is organising the third International Conference on Transformative Educational Research and Sustainable Development (TERSD) on 4-6 November 2022 (online). TERSD is a scholarly forum that aims to conceive, enact and flourish the depth and scope of transformative capabilities, collaboration, embodied practice and praxis in education and research. This year's conference on, 'Sustaining and Thriving Transformative Educational Research and Practice in Challenging Times and Contexts', aims to provide scholars, practitioners, and researchers with an opportunity to share their perspectives on local wisdom and knowledge in education.

For further details: [TERSD-2022 Submission Guidelines](#)

UEA Refugee Week



On 17 March 2022 UEA doctoral students shared their research at a dynamic panel during UEA Refugee Week focused on migration and sanctuary. The online panel was facilitated by UEA UNESCO Chair faculty member Dr. Esther Priyadharshini. Two of the panellists were UEA PhD scholars and LDG group members Lauren Bouttell and Theresa Frey. Lauren presented her research about adult learning for people who are seeking sanctuary in the UK in organisations in Scotland and England. She spoke about using ethnography and participatory methods, and how her background as a volunteer English teacher motivated her to research this topic. Theresa outlined her research on migrant student activists challenging educational practices in New York City. She explored how Black, Latinx, and Indigenous feminist writers are influencing her process and shared some reflections on the importance of Black Joy. Fellow UEA PhD student Sabrina Ahmed presented about her research on the implementation and impacts of Counter Terrorism policies on Rohingya refugee camps in Bangladesh. This was an engaging and stimulating experience and it is hoped that it will be the start of a network for similar researchers at UEA. The UEA Refugee Week is organised by the [UEA University of Sanctuary group](#). A recorded link to the presentations can be found [here](#).

UNESCO Chair teams present at UEA Green Film Festival

The opening session of the UEA Green Film festival focused on the films made as part of the GRTA project 'Meeting the SDGs: creating innovative infrastructures and policy solutions to support sustainable development in Global South Communities' – which includes the UNESCO Chair Family Literacy and Indigenous Learning project and the Sustainable Food Systems project, led by Professor Nitya Rao. This was the first time that the full GRTA team based at UEA had been able to meet in person since the beginning of the pandemic. Professor Anna Robinson-Pant introduced the films made as part of the 'impact' activities of the family literacy project, explaining how they helped to bring ethnographic findings on indigenous learning and literacy practices to the attention of international and national policy makers. Dr. Gina Lontoc from the University of Santo Tomas (UST), Philippines, and Dr. Kamal Raj Devkota, Tribhuvan University CERID, Nepal, spoke on the importance of film within a research project like this. The screening included two short extracts from the films made by the University of Malawi and UST. You can find all the films and the recorded interviews on our website (hosted and developed by UST): www.bit.ly/FamilyLiteracyGRTA



21 - Anna and Nitya in the UEA Green Film festival

© University of East Anglia, UK

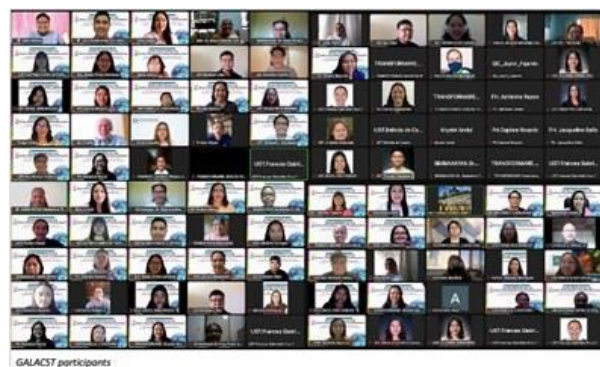
The Philippines 2nd GALACST International Conference



22 - Conference organisers and speakers

© University of Santo Thomas, The Philippines

The 2nd International Conference on Gender, Adult Literacy, and Active Citizenship for Social Transformation (GALACST) with the theme, ‘Bolstering inter-generational linkages towards inclusive, innovative and sustainable communities amidst the Covid19 pandemic’, was held via Zoom on 25-26 March 2022, by the University of Santo Tomas Graduate School, the Research Centre for Social Sciences and Education (RCSEd), and Transformare: A network of adult literacy and lifelong learning advocates, in collaboration with UEA UNESCO Chair.



23 - Conference participants

© University of Santo Thomas, The Philippines

Around eighty academics, practitioners, students, community leaders, and representatives from grassroots organisations participated. Ms. Nani Zulminarni, the President of the Asia-South Pacific Association for Basic and Adult Education (ASPBAE) and the Founder of Perempuan Kepala Keluarga

(PEKKA) or Women Headed Family Empowerment, delivered the keynote speech which underscored lifelong learning and education for equality and justice.

The first plenary speaker was Dr. Rakhat Zholdoshalieva from UIL Hamburg on 'Unlocking the potential of Family and Intergenerational Learning'. Dr. Valerie Damasco (University of Ontario, Canada) spoke on 'Examining the changing structure of transnational families and literacy initiatives implications for equity and inclusion, intergenerational learning, health, and community participation' and Dr. Chris Millora presented as Chair of the British Association for Literacy in Development (BALID) on 'Learning in/through social action: Literacies, knowledges and active citizenship'.

Quickfire sessions featured the community development partners of the UST Simbahayan Community Development Office and other grassroots level groups who shared their best practices in the areas of health, livelihoods, culture, and various forms of learning amidst the COVID19 pandemic. World Café sessions included a session led by the BDU and UST Family Literacy Teams on 'Exploring the Roles of Local and Indigenous Knowledge Systems in Promoting Learning', and a session was led by BALID and Transformare team on their research project, 'COVID-19 and its impact on Adult Learning and Education: a scoping research in the UK, Afghanistan and the Philippines'.



24 - UEA UNESCO Chair Bahir Dar University's presentations at the 2nd GALACST Conference

The conference included *Networking Hubs* - Zoom meeting rooms created according to themes such as environmental and economic sustainability, family literacy and intergenerational learning, gender and development, health literacies, indigenous learning, inclusive education, and sustainable livelihoods. This provided the participants with opportunities to meet people who share similar fields of interest, thus expanding their networks.

Ain Shams University Conference on Adult Education in the Arab World



25 - Participants at the 18th Conference of Adult Education



26 - AEC 18th conference's plenary session with the Minister of Social Solidarity Dr Nevien Al Kabbaj

The ASU Adult Education Centre held the 18th Annual Conference on Adult Education and Entrepreneurship in the Arab World from 5-7 February 2022, presenting papers on the competencies of adult educators. Professor Hesham Temraz was the Conference Chair, Dr. Eslam Elsaieed was Conference Rapporteur.

Family literacy at Ethiopia's long-running Educational Conference

The Bahir Dar University (BDU) UNESCO Chair team presented seven papers in a plenary session at the BDU's 39th Annual International Educational Conference on 27 and 28 May 2022. The conference coincided with the BDU's College of Education and Behavioural Science's 50th Anniversary (Golden Jubilee). The event was held at the BDU stadium and incorporated many events, including art shows, torch lighting and alumni speech. The BDU team presented the GRTA Family Literacy Project findings at the BDU's main campus' historical hall and distributed project materials, including the country report, and synthesis report. The team showed the documentary video, giving space for questions and dialogue with the audience. This was an important occasion for dissemination of the project findings and advocacy for family literacy and learning to an audience mostly unfamiliar with the concepts.



27 - Launch of family Literacy Project Outputs



28 - Conference Banner

© Bahir Dar University, Ethiopia

DVV International's Regional and Country Directors visit BDU



29 - DVV International's Regional and Country Directors in their visit to BDU

© Bahir Dar University, Ethiopia

Ms Frauke Heinze, DVV International's East Africa and Horn of Africa Regional Director, and Mr Eshetu Abate, DVV International's Ethiopian Country Director, visited the Peda Campus of Bahir Dar University on 8 June 2022. During their visit, a dialogue was held with Bahir Dar University's Adult Education and Community Development Department Faculty members, Ms Frauke Heinze and Mr Eshetu Abate. Turuwark Warkineh and Abiy Gizaw from the UEA UNESCO Chair at BDU participated in the activity.

Mr Dagmawi Ahmed (the current head of the AECD Department at BDU) presented a brief historical account of the department and possible collaboration areas. Mr Eshetu presented Ethiopia DVV International's mission, its successes, and their pilot adult education practices and community learning centre initiatives. Ms Frauke focused on the globALE curriculum and how this can be

implemented. During the dialogue, BDU members shared ideas about how the college can facilitate and provide capacity building in favour of adult education. DVV International organised a gala dinner where ways of collaboration were informally discussed. DVV International and BDU agreed to formalise their partnerships.

Awramba Community 50th Anniversary Presentation



30 - Keynote presentation at the 50th Anniversary of the Awramba Community

© Bahir Dar University, Ethiopia



31 - Banner of the 50th Anniversary of the Awramba Community

© Bahir Dar University, Ethiopia



The UEA UNESCO Chair Ethiopia team at Bahir Dar University gave a keynote presentation at the 50th Anniversary of the Awramba Community at the invitation of the organisers, who selected two studies conducted with the Awramba community. At the event on 27 April 2022 at Unison Hotel, Bahir Dar, Abiy Gizaw presented the GRTA-funded family literacy project findings, noting Awramba's crucial participation as one of the three family literacy research sites in Ethiopia.

RESEARCH



Family Literacy Project

Overview

This year marked the end of our UKRI-funded project, which set out to demonstrate how a community-based intergenerational approach to family literacy and learning could contribute to enhancing health, agriculture, gender equality and education in Ethiopia, the Philippines, Malawi and Nepal. This initiative began with our UNESCO Chair conference in Bahir Dar University (BDU), Ethiopia (2019), where we reflected on how to develop adult literacy approaches that build on intergenerational learning in everyday spaces, and strengthen indigenous/local literacy practices and texts. With the UKRI Global Research Translation Award (GRTA) funding, we were able to conduct ethnographic action-orientated research in different regions of each country. The separate country teams then published their findings and together we wrote a comparative study report based on analysis across the four countries. You can find all the reports on the UEA project website. A dedicated website for family literacy and indigenous learning was developed by the University of Santo Tomas to ensure that all our outputs will be available beyond the life of the project.

The UST family literacy website: www.bit.ly/FamilyLiteracyGRTA

GRTA UEA website: <https://www.uea.ac.uk/research/explore/family-literacy>



33 - Families share stories and coffee in Ethiopia project research site

© Bahir Dar University, Ethiopia

Credit: Yeraswork Megerssa Bedada

National, district and local level impact activities were developed from the research data in each country. Training guidelines, manuals and policy briefs were produced, and video material in local and national languages to introduce the new approach to family literacy to policy makers, literacy practitioners and communities. Each country team developed activities in response to national policy priorities and their own areas of expertise. For instance, in Malawi, a Training of Trainers manual was produced with government and NGO providers, the first of its kind in the country. In the Philippines, the team launched a Certificate Course on Family Literacy, Indigenous Learning and Sustainable Development taken by literacy practitioners, academics and government officials. In Ethiopia, the Ministry of Education invited the BDU team to revise the undergraduate programme curriculum in Adult Education and Community Development. This resulted in the inclusion of course content related to family literacy, indigenous knowledge, gender responsiveness and life skills and is now being implemented in 14 universities around the country. In Nepal, around 300 participants from the Government (local, province, and central), Community Learning Centers (CLCs) from 7 different provinces, school headteachers, teachers and members from the communities provided ideas on the project's 'Local Knowledge Documentation Guidelines: Training Manual' – which will become a key resource for CLCs.



34 - Women farmers taking notes during a literacy session in San Jose, Nueva Ecija, Philippines

An important element of the project is our ongoing collaboration with UNESCO, particularly an international webinar organised and co-hosted with UNESCO HQ and UIL in November 2021. This consisted of a public conference on the first day for around 200 participants with presentations by all the country partners, UNESCO, international and UK stakeholders (including FCDO) and NGOs working in family literacy. The second day took the form of a world café workshop for selected key policy makers in this area. The webinar report, produced jointly with UNESCO, will form the basis for future UEA UNESCO Chair collaboration in family literacy.



35 - Women selling mushrooms collected in the forest in Malawi project research site

© University of Malawi

Although the project UKRI funding has ended, the UNESCO Chair teams continue to develop new partnerships and activities, through regional training workshops, ongoing interaction with senior government policy makers and rolling out the training manuals, university family literacy curricula and workshops for literacy trainers in each country, as well as academic outputs such as the forthcoming Special Issue of the journal *Compare* on 'Family literacy and indigenous learning: comparative perspectives from the Global South.' Overall, the project has helped to raise awareness about the value of ethnographic research to educational policy and practice in country and sector contexts where this approach was not familiar. This capacity-strengthening aspect was important not only to Early Career Researchers and students in the partner institutions and UEA, but also to government and NGO policy makers and practitioners who engaged with our findings and workshops. UEA UNESCO Chair partners have gained significant visibility and respect within their national policy contexts through this project, and are likely to be approached by government and NGOs for adult literacy policy, training and research initiatives in future.



36 - Older sister Rubina teaches younger siblings Urdu and Arabic in Eastern Nepal field research site

Some Recent Highlights

Malawi

TOT manual orientation workshop

The Malawi Family Literacy Team held a Trainer of Trainers (TOT) manual orientation workshop from 21 to 24 March. The aim of the workshop was to familiarise the participants with the contents of the manual as well as to get their views on the same. The workshop was attended by over 20 participants from Government, NGO and private organisations such as the National Centre for Literacy and Adult Education (NCLAE), District Community Development offices the University of Malawi, the Reflect Forum for Malawi (REFOMA), Concern Worldwide, Community Initiative for Social Empowerment (CISE), Campaign for Female Education (CamFed), Centre for Alternative and Sustainable Development Approaches (CASUDA) and Sukambizi Tea Association. The participants were happy about having their own national REFLECT manual which they said aligned well with the findings of the Family Literacy Project.



37 - Some participants during the orientation workshop

© University of Malawi, Malawi

The Philippines

Certificate Course in Family Literacy and Intergenerational Learning

The University of Santo Tomas Graduate School, in collaboration with the UEA UNESCO Chair, offered a 2-month certificate course programme (from April to June) on Family Literacy and Intergenerational Learning. This course aims to help students to develop an understanding of key components of family literacy, indigenous knowledge systems, and intergenerational learning. It provided a space for them to share ideas, develop new skills in supporting families and empowering community members, and discuss topics relating to families and the wider community, such as

gender roles, linguistic diversity, culture and migration, and mental health. Twenty participants were selected to join the programme, including adult literacy programme managers and facilitators from the Department of Education – Bureau of Alternative Education, social workers, members of the academe, and leaders from various institutions who are in charge of community development. The participants are currently working on the final requirement of the course - project proposal which they intend to implement within their institutions and communities. Through the certificate course, the UST Family Literacy Team produced a toolkit which will provide valuable resource for practitioners implementing family literacy and intergenerational learning programmes in communities.



**CERTIFICATE COURSE
FAMILY LITERACY AND
INTERGENERATIONAL LEARNING**

COURSE DETAILS

Credit Units: 3 units
Duration: 8 weeks (April & May 2022)

Target participants:
 Adult literacy/DepEd ALS (Alternative Learning System) facilitators and program implementers, social/community workers, social ministry staff and coordinators, and faculty members/coordinators involved in service learning and community integration/extension programmes

Format:

- Synchronous session
 - 3 hours/session/week via Zoom
- Asynchronous session
 - self-paced via a learning management system (LMS)

Course Content:

- Unit 1: Principles and concepts of family literacy and intergenerational learning
- Unit 2: Models of family literacy and intergenerational learning
- Unit 3: Family literacy and indigenous learning
- Unit 4: Mental health and families
- Unit 5: Gender issues in family literacy and intergenerational learning
- Unit 6: Participatory Learning Approaches (PLA) and family literacy
- Unit 7: Family literacy and community development: Project design, implementation and monitoring
- Unit 8: Impact evaluation in family literacy and intergenerational learning

For inquiries, email us at: familyliteracy.ust@gmail.com

UK Research and Innovation | GCRF | The work was supported by grants from the University of Santo Thomas Research Institute (USTRI) and the Global Challenge Research Fund (GCRF) and is the only official development assistance fund for the UKRI.

38 - Certificate course poster

© University of Santo Thomas, The Philippines



39 - Certificate course participants

© University of Santo Thomas, The Philippines

Ethiopia

Dissemination Workshop for the GRTA Family Literacy Project

A Family Literacy Project dissemination workshop was held on 25 February 2022 at Unison Hotel, Bahir Dar, Ethiopia. Around 70 participants from different fields attended, including academics, adult education experts, representatives of the Ministry of Education, Non-governmental organizations (NGOs), civil society organizations (CSOs), some of the study participants, Bahir Dar University administration, postgraduate students, and media representatives.

Welcoming and opening speeches were given by Dr Essey Kebede (BDU Academic Affairs Vice President) and Dr Tesfaye Shiferaw (BDU Research and Community Services Vice President). Dr Tesfaye reminded everyone that although the event was the end of the project, it should be the beginning for all concerned bodies to promote and undertake family literacy and learning activities. The BDU team members launched the GRTA Family Literacy project output documents including a country report executive summary in Amharic and English, a documentary film, poster and three manuals: Family Literacy and Learning, Establishing and Running Community Learning Centres, and Facilitation Skills.

These can be found here: <https://www.youtube.com/watch?v=pMtuTVGBnfA> (documentary film), <https://bdu.edu.et/unescochair/sites/bdu.edu.et.unescochair/files/BDU%20Policy%20Brief%202022.pdf> (policy brief), and <https://bdu.edu.et/unescochair/> (website).



40 - Participants at the dissemination workshop

© Bahir Dar University, Ethiopia



41 - Participants at the dissemination workshop

© Bahir Dar University, Ethiopia



42 - © Bahir Dar University, Ethiopia



43 - © Bahir Dar University, Ethiopia

Capacity Building and Awareness Raising Training

GRTA project team members at Bahir Dar University organised and delivered training sessions on family literacy and learning, community learning centres (CLCs) and facilitation skills. The first round of sessions took place from 17 to 19 February 2022 with the Amhara National Regional Education Bureau. 90 participants gathered to discuss the challenges and opportunities of the region's adult education sector. The participants included all zones and city administrations of the region, experts and facilitators of all CLCs (both operational and planned), and Woreda/District level experts and facilitators in Bahir Dar. A second event was held on 23 and 24 February 2022, with 30 people, including National, Regional States and City Administrations, and 12 universities from around Ethiopia with an Adult Education Degree Programme. At the end of the training, Mrs Haregua Mamo,

from the Ministry of Education made a closing remark, commenting on the performance of the different regions on adult education and highlighting the need to work in collaboration. She suggested that the training on family literacy and learning, and CLC will be essential in building adult education programmes in the future.



44 - Participants in the capacity building and awareness raising training

© Bahir Dar University, Ethiopia



45 - Participants in the capacity building and awareness raising training

© Bahir Dar University, Ethiopia

Nepal

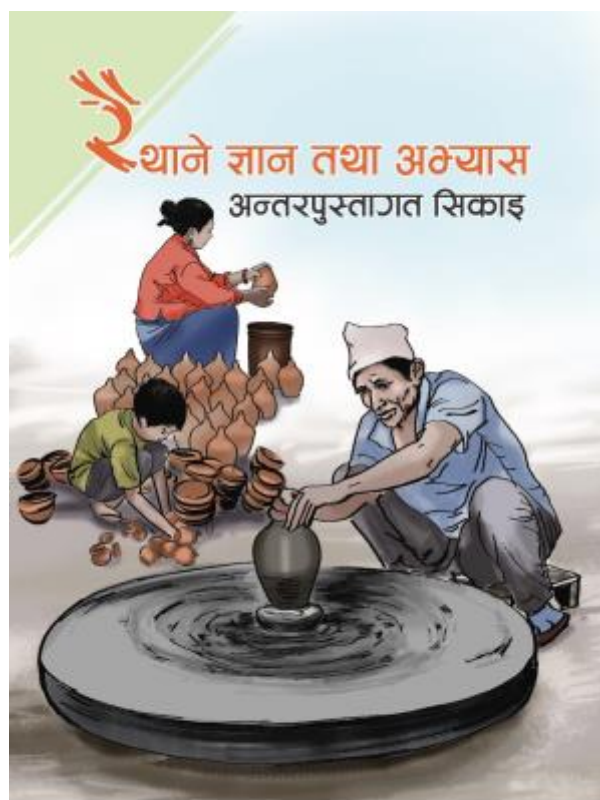
Family literacy policy workshops in Nepal



46 - Group work at the Lamjung workshop

The Tribhuvan University-CERID (Research Center for Educational Innovation and Development) team organised workshops in all areas of the country to develop and disseminate the findings and training materials from the project. Professor Anna Robinson-Pant joined the workshop in the Western region of Lamjung and the central-level event in Kathmandu. The Lamjung workshop on March 25th (see photos) brought together provincial level policy makers, community learning centre (CLC) organisers, educational professionals and members of the local Gurung community where the team had conducted research last year. A draft manual for literacy trainers based on the project approach/findings was shared, and workshop participants gave ideas for the final version.

In Kathmandu, the workshop on 29 March was attended by Ministry of Education colleagues, NGO activists, CLC staff, university researchers and Tribhuvan University Rector. Films prepared by the Malawi and Philippines teams were shown to give a glimpse of the findings there too. One participant observed how unusual it was for a university research centre (CERID) to have such a vibrant collaboration with universities across five different countries like this. It was exciting how many people shared their own life experiences of indigenous and intergenerational learning, and advocated strongly for a 'change in mindset' in government policy and implementation – to move away from top-down 'preaching' in literacy programmes. As a Ministry of Education colleague commented 'With this approach, we are going to the people and learning from them'. Now that planning takes place locally, Ministry of Education colleagues proposed that we should prioritise orientating local government actors about this alternative approach to lifelong learning to ensure that resources can be allocated to this area.



अभिलेखन सहयोगी पुस्तिका

47 - Translation from Nepali: Local Knowledge and Practice: Intergenerational Learning

Manual for supporting documentation

© Tribhuvan University CERID, Nepal

Education for Sustainable Development online course launched in India

‘The Course is already benefiting online students, including community health workers, social change makers, teachers and those interested in welfare and development. Efforts to develop the Course in Hindi are under-way and after its launch, frontline health workers in the communities who are well versed in Hindi will be hugely benefited.’

- Dr Umesh Pandey, Indira Gandhi National Open University (IGNOU) Regional Director, Bhopal



48 - Participatory exercise with women in Chakai block of Bihar to enable them to generate a better understanding of nutritious dietary habits

© Shuvajit Chakraborty, PRADAN team, UEA GRTA

Despite India's rapid socio-economic growth, large numbers of Indians continue to experience food insecurity and nutritional vulnerability. This problem is compounded at policy level by both poor understanding of contextual constraints and local nutritional know-how, as well as the inability to communicate in ways responsive to local needs, aspirations, and cultures. Two-way knowledge-exchange between government and local communities would improve the situation, so that both policymakers and local people can make better informed choices, improving health outcomes and the sustainability of diets.

Working with indigenous communities in Eastern India, as part of a research project entitled 'TIGR2ESS' (Transforming India's Green Revolution Towards Sustainable Food Systems), led by the University of Cambridge and subsequently the GRTA sub-project on sustainable food systems, Professor Nitya Rao (UEA UNESCO Chair faculty member) and her team decided to draw on indigenous, intergenerational knowledges and practices to inform the creation of a free Massive Open Online Course. Called '[Creative Communication, Extension and Community Resource Management for Sustainable Development](#)' and managed by the Indira Gandhi National Open University (the world's largest university), the MOOC is hosted by the Swayam platform of the Indian government's Ministry of Human Resources Development. Launched in September 2021, the MOOC draws extensively from local and indigenous knowledge systems to co-create materials that can enable a more nuanced understanding of sustainable development, in particular, ensuring the sustainability of food systems.

Aimed at a broad range of learners, from postgraduate students to frontline workers in NGOs and government organisations, the 15-week course uses contextual examples from recent TIGR2ESS research to explain key theoretical concepts in simple language. Organised in four blocks, the course seeks to educate participants in the latest creative tools in extension, communication for development, training and advocacy, and key elements that can contribute to creating and nurturing sustainable food systems and community resources. Through 20 hours of video material, case studies, and written text, the aim is to empower and improve the wellbeing of rural (and urban) communities, especially indigenous groups, women, and children. At its launch in English, over 500 learners enrolled. To reach a larger audience, especially frontline and extension workers, the course has now been translated into Hindi and will be launched in July 2022. The course can be accessed at: https://onlinecourses.swayam2.ac.in/nou21_ge38/preview




FREE ONLINE COURSE

CREATIVE COMMUNICATION, EXTENSION & COMMUNITY RESOURCE MANAGEMENT FOR SUSTAINABLE DEVELOPMENT



Community Resource Management is a process that enables rural and indigenous communities to identify their existing resources, both natural & social, and manage them effectively for sustainable development.

This course will equip learners with knowledge & skills on the latest creative tools in communication, extension, training & advocacy for ensuring community participation towards the achievement of health and sustainability goals

WHO CAN REGISTER?

- Graduates/post-graduates, frontline functionaries/professionals (both from NGOs and Government) working in communities particularly with women and children, and interested academicians

CREDITS:04

- Enrolments open for both January and July cycles
- HURRY UP ... ENROL NOW!**

Time, space, belonging and mental health Project



49 - Degrees of Belonging Zine

© QW

Dr. Esther Priyadharshini (faculty member of UEA UNESCO Chair), Dr. Kavita Ramakrishnan (the lead of this project, University of East Anglia) and PGR scholar Farhana Ghaffar (University of East Anglia) are coming to the end of their project entitled 'Time, space, belonging and mental health: Participatory explorations of Black and Minority Ethnic doctoral student experiences.' This 12-month project was funded by SMaRteN (UKRI), a student mental health research network, and used creative, participatory approaches to examine how everyday experiences of space and time during doctoral study impacts students' sense of belonging at UEA. After a series of 3 workshops exploring these ideas, they, 'The Concrete Collective', have jointly produced a 'zine', their self-published work titled, 'Degrees of belonging' which is available for free download, after its launch on

23 June. They also hope to produce an academic paper reflecting on the process of producing a zine and how it also served as a mediator in building the community. UEA UNESCO Chair members Abigail Martinez Renteria and Qingru Wang participated in the project.

Gender-ing ELT project

Gender-ing ELT: International perspectives, practices, policies is an international research project which focuses on the socially relevant contribution that English language teaching (ELT) can make towards United Nations' Sustainable Development Goal 5 worldwide. Funded by the British Council, this innovative project takes place in 10 countries: Bangladesh, Botswana, Brazil, China, Colombia, Indonesia, Morocco, Philippines, Ukraine, and Vietnam. The project led by Dr Vander Viana (UEA) involves a number of colleagues from UEA UNESCO Chair team, Professor Anna Robinson-Pant is the senior advisor and Dr. Gina Lontoc (the coordinator of the Philippines UNESCO Chair team) is the research collaborator in the Philippines.

Since its official start in April 2021, a large amount of data has been collected in all the partner countries through online questionnaires and interviews investigating the perspectives of six main ELT stakeholders: pupils and their parents, school leaders, English language teachers, university students majoring in English language teacher education (ELTE) and lecturers in ELTE programmes. At present, team members are collecting reflective essays from university students and pedagogical essays from teachers. These materials will be used for research purposes, and they will also contribute to the local communities. The plan is to edit two open-access books with a selection of these essays and pedagogical activities as useful resources for English language teacher education and English language teaching, respectively, to embed gender-related matters in ELT.



Gender-ing ELT
International perspectives, practices, policies

REFLECTION



Leaping out – what next after the MA?

I am Yeonhee Sun from South Korea. I worked for adult literacy learning and volunteer training in Rwanda for 4 years before I decided to study an MA in Education and Development at the UEA School of International Development from 2020 to 2021. During this time, I took the module on Adult Literacy, and it made me see my work experience with youth and adults through literacy theories. I was also curious to understand why only women, rather than men too, should get training or workshops related to hygiene, nutrition, and family duties. Some NGOs are running programmes which talk about gender issues, but they are still adding the female limitation depending on the country. The module made me think more critically about adult education policy and programmes based on gender inequality in my dissertation. I realised not only we as women should speak out but also men, others, policies and programmes should challenge current unequal social structures.



50 - Yeonhee started work at The Prince's Trust

© Yeonhee Sun

After my graduation, I wanted to get a job related to adult learning and literacy and Professor Anna Robinson-Pant gave me advice that all jobs are related to literacy. This made me re-evaluate my current thinking. My view was narrow, and I was only searching for jobs that had an obvious literacy link. After I realised this, I didn't limit myself and then I was open to reading all qualifications of different jobs. I wanted to work for people who struggle in their daily life in the UK. Fortunately, now I am working as Youth Development Lead at The Prince's Trust. I can work with and inspire young people to achieve their potential through employment. My favourite moment so far was meeting and talking with young people when I ran my first programme. The young people engage in different kinds of activities regarding learning skills, gaining help with writing their CVs and practising interview techniques. All this is linked to functional literacy which is to learn basic information and skills related to literacy and mathematics and then use them in one's daily life. Through this, I can see young people working in their communities, leading them to change and become role models, and finally, stepping one foot further. I am sure that youth and adult learning is key to transforming their individual life, communities, and societies. If I can contribute to their positive change, I would be the happiest person in the world. I've only been working here two months, but I am always happy to work with young people and my colleagues together. If I didn't study at UEA, I wouldn't be able to see my works through literacy theories. This gave me enlightenment and understanding. I will focus

on working with young people and also try to think critically. Thank you, Professor Anna and Dr. Kate, for guiding me in the right direction. Also, I would like to thank Leadh, Alison, and Beth for giving me this amazing opportunity to work with young people at The Prince's Trust!

Allowing the field to lead: Reflections on ethnographic fieldwork in Zambia



51 - John Zimba arrives to start his fieldwork in Zambia

© John Zimba

My name is John Zimba, a second year PhD student and currently doing my fieldwork in my home country, Zambia. My research study focuses on how rural women engage with texts and literacy practices in their day-to-day activities. Hence, I entitled my research topic as '*Exploring Adult Learning Strategies, Literacy and Rural Women's Sustainable Livelihoods in Zambia: A Capabilities Approach.*' I took an ethnographic approach to better understand the various concepts, models and theories of literacy. My research was initially inspired by my decade-long engagement in literacy-related projects and the desire to understand its impact. However, as I commenced my PhD studies in my first year, I came to learn that the concept of literacy was broad and more than just functional literacy which admittedly has had serious policy implications in my country. I developed an interest to explore literacy as a social practice as demonstrated by Street (1984). This slightly shifted my attention to try and interrogate different forms of adult learning and the kinds of literacy acquisition and capabilities that are developed. I was also inspired to look at literacy through the lens of the capabilities approach as propounded by Amartya Sen and Martha Nussbaum respectively to interrogate the concept of development.

Thus, I started my fieldwork in April this year and opted to do it in the region where I come from. This meant conducting research in an area that is so familiar with lots of shared commonalities and experiences in terms of culture and language. My greatest challenge was to try to make the familiar unfamiliar and this calls for constant reflexivity. It has been about paying attention to the nuances whenever I am interacting with community members. This includes making descriptions of the physical environment of the area, the smells, the atmosphere on each of my field working days. In my case, my positionality as a researcher was even more at stake because people in this area have known me as one of their own and in different light. Of course, I am held in high esteem as one with an elevated status in society, a city man and highly educated. This can be a barrier with local people, and I remember that it was not easy in my first month of being in the community. Creating a rapport is always crucial in the first month and differs depending on whether one is treated as an insider or

outsider by the community. I faced the challenge of redefining my role to them in early days, some having been treated me as an insider from the start and others seeing me as a problem solver to their pressing needs, a relative and friend. I would always be invited to take VIP seats during public meetings, and this made me uncomfortable. I had to develop the skill of renegotiating with organizers/leaders to treat me like any other ordinary community member. I also tried to look ordinary which meant avoiding wearing clothes that looked unique, fancy and expensive. Substituting them with ones that were ordinary and could allow me sit anywhere including on the ground and work anywhere and anytime even in the crop fields.

In conclusion, I found in ethnographic research it is important to avoid the pitfall of deep-seated cultural biases by being open and non-judgmental. While I thought I knew so much about this community prior to my study, I am learning that there is in fact so much that I was unaware of and took for granted. The key so far is to allow the field to lead you and not the other way round as you take on each field working day.

NEW PUBLICATIONS BY UNESCO CHAIR MEMBERS



Early this year, a Special Issue of the *Teaching Anthropology* journal was published to reflect on Professor Brian Street's contribution to teaching anthropology and literacy studies. It includes articles by Professor Alan Rogers, Professor Anna Robinson-Pant and Malini Ghose from the UEA UNESCO Chair: Brian Street Memorial Issue in Teaching Anthropology. Vol 11, No 1. The Issue is available on open access here: https://www.teachinganthropology.org/ojs/index.php/teach_anth/issue/view/71

Papers presented at UALL/SCUTREA 'Lifelong Learning for Inclusion and Sustainability' Conference, Scotland: Olufunke Olugboji (UEA PGR student) on 'Attitude of Pre-service Teachers towards Online Learning – The Post-Pandemic Experience' and Abigail Martinez Renteria (UEA UNESCO Chair PhD Scholar/studentship holder) on 'Exploring the Influence of Sustainable Development Educational Programmes on Adult Mexican's Sustainable Living: A Case Study of MY World Mexico'.



Bassey, C., Crooks, H., Paterson, K., Ball, R., Howell, K., Humphries-Cuff, I., Gaffigan, K., Rao, N., Whitty, J.A. and Hooper, L. (2022) 'Impact of home food production on nutritional blindness, stunting, wasting, underweight and mortality in children: A systematic review and meta-analysis of controlled trials', *Critical Reviews in Food Science and Nutrition*, 62(7), pp. 1856-1869.

Dyer, H. & Abidin, C. (2022) (In press) *The Sage Handbook of Digital Society*. 2nd. ed. London: Sage Publications

Hanemann, U. and Robinson, C. (2022) 'Rethinking literacy from a lifelong learning perspective in the context of the Sustainable Development Goals and the International Conference on Adult Education', *International Review of Education*, pp. 1-26.

Jia, F. (forthcoming 2022), *Migrant Workers' Education in China: Changing Discourses and Practices*, London: Bloomsbury

Lebeau, Y. and Alruwaili, J. (2022) 'Convergence and local orders in the dynamics of change in higher education: a perspective from Saudi Arabia', *Policy Reviews in Higher Education*, 6(1), pp. 6-26.

Melka, T.L., Warkineh, T.Z. and Sperandio, J. (2022). 'Promoting female primary school leadership in Ethiopia: countering culture', *Journal of the commonwealth council of educational administration and management*, 50(1).

Merawi, T.M., Desta, A.Z., Tiruye, D.T., G/Egziyabher G.W., Warkineh T.Z., and Mekuriya Y.N., (2021). 'Practices and Challenges of School Improvement Program in Waghimra Administrative Zone, Amhara Region, Ethiopia', *Bahir Dar journal of education*, 20(2). Available at: <https://journals.bdu.edu.et/index.php/bje/article/view/661>

Mjaya, A. (2022) *Literacies, Power and Identities in Figured Worlds in Malawi*, London: Bloomsbury Academic.

Nandi, R., CM, P., Swamikannu, N. and Rao, N. (2022) 'Farm parent and youth aspirations on the generational succession of farming: Evidence from South India', *Frontiers in Sustainable Food Systems*, p. 567.

Prakash, A., McGlade, K., Call, R., Roy, J., Some, S. and Rao, N. (2022) 'Climate adaptation interventions in coastal areas: a rapid review of social and gendered dimensions', *Frontiers in Climate*.

Rogers, A. and Gizaw, A.M. (2022) 'Wider benefits of adult literacy teaching: A preliminary exploration of the impact of teaching literacy to adults on some facilitators', *International Review of Education*, 68(1), pp. 55-79.

Warkineh, T.Z. Melka, T.L. & Sperandio, J. (2022) 'National and District Support for Women Aspiring to Careers in School Leadership in Ethiopia', in V. Showunmi, P. Moorosi, C. Shakeshaft, & I. Oplatka, (Eds.), *The Bloomsbury Handbook of Gender and Educational Leadership and Management*. Bloomsbury Publishing.



REVIEW GROUP



Mr. James Bridge, Chief Executive,
Ms. Andrea Mayne,
Head of Finance and Accreditation,
Professor Anne Anderson,
Non-Executive Director for Higher Education,
UK National Commission for UNESCO

Mr Hervé Huot-Marchand,
Chief, Section of Youth, Literacy and Skills
Development and Ms. Mari Yasunaga
UNESCO, Paris

Dr. Rakhat Zholdoshalieva, Ms. Chung Dolma
and Ms. Sofia Chatzianni
UNESCO Institute for Lifelong Learning (UIL),
Hamburg

Professor Mahesh Parajuli,
Nepal UEA UNESCO Chair coordinator, and
Dr. Suresh Gautam
Kathmandu University, Nepal

Professor Sushan Acharya and
Dr. Kamal Devkota
Tribhuvan University CERID, Nepal

Ms. Turuwark Zalalam Warkineh,
Ethiopia UEA UNESCO Chair coordinator,
and Mr. Abiy Menkir Gizaw
Bahir Dar University, Ethiopia

Professor Camilla Vizconde,
the Philippines UEA UNESCO Chair
coordinator,
Professor Belinda De Castro and
Dr. Gina Lontoc
University of Santo Tomas, the Philippines

Dr. Eslam Mohammed Al-Saieed,
Egypt UEA UNESCO Chair coordinator, and
Dr. Nahla Gamal
Ain Shams University, Egypt

Dr. Ahmmardouh Mjaya,
Malawi UEA UNESCO Chair Coordinator,
Dr. Symon Chiziwa, Dr. Jean Chavula
University of Malawi, Malawi

Representative from Norwich Integration
Partnership

Professor Mary Hamilton,
University of Lancaster

Professor Simon McGrath,
UNESCO Chair in International Education and
Development, University of Glasgow

Ms Malini Ghose,
Nirantar, India

Dr. Cathy Kell,
University of Cape Town, South Africa

Professor Anna Robinson-Pant (Chairholder),
Dr. Sheila Aikman, Dr. Catherine Jere, Dr.
Esther Priyadarshini, Professor Nitya Rao,
Professor Yann Lebeau, Dr. Harry Dyer,
UEA UNESCO Chair team (faculty members
from School of Education and Lifelong Learning
and School of International Development).

Research Associates with UEA UNESCO Chair
projects and UNESCO Chair PhD Scholar.



CONTACT US



We hope you enjoyed reading about the UNESCO Chair news and events! For any further information, you can contact us at unesco.chair@uea.ac.uk

This newsletter was produced by Qingru Wang (co-ordinator), Lauren Buttell, Theresa Frey, Rafif Hakiem, Abigail Martinez Renteria, Yeonhee Sun and Anna Robinson-Pant from the UEA UNESCO Chair team. We would like to thank all our colleagues in the UNESCO Chair partner universities and at UEA who wrote pieces for this issue, including Sushan Acharya, H el ene Binesse, Kamal Raj Devkota, Suresh Gautam, Abiy Menkir Gizaw, Ulrike Hanemann, Abass Isiaka, Catherine Jere, Yann Lebeau, Gina Lontoc, Christopher Millora, Ahmmardouh Mjaya, Nahla Gamal Mohamed, Esther Priyadharshini, Nitya Rao, Vander Viana, Turuwark Zalalam Warkineh, John Zimba.

  UEA UNESCO Chair. All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying or other electronic or mechanical methods, without the prior written permission of the UNESCO Chair. For permission requests, write to the Chairholder at a.robinson-pant@uea.ac.uk.

Visit us on the web at www.uea.ac.uk/groups-and-centres/unesco-chair-programme.

Photos on [Unsplash](https://www.unsplash.com) for NEWS - GETTING TO KNOW THE UNESCO CHAIR TEAM - EVENTS - RESEARCH - REFLECTIONS - REVIEW GROUP - CONTACT US; Photos respectively by [Markus Winkler](#), [Kyle Glenn](#), [Chris Montgomery](#), [Hans-Peter Gauster](#), [Brett Jordan](#) and [David Travis](#).



United Nations
Educational, Scientific and
Cultural Organization



UEA University of
East Anglia

• UNESCO Chair in
• Adult Literacy and Learning for Social Transformation,
• University of East Anglia, Norwich,
• United Kingdom of Great Britain and Northern Ireland