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UNIVERSITY OF EAST ANGLIA
LITERACY AND DEVELOPMENT GROUP
ANNUAL REPORT 2005-6



The Literacy and Development Group

The *Literacy and Development Group* at the University of East Anglia was formed in 2003 with the aim of bringing together researchers working in this field and to enhance the research environment. The group provides opportunities for researchers working in this field to meet and exchange ideas and collaborate on research. Taking a ‘situated literacies’ approach, we aim to engage actively with key policy institutions in the UK and internationally. In 2005-6 the group developed its international profile and activities. In addition to the Education and Development seminar series, the major event for 2005-6 was hosting an international research seminar on the topic of ‘*Literacies, Identity and Social Change*’ (see below). This extended the interdisciplinary work of the group, highlighting the potential for synergies between literacy research in anthropology and economics. The group also continued to contribute to policy making processes, completing its work with the United Nations Food and Agriculture Organisation (*FAO*), and beginning new research on the topic of Migration and Education (with support of the *DFID*-funded Migration Research Centre).

Cover photo: Literacy use in Fisheries, Mali. *Copyright* Edward Allison.

Enhancing the Research Environment – Events and Conferences 2005-6

The major event for the group in 2005-6 was organising and hosting an international research seminar on the topic of '*Literacies, Identity and Social Change*'. This two-day event was held in April 2006 at UEA. The inter-disciplinary seminar linked leading researchers in literacy from the fields of education, economics, anthropology and linguistics, with key-note papers by Judy Kalman (Centre for Advanced Studies in Education, Mexico City), Kaushik Basu (Department of Economics, Cornell) and Dorothy Holland (Department of Anthropology, University of North Carolina). The aim of the seminar was to extend theoretical understanding about the ways in which the acquisition and use of literacy impacts on agency, identity and social practice. The seminar combined formal presentation of papers, and 'break-out' workshops on the cross-cutting themes of methodological challenges in literacy research; gendered identities, and multi-literacies and multi-modality. The group workshops enabled in-depth discussion on the papers and contributions from seminar participants who were not presenting papers.



Seminar participants in the thematic workshops, April 2006 (above)

The following papers were presented at the seminar:

'Literate by association: Access to reading and writing through mediation'. Judy Kalman, Departamento de Investigaciones Educativas. Centro de Investigación y Estudios Avanzados. Mexico City.

'The Externalities of Education'. Kaushik Basu, Department of Economics, Cornell University, Ithaca.

'Literacies of Distinction: (Dis)Empowerment in Social Movements'. Dorothy Holland, Department of Anthropology, University of North Carolina, Chapel Hill.

'Externality and Equity in the Measurement of Literacy: Exploring a Link'. S.Subramanian, Madras Institute of Development Studies.

'Literacy Campaigns and Social Practices of Literacy: A Study of Quechua-Spanish Speaking Women'. Virginia Zavala, Pontificia Universidad Católica del Perú, Lima.

'Multi-disciplinary Approaches to Literacy: Models, Co-relations and Causality' Bryan Maddox, School of Development Studies, University of East Anglia.

'The Roots and the Growth of Peruvian Women's Writing'. Mercedes Nino-Murcia, University of Iowa, Iowa City.

'Literacies and Discourses of Development among the Rabaris of Kutch, India' Caroline Dyer, University of Leeds.

'Why Literacy Matters': Exploring policy perspectives on literacies, identity and social change'. Anna Robinson-Pant, School of Education and Lifelong Learning, University of East Anglia.

'Never Reading and Writing' in a Textually Mediated World' Roz Ivanic, Literacy Research Centre, Lancaster University.

'Teacher Identity and Literacy: Social Positioning in Text'. Angela, B. Kleiman, Sao Paulo State University at Campinas (UNICAMP), Brazil.

"You feel that the national curriculum hacks into what you do" [year 4 pupil] Teachers and pupils shaping identities through writing'. Jennifer Smith, School of Education and Lifelong Learning, University of East Anglia.

Research and Policy Links 2005-6

Literacy in Fishing Communities

During 2006 Bryan Maddox completed the group's work with FAO on the uses of literacy in fishing communities. This work highlights the scope for situated perspectives on literacy in applied development settings. This involved a review paper on literacy in fishing communities (focusing on South Asia and sub-Saharan Africa), and working with Edward Allison (UEA) and members of the Sustainable Livelihoods Fisheries Programme to produce a policy brief on the topic of *'Promoting*

Literacy to Improve Livelihoods in Fishing Communities'. The policy brief is part of a series on New Directions in Fisheries, and is available on-line from www.sflp.org.

Research on Migration and Education

With funding from the Development Research Centre of Globalisation, Development and Migration, based at the University of Sussex, Nitya Rao initiated a small research project to understand the linkages between migration opportunities and the educational outcomes of boys and girls in a context of globalisation, in April 2006. This exploratory study is being conducted in two villages each in India and Bangladesh. While the literature on migration shows a strong link between education and the likelihood of migration, there is also evidence to show that migration possibilities and choices can enhance educational inequality – it might create both incentives and disincentives for education (as in the case of growing global demand for cheap, unskilled/semi-skilled labour). At the same time, the importance of education seems to be well recognised in terms of securing a better return from migration. One therefore finds that remittance incomes are often used to finance education – the type of education however also being a subject of the research.

Changing Academic Literacies

LDG is currently developing a collaborative research proposal with partners in Mexico (Judy Kalman), New Zealand (Cathy Kell), Peru (Virginia Zavala) and Pakistan (Iffat Farah) on 'Changing Academic Literacies'. The project has two dimensions. Individual empirical studies concerned with the production of textual practices will be conducted in a variety of cultural and institutional contexts, in Pakistan, Peru, Tanzania, Mexico, New Zealand and UK. These action-oriented studies will be developed by the individual researchers or teams based there in order to contribute directly to enhancing practice in their own institutions. The LDG project aims to provide an 'umbrella' for these individual studies through developing a conceptual framework informed by and informing the research in these differing contexts. The research studies would be linked through their exploration of the concepts of voice, translation/transitions, academic literacies, in relation to the production of academic textual practices within higher education and academic

publishing. The overall purpose of the project is to create a research environment of exchange and mutual support networks for learners, teachers, editors and researchers based in the partner institutions involved in the project.

Future Events

As part of the on-going research on **Education and Migration** the group is organising a research seminar on the topic on December 8th 2006. It hopes to follow this with a larger-scale conference in 2007. For further information please contact Nitya Rao [n.rao@uea.ac.uk].

The group will convene a panel on Literacy and Growth at the 9th UKFIET Oxford International Conference on Education and Development. The conference is on the topic of 'Going for Growth: School, Community, Economy and Nation, and will be held in Oxford on 11-13th September 2007. Further information on the programme is available from www.cfbt.com/ukfietconference

Publications of the Literacy and Development Group (2001- present)

Literacy Related Publications

Cameron, J. and Cameron, S. (2005) 'Economic Benefits of Adult Literacy Interventions', *Journal of Educational Planning and Administration*, XIX, No. 4, October 2005. pp 483-509.

Chitrakar, R. and Maddox, B (in press) 'A Community Literacy Project in Nepal' in Hornberger, N. (ed), *The Encyclopaedia of Language and Education*, Springer, Heidelberg.

Cox, S (2005) 'Intention and Meaning in Young Children's Drawing', *International Journal of Art and Design Education*, Vol. 24, No.2

Cox, S. and Robinson-Pant, A. (2004) 'Communication practices in primary school councils', in Street, B. (ed.), *Literacy Across Educational Contexts*, Caslon Press, Philadelphia, ISBN 0-9727507-2-X, pp 43 -64

Cox, S and Robinson-Pant, A (2005) 'Challenging Perceptions of School Councils in the Primary School' in *Education 3-13* Vol. 33, No. 2, pp 14 - 20

- Cox, S and Robinson-Pant, A (2006) 'Enhancing participation in primary school and class councils through visual communication', *Cambridge Journal of Education*, Vol. 36, No. 4, pp 515-532
- Gordon, J. (2007) 'Literacy across the Curriculum' in Brooks, V., Abbott, I. and Bills, L. (eds) (2007) *Preparing to Teach in Secondary Schools: A Student Teacher's Guide to Professional Issues in Secondary Education*, Open University Press: Milton Keynes
- Howard, L (2003) 'DFID, Development, Literacies and Communication', in Barton, D. and Papien, U. (eds), *Linking literacy and numeracy programmes in developing countries and the UK*, Literacy Research Centre, University of Lancaster
- Magyar, A. (2004) 'Learning "not to waffle!": Making academic conventions transparent in order to facilitate student participation'. Presented at Conference proceedings 'Discourse, Power and Resistance' University of Plymouth.
- Magyar, A. (2003) 'Using telephone teaching to 'scaffold' students into academic literacy in the Open University's Openings Programme', SCUTREA Conference Proceedings, Bangor.
- Maddox, B. (2007) 'Worlds Apart? Ethnographic Reflections on 'Effective Literacy' and Intra-household Externalities', *World Development*, March, 2007 (Vol. 35, No. 3).
- Maddox, B. (2007), 'What Can Ethnographic Studies Tell Us About the Consequences of Literacy' in *Comparative Education*, (expected 43/2 May 2007).
- Maddox, B. (2007) 'Secular and Religious Literacies: An ethnographic Perspective', *International Journal of Educational Development*, (expected, September 2007).
- Maddox, B. (2005) 'Assessing the Impact of Women's Literacies in Bangladesh: An Ethnographic Inquiry', *International Journal of Educational Development* (25) pp123-132
- Maddox, B. (2005) 'Adult Literacy Country Study. Real Options for Policy and Practice in Bangladesh', Education for All Monitoring Report Commissioned Paper (see www.unesco.org/education/)
- Maddox, B. (2003) 'Language Policy, Modernist Ambivalence and Social Exclusion: A Case Study of Rupendehi District in Nepal's Tarai', *Studies in Nepali History and Society* 8 (2) pp205-224, Dec 2003.
- Maddox, B. (2001) 'Literacy and the Market: The economic uses of literacy among the peasantry in north-west Bangladesh', in B. Street (ed) *Literacy and Development: Ethnographic Perspectives*, London: Routledge.
- Rao, N and A. Robinson-Pant (2006) 'Adult education and indigenous people: Addressing gender in policy and practice', *International Journal of Educational Development*. 26 (2): 209-23.

Rao, N. and Robinson-Pant, A. (2006) 'Editorial: Gender equality in adult education', Special issue of *International Journal of Educational Development*. 26:2, March.

Rao, N & R. Govinda (2004) 'Evaluating Literacy Campaigns: Issues and Prospects', in Karlekar, M (ed.). *Paradigms of Learning: The Total Literacy Campaign in India*, Sage, New Delhi

Robinson-Pant, A. (in press) 'Literacy', in B. Banks (ed), *The Encyclopaedia of Gender and Education*, Greenwood Press, New York

Robinson-Pant, A. (in press) 'Women, Literacy and Development', in Hornberger, N. (ed), *The Encyclopaedia of Language and Education*, Springer, Heidelberg

Robinson-Pant, A. (2005) 'The Social Benefits of Literacy', background paper for *UNESCO EFA Global Monitoring Report 2006, Literacy for Life*, available on: <http://www.efareport.unesco.org>

Robinson-Pant, A. (2005) 'Can we transfer new ideas and approaches without falling into the trap of recipe paradigm?' in Barton, D. and Papen, U. (eds), *Linking literacy and numeracy programmes in developing countries and the UK*, Literacy Research Centre, University of Lancaster

Robinson-Pant, A. (2004) (edited volume) *Women, Literacy and Development: alternative perspectives*, Routledge: London, ISBN 0-415-32239-1, 259 pp

Robinson-Pant, A. (2004) "'The Illiterate Woman": Changing approaches to researching women's literacy', in Robinson-Pant, A. (ed), *Women, Literacy and Development: alternative perspectives*, Routledge, London, ISBN 0-415-32239-1, pp 15 - 35

Robinson-Pant, A. (2003) (Editor) Set of five case studies on adult education and indigenous peoples (from India, Malaysia, Nepal, New Zealand and Burma) in the 'Learning Beyond Boundaries' series, Asian and South Pacific Bureau of Adult Education (ASPBAE, Mumbai), available from: aspbae@vsnl.com

Robinson-Pant, A. (2001) 'Women's literacy and health: can an ethnographic researcher find the links?' in Street, B.V. (ed.), *Literacy and Development: Ethnographic Perspectives*, Routledge, London, ISBN 0415234506 (hbk) & 0415234514 (pbk), pp 152-170

Robinson-Pant, A. (2001) *Why eat green cucumber at the time of dying? Exploring the link between women's literacy and development: a Nepal perspective*, UNESCO Institute for Education, Hamburg, ISBN 92 820 1107-0, 198 pp. Winner of the UNESCO International Award for Literacy Research, and now published in French and Spanish. Available at: www.unesco.org/education/uie/pdf/robinson-pant

Rogers Alan (2006) 'Training Adult Literacy Educators in Developing Countries' in *Adult Education and Development* 66: 203-238

- Rogers, A (2006) 'DFID Experience of Adult Literacy', *International Journal of Educational Development* 26 No. 3 May 2006 pp 339-346
- Rogers, A (2005) (with Md. Aftab Uddin) 'Adults learning literacy: adult learning theory and the provision of literacy classes in the context of developing societies', in Street B V (edited) *Literacy Across Educational Contexts* Caslon, Philadelphia
- Rogers, A (2005) (edited) *Urban Literacy: communication, identities and literacy in development contexts*, ISBN 92820-1145-3 Hamburg: UNESCO Institute of Education,
- Rogers, A , and Aderinoye R. (2005) 'Urban literacies: the intervention of the literacy shop approach in Bodija market, Ibadan, Nigeria', in *Urban Literacy: communication, identities and literacy in development contexts* (edited by Alan Rogers)
- Rogers, A (2005) Literacy and Productive Skills Training: Embedded Literacies, *Adult Education and Development* 65/2005 Bonn: IIZ/DVV pp 59-66
- Rogers, A (2005) *Training of Adult Literacy Educators* paper prepared for UNESCO GMR Literacy Team (see www.unesco.org/education/)
- Rogers, A (2004) (with Archana Patkar and L S Saraswathi) 'Functional literacy, gender and identities: policy and practice', in A Robinson-Pant (ed) 2004 *Women, Literacy and Development: alternative perspectives* London: RoutledgeFalmer pages 117-138
- Rogers, A. (2004) 'The World of Adult Literacy Today', Foreword to Farrell Glen M (ed) *ICT and Literacy: who benefits? Experiences from Zambia and India* Commonwealth of Learning, Vancouver pp ix-xvii
- Rogers, A. (2004) 'Adult Learning and Literacy Learning for Livelihoods', Paper prepared for COL November 2004 on COL website (see www.col.org/livelihoods/)
- Rogers, A. (2004) 'Adult Literacy - Adult Motivation', in *Adult Education and Development* Vol. 61, pages 61-72, Bonn, Germany: IIZ/DVV
- Rogers, A. (2004) 'Universal literacy: essential for development?' *Focus on Adult and Non-Formal Education in Ethiopia Newsletter* 14/15 December 2004: pp 8-9 IIZ/DVV-ETH
- Rogers, A. (2004) 'Afterword: Problematizing development and literacy', in Street Brian V (ed) *Literacy and Development: ethnographic perspectives* London: RoutledgeFalmer, pages 205-222.
- Street B., Rogers, A. and D. Baker (2006) 'Adult teachers as researchers: ethnographic approaches to numeracy and literacy as social practices in South Asia' *Convergence* 2006 xxxix no 1:31-44

Street, B., Rogers, A. and Nirantar (2005) 'Literacy for Empowerment Through Training In Ethnographic Research (Letter): A Case Study From India', India, *Literacy Today*, Dec 2004

Wider Publications on Education and Development

Cox, S. and A. Robinson-Pant (2006) 'Enhancing participation in primary school and class councils through visual communication', *Cambridge Journal of Education*, Vol. 36, No. 4, pp 515-532

Cox, S. and A. Robinson-Pant (2005) 'Challenging perceptions of school councils in the primary school', *Education 3 to 13*, Vol. 33, No. 2, pp14 - 20

Cox, S., A. Robinson-Pant et al (2006) 'Children Decide: power, participation and purpose in the primary classroom', CfBT Education Trust/UEA

Cox, S., A. Robinson-Pant et al (2003) 'Empowering Children Through Visual Communication', CfBT/ UEA, ISBN: 0-9539983-7-1

Gordon, J. (2006) 'Multimedia, interactivity and learning: Some lessons from United Kingdom, in current developments in technology-assisted education', proceedings of the Fourth International Conference on Multimedia and ICT in Education, University of Seville, November 2006.

Gordon, J. (2006) 'Learning about yourself' in Battersby, J. and Gordon, J. (eds) *Preparing to Teach: Learning from Experience*, Routledge: London

Gordon, J. (2005) 'Multimodality and learning with poetry', *International Journal of Learning* 11:431-439

Howard, L. (2003) 'Is a river living? Is there a role for indigenous knowledge in African national curricula?' Conference Proceedings, Kenton Conference, West Cape Province, South Africa. November 2003.

Rao, N. and Smyth, I (eds) (2005) 'Introduction' in Rao, N. & I. Smyth, *Partnerships For Girls' Education*, Oxford: Oxfam.

Robinson-Pant, A. (2005) *Cross-cultural Perspectives on Educational Research*, Open University Press: Buckingham, ISBN 0-335-21457-6, 208 pp

Robinson-Pant, A. (2004) 'Education for women: whose values count?' *Gender and Education*, Vol. 16, No. 4, pp 473 –491

Robinson-Pant, A. (2001) 'Development as discourse: what relevance to education?' *Compare*, Vol. 31, No. 3, pp 311 – 328

- Rogers, A. (2006) 'Lifelong Learning and the Absence of Gender', in N. Rao and A. Robinson-Pant (eds.) *Gender and Adult Education: special issue of International Journal of Educational Development* Volume 26 Number 2 March 2006 pp189-208
- Rogers, A. (2006) 'Escaping the slums or changing the slums?' *Lifelong Learning and Social Transformation. International Journal of Lifelong Education* Vol. 25 No. 2 March-April 2006 pp 125-137
- Rogers, A. (2005) *Education for All: putting adults back in the frame* Special issue of *Convergence* 37(3) 2004 guest editor
- Rogers, A. (2005) (with Knud Illeris), 'How do adults learn?' in Illeris Knud and Berri Signe (eds), *Texts on Adult Learning* Roskilde University Press, Denmark
- Rogers, A. (2005) 'Inter-cultural approaches to research in developing societies: the Commonwealth arena', in *Education and Development in the Commonwealth: comparative perspectives: a research colloquium*, edited by S O Adedeji and W J Morgan, Commonwealth Scholarship Commission pp16-18
- Rogers, A. with Knud Illeris (2004), 'How do adults learn?' *Adults Learning* 15 (3):24-27
- Rogers, A. (2004) *Non-formal Education: flexible schooling or participatory education?* Hong Kong: CERC University of Hong Kong, and Dordrecht: Kluwer
- Rogers, A. (2004) *Lifelong Learning and Social Transformation* (Greek Version) in *Alethnes Syndiaskepsi gia ten Ekpaidensi Enelikon* Edited by Alexis Kokkos. Athens: Metaixmio pp 84-114
- Rogers, A. (2004) 'Language in Adult Basic Education and in Higher Education', *NORRAG News* 25, September 2004
- Rogers, A. (2004) 'Looking again at Non-Formal and Informal Education - towards a new paradigm', Paper on INFED Website Feb 2004 (see www.infed.org/)
- Rogers, A. (2003) *What is the Difference? a new critique of adult learning and teaching* Leicester: NIACE
- Rogers, A. (2003) 'What's the Difference?' *Adults Learning* 15 (2): 15-19.
- Rogers, A. (2003) 'Recent developments in adult and non-formal education', in *NORRAG NEWS* Jan 2003 pages 52-57

The Education and Development Seminar Series 2005-6

During the year 2005-6 the group continued to convene the seminar series on education and development organised by the School of Education and Lifelong Learning and School of Development Studies. We were pleased to welcome presenters from a wide range of development and educational institutions in 2005/6:

Carolynne Dennis (Africa Education Trust), 'Basic Education in African Countries Emerging from Conflict: Initial findings from the four case studies; Eastern Cape, Northern Uganda, Somaliland, Southern Sudan'

David Theobald (British Council) 'Building Capacity for Educational Consultancy Management'

Rosemary Preston (School of Health and Social Studies University of Warwick/ UKFIET), 'Preoccupations with outcomes: trends in evaluation in trans-national educational projects'.

Stephen Carney (Roskilde University, Denmark) 'Child-friendly schooling in Tibet: Western educational ideology and the prospects for educational reform in China'

Pauline Rose (University of Sussex) 'Collaborating in education for all? Experiences of government support for non-state provision of basic education'

David Baker (NRDC/Institute of Education London), 'Understanding mathematics as social practice: possible implications for teaching and learning'

Angela Little (Institute of Education London) 'Education for All; The Challenge of Multigrade Teaching'