

web: [uea.ac.uk/dev/literacy](http://uea.ac.uk/dev/literacy)  
email: [ldg@uea.ac.uk](mailto:ldg@uea.ac.uk)



# UEA Literacy and Development Group

## ANNUAL REPORT 2004-5



## **An introduction to the Literacy and Development Group**

The formation of an active *Literacy and Development Group* (<http://www.uea.ac.uk/dev/literacy>) has brought together faculty and students working in the area of adult and basic education in CARE and the School of Development Studies through organising conferences and collaborating on research projects. The group was established in December 2003, with a seminar called 'Making Literacy Count'. The purpose of the event was to bring together people working in this area (from both UEA and further afield) as a starting point for sharing and supporting ideas for future research and educational initiatives. Speakers and facilitators at the seminar included: Roshan Chitrakar (Community Literacy Project Nepal), Malini Ghose (Nirantar, India), Cathy Kell (University of Auckland, New Zealand), Denzil Saldanha (Tata Institute for Social Science), Terry Allsop (International Research Foundation for Open Learning), and Brian Street (Kings College London).

The Literacy and Development Group aims to enhance active research capacity in this area, through building broader links across the University of East Anglia and developing a dynamic and supportive research environment. Taking a 'situated literacies' approach, we aim to combine theory and practice, to engage actively with key policy institutions (in the UK and internationally) and to encourage cross-cultural interaction between literacy researchers and practitioners in countries of the North and South.

### **Enhancing the research environment**

#### **Events and conferences 2004-5**

##### **Developing Gender Equality in Adult Education International Conference**

On June 29<sup>th</sup>. 2004, an international conference on **Developing Gender Equality in Adult Education** was organised at UEA as part of the DfID-funded 'Gender, Education and Development: Beyond Access' project (based at the Institute of Education, London). Around seventy policy makers, researchers and NGO activists working in adult education in South America, South Asia, Africa and the UK came to participate in this discussion forum. The group looked at the constraints and

opportunities facing basic adult education through a series of presentations intended to bring policy and practice closer together by sharing and disseminating knowledge between policy makers, practitioners and academics from differing cultural contexts. The conference included formal presentations by Celita Eccher (Secretary General of the International Council for Adult Education), Usa Duongsaa (University of Chiang Mai, Thailand), Nelly Stromquist (University of Southern California), Agneta Lind (SIDA, Mozambique), Komal Srivastava (Bharat Gyan Vigyan Samiti, India), as well as a workshop on women's experiences of violence facilitated by Jenny Horsman (Spiral Community Resource Group, Canada). A Special Issue of the *International Journal of Educational Development* will be published shortly, based on the conference papers and edited by Nitya Rao and Anna Robinson-Pant.

### **The Schooling of Literacies Conference**

This one day conference was held on the 21<sup>st</sup>. January 2005 at UEA, to look at the ways in which literacy is 'schooled' in differing educational contexts: higher education, development organisations and, not least, schools. Through case studies of innovative educational projects working across the boundaries of traditional educational institutions and the everyday lives of their students, we explored the implications for practitioners of viewing literacy as a social practice. The conference drew together contributors to Brian Street's edited book, *Literacy Across Educational Contexts* (including Sue Cox, Anna Robinson-Pant and Alan Rogers from UEA), and was combined with a book launch funded by the US-based publishers (Caslon Publishing). Presenters included: Roz Ivanic & David Barton (University of Lancaster), Brian Street & Kimberley Safford (Kings' College London), Aftab Uddin (University of Nottingham), Joanna Oldham (Liverpool Hope University) and Monika Hermerschmidt & Penny Burke (Institute of Education, London).

### **Policy Seminar: Education for Rural People in Sub-Saharan Africa**

The UNESCO Institute for International Educational Planning commissioned the Overseas Development Group to hold a one-day research seminar on 'Education for Rural People in Sub-Saharan Africa' and to produce a discussion paper on the topic. The seminar was co-ordinated by Bryan Maddox, and supported by other members of the Literacy and Development Group. The research seminar contributed to a larger UNESCO/FAO initiative on *Education for Rural People*. It highlighted important

synergies between rural livelihoods and education for development and had three inter-related objectives: 1) To review the essential features of livelihoods approaches and their relevance for rural development policies in Sub-Saharan Africa; 2) To reflect on the challenges of education, learning and livelihoods in rural areas in Sub-Saharan Africa, and 3) To assess what livelihoods approaches bring to – and their applicability for – policies aimed at improving education for rural people in Sub-Saharan Africa. The seminar involved presentations from UK-based academics, NGO researchers and practitioners, and representatives of FAO and UNESCO (IIEP).

### **Literacy and Livelihood Panel, UKFIET Oxford Conference on Education and Development**

The LDG convened a panel on 'Literacy and Livelihood' at the UKFIET Oxford Conference on Education and Development 2005, in September 2005. The sessions aimed to address: how far does the concept of 'literacy and livelihoods' challenge or support the instrumental approach to adult literacy in development (including the focus on women) that is dominant in many countries of the world? The papers explored the implications of adopting a more complex and holistic understanding of 'livelihood' in the context of adult literacy learning - as compared to the previous focus on sectoral linkages between literacy and health or literacy and income generation activities. Drawing on current research and the experience of literacy programmes based on the concept of literacy as a social practice, the seminars examined the theoretical frameworks and empirical evidence that link adult literacy, vulnerability and well-being. The papers looked at the implications of the 'literacy and livelihoods' concept for policy, planning, pedagogy, evaluation and research of adult basic education programmes. Twelve papers were presented over two days by: **Kate Greany** and **Chris Joynes**, *IEC*, **Sara Parker**, *Liverpool John Moores University*, **Uta Papen**, *Lancaster University*, **Malini Sivasubramaniam**, *University of Toronto*, **Mariko Shiohata**, *School of Education University of Sussex*, **Liesel Hibbert**, *University of the Western Cape, South Africa*, **Md. Aftab Uddin**, *School of Education, University of Nottingham*, **Katy Newell Jones** and **Juliet McCaffery**, *Education for Development*, **Carolynne Dennis & Alicia Fentiman**, *Africa Educational Trust, International Research Foundation for Open Learning*, **John Cameron & Stuart Cameron**, *School of Development Studies, UEA, Norwich*,

**Bryan Maddox**, UEA.. **Brian Street** (Kings College London and CARE Visiting Professor) acted as respondent, summing up and reflecting on the key themes that indicate where literacy researchers such as these are currently located, the questions they are addressing and the issues that point forward to future work in this area. Brian Street's summary and the participants' papers are available on the LDG website.

### **Presentation by LDG at British Association for Literacy In Development conference/AGM**

Alan Rogers was asked to make a presentation at the BALID AGM and Seminar on 'New Directions in Literacy and Development' (29 October 2005) on the recent activities of the Literacy and Development Group and Uppingham Seminars in Development (UK). He outlined the origin and purpose of the Group and the various events organised by the LDG, together with its plans for the future. He suggested that the Group was concerned with setting literacy in a wider context bridging both education and the lifeworlds of the literacy users. LDG was concerned with literacy in the context of development but its interests spread into the Western societies, especially UK. Discussing 'New Directions', he suggested that, while there was growing acknowledgement (at least in theory) of the concept of multiple literacies, there is a current move in literacy learning away from 'literacy for livelihoods' towards locating literacy learning in the context of a wider Basic Education and Training programme, both for children and adults, with a growing interest in 'literacy for citizenship'. The role that literacy played in identity negotiation is being increasingly recognised: he cited Judy Kalman in *Urban Literacy: communication, literacy and learning in development contexts*: "Literacy plays a large part in the construction and reconstruction of identities". He suggested that the emphasis on the individual and literacy was perhaps weakening the socially transformative element in literacy, and he concluded by asking whether, by concentrating on literacy per se, we are in fact strengthening the current iconic status of literacy and contributing to the decline of solidarity.

### **EDU/DEV seminar series**

A public seminar series on Education and Development was convened over the year with the aim of bringing together faculty and students from the Schools of Education and Development Studies. Speakers during 2004-5 included: Alan Rogers (UEA), on

'Literacy and Languages on the Streets of India: Some implications for literacy educators'; Rob Walker, UEA, 'Seeing Beyond Violence'; Bryan Maddox, UEA, 'What Kind of Asset is Literacy?'; Uta Papen, Lancaster University, 'Shopping on Credit: Literacies and Urban Livelihoods in Windhoek, Namibia'; Brian Street, School of Education, Kings College, London. 'Education and Anthropology'; Ken King, University of Edinburgh; Esther Goody, University of Cambridge, 'Thoughts on Rural Schools and the Political Economy of Education in Ghana' and R.Govinda, National Institute for Educational Planning and Administration, New Delhi on 'Decentralising Education'.

### **Funded research and policy links (2004-5)**

#### **Literacies and Livelihoods course**

A short course on Literacies and Livelihoods was organised in September 2004 for managers and planners involved in implementing adult literacy programmes. Directed by Bryan Maddox, the course provided a comprehensive introduction to the concepts and methods for integrating adult literacy and poverty reduction and included sessions by colleagues from the UEA Literacy and Development Group, Nitya Rao, Alan Rogers and Anna Robinson-Pant.

#### **UNESCO-commissioned research on the Benefits of Literacy**

In March 2005, the Literacy and Development Group was commissioned to produce a series of five background papers on 'The Benefits of Literacy' for the forthcoming **Unesco Global Monitoring Report on Education for All**. Anna Robinson-Pant acted as research co-ordinator and wrote an overview introduction to the papers. LDG members played the role of 'critical friend' as well as providing resources for the writers of these papers on: The Political Benefits of Literacy (Nelly Stromquist), The Cultural Benefits (Iffat Farah), The Social Benefits (Anna Robinson-Pant), The Economic Benefits (John Cameron and Stuart Cameron) and The Human Benefits (Ila Patel). LDG members, Anna Robinson-Pant, Alan Rogers and Brian Street, also contributed to the initial scoping of the EFA Global Monitoring Report on Adult Literacy through preparation of papers and participation in an Expert Group Consultation in Paris in July 2004. Other background papers were prepared on an individual basis by Bryan Maddox (on Bangladesh), and Alan Rogers (on training for

trainers). The report was launched on 9<sup>th</sup>. November 2005 and the background papers are available on the EFA Global Monitoring Report website at [www.efareport.unesco.org](http://www.efareport.unesco.org).

### **DfID Education Research Consortium bid and workshops**

In April 2005, the LDG led the team preparing a bid for the DfID Research Consortium on Improving Educational Quality. We were shortlisted and received funding for the proposal writing stage. Participatory workshops were held at UEA, Dhaka and Addis Adaba with our partner institutions, BRAC-IED, Addis Adaba University, Kyambogo University, Africa Educational Trust, IRFOL, ASPBAE and ANCEFA. Although we were not successful in the final round, feedback from DfID recognised that: “The research proposed is intended to both critically interrogate and build on existing knowledge and empirical research and also generate new knowledge in a way that may have considerable value in the years to come”, and concluded that: “This is a well thought through, logically presented project that is well-positioned to deliver high quality outputs and to also impact on policy and practice” (from DfID feedback report). We intend to build on the institutional relationships that have been initiated through this process and develop the proposed research for an alternative funder.

### **Policy Research on Literacy and Fisheries Development**

The FAO Sustainable Livelihoods and Fisheries Programme (SLFP) commissioned Bryan Maddox to undertake research on a policy paper entitled ‘*literacy development for improving fisheries-based livelihoods*’, and to prepare a policy brief which is part of a series of papers called ‘*New directions and partnerships in fisheries development*’. The working paper was based on a review of recent literacy and fisheries research in West Africa (Gambia, Burkino Faso, Niger, Cameroon, Guinea and Sao Tome and Principe), and will form part of an edited collection of research papers. The research was initially based at FAO in Rome (July –November 2005), and is supported by members of the literacy and development group. As a result of this involvement, new statistical research was also commissioned examining literacy rates in fishing communities and other occupational groups in costal areas of India.

## **Future Events (2006)**

### **International Research Seminar on Literacies, Identity and Social Change**

This research seminar will be held April 26<sup>th</sup> and 27<sup>th</sup> 2006 at the University of East Anglia, and is being undertaken in collaboration with international partners. The seminar will build on recent developments in ethnographic research and *situated perspectives* on how adult literacy acquisition and literacy practices contribute to processes of personal and social change. This will examine the ways in which literacy is meaningful in the production, negotiation and enactment of identity and personhood from an ethnographically situated perspective. This will include an exploration of: a) the dynamics of literacy use in the production of agency; b) the enactment, negotiation and embodiment of new social identities (including gendered and religious identities); c) the ‘affordances’ of literacy as a mode of communication; d) the dynamics of ‘sharing’ of literacy (practices, benefits) within and beyond households; e) impacts of literate identities and use on institutional relations and social participation. Keynote speakers include: Dorothy Holland, Kaushik Basu and Judy Kalman. The seminar will provide the impetus for network building and academic collaboration, as well as scope for an edited volume. We are currently awaiting the outcome of a funding application submitted to the Leverhulme Trust which would fund these networks as well as the conference.

### **EDU/DEV public seminar series: 2005/6**

(contact [ldg@uea.ac.uk](mailto:ldg@uea.ac.uk) for further details)

19<sup>th</sup> October 4pm, Room A1.83 (Arts Building), Munir Faseh (Arab Education Forum, Harvard University), ‘Bombardment by words: the tyranny of rootless Abstractions’

16<sup>th</sup>. November 4pm, Room A1.83: Carlyne Dennis (Africa Education Trust), ‘Basic education in African countries emerging from conflict: four case studies’

15<sup>th</sup> December 5pm: David Theobald (British Council) ‘Building Capacity for Educational Consultancy Management’ EDU Room 01.03

January 25<sup>th</sup>, 4pm, Stephen Carney (Roskilde University, Denmark), 'Child-friendly schooling in Tibet: Western educational ideology and the prospects for educational reform in China' ARTS A3.01

January 18<sup>th</sup>, 4pm, Rosemary Preston (University of Warwick/ UKFIET)  
'Preoccupations with outcomes: trends in evaluation in trans-national educational projects' ARTS A3.01

February 16<sup>th</sup>, 5pm. Pauline Rose (University of Sussex) 'Collaborating in education for all? Experiences of government support for non-state provision of basic education'

February 22<sup>nd</sup>, 4pm, Amanda Sives (University of Liverpool) 'A Study of Teacher Recruitment in Selected Commonwealth Countries' ARTS A3.01

March 2<sup>nd</sup>, 5pm, David Baker (NRDC/Institute of Education London), 'Understanding mathematics as social practice: possible implications for teaching and learning'

March 9<sup>th</sup>, 5pm, Angela Little (Institute of Education London) 'Education for All; The Challenge of Multigrade Teaching'

### **Publications in the area of literacy/development by LDG members (from 2004)**

**Allsop, T.** (2004) 'The challenges of exploring how schools and classrooms work in unfamiliar cultural settings', in *Methodological Challenges of Researching Education in Africa*, Centre for African Studies, University of Edinburgh

**Cox, S. & A. Robinson-Pant** (2005), 'Communicative practices and participation in school councils' in Street, B.V. (ed.), *Literacy across educational contexts: Mediating teaching and learning*, Caslon Publishing, Philadelphia

**Gordon, J.** (2004) 'Supporting ITT providers: guided group work in English', DfES/National Literacy Strategy

**Gordon, J.** (2004) 'Verbal Energy: Attending to Poetry' in *English in Education* 38 (1)

**Gordon, J.** (2005) 'Multimodality and learning with poetry' in *International Journal of Learning* 11

**Maddox, B.** (2004) 'Language Policy, Modernist Ambivalence and Social Exclusion: A Case Study of Rupendehi District in Nepal's Tarai' in *Studies in Nepali History and Society* 8 (2) pp205-224 (Dec 2003 - backdated issue published 2004)

**Maddox, B.** (2005), 'Assessing the Impact of Women's Literacies in Bangladesh: An Ethnographic Inquiry' in *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 Study*; UNESCO web-site, November 7th, 2005

**Maddox, B.** (2006), 'What Can Ethnographic Studies Tell Us About the Consequences of Literacy', *Comparative Education*

**Rao, N. & A. Robinson-Pant** (2006 forthcoming), 'Adult education and indigenous people: addressing gender in policy and practice', *International Journal of Educational Development* 26 (1)

**Rao, N.** (2005), 'Promoting People's Organisation: The Lokokendra Experience' (Research Report), Dhaka: Actionaid Bangladesh

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

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

**Rao, N** (2001), 'Transformative training: An experiment in Pudukkottai' in Murthy, R.K. (ed.), *Building Women's Capacities: Interventions in Gender Transformation*, Sage Publications, New Delhi/Thousand Oaks/London.

**Robinson-Pant, A.** (2005) *Cross-cultural Perspectives on Educational Research*, Milton Keynes: Open University Press

**Robinson-Pant, A.** (ed.) (2004), *Women, Literacy and Development: Alternative Perspectives*, London: Routledge

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

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

**Rogers, A.** (2004) 'Adult literacy - Adult motivation' in *Adult Education and Development* 61 pp61-72

**Rogers, A.** (2004) *Non-formal education: flexible schooling or participatory education?* Center for Comparative Education Research, University of Hong Kong and Kluwer

**Rogers, A.** (2004) 'The world of adult literacy today', in Glenn M Farrell (ed) *ICT and Literacy: who benefits?* Vancouver: Commonwealth of Learning

**Rogers, A.** with A. Patkar & L. S. Saraswathi (2004), 'Functional literacy, gender and identities: policy and practice', in **A. Robinson-Pant** (ed) *Women, Literacy and Development: alternative perspectives* London: Routledge

**Rogers, A.** (ed.) (2005), *Urban Literacy: communication, identity and learning in development contexts*, Hamburg: UNESCO Institute of Education

**Rogers, A.** with A. Uddin (2005), 'Adults learning literacy: adult learning theory and the provision of literacy classes in the context of developing societies', **B.V. Street** (ed.), *Literacy across educational contexts: Mediating teaching and learning*, Caslon: Philadelphia

**Rogers, A.** 'Training of trainers', background paper for UNESCO Global Monitoring Report on Education for All (Literacy), available on: <http://www.efareport.unesco.org>

**Street, B.** (ed.) (2005), *Literacy across educational contexts: Mediating teaching and learning*, Caslon Publishing, Philadelphia

**Walker, R.,** Schratz, B., Egg, P. & Gerhild Trubwasser (2004), *Seeing beyond violence*, Innsbruck, Austria: SOS Kinderdorf

**Walker, R.** & B. Bakopoulos (2005) 'Conversations in the dark: How young people manage chatroom relationships' *First Monday* April 2005

### **Profiles of individual LDG members**

**Terry Allsop** is a Visiting Fellow in the Centre for Applied Research in Education (CARE). As former Director of the International Research Foundation for Open Learning and DfID Senior Education Advisor, he has extensive experience in managing educational research, working with a wide range of development partners particularly in Africa. He is also a member of the executive of the Working Group on Distance Education/Open Learning of the Association for the Development of Education in Africa, and of the Editorial Board of the International Journal of Educational Development. Recent publications include: (2004) 'The challenges of exploring how schools and classrooms work in unfamiliar cultural settings', in *Methodological Challenges of Researching Education in Africa*, Centre for African Studies, University of Edinburgh and (2000) 'Transforming Education: Participatory Approaches for Community Empowerment', in *Globalisation, Educational Transformation and Societies in Transition*, ed. Mebrahtu et al, Symposium Books. Contact: [terryallsop2@yahoo.co.uk](mailto:terryallsop2@yahoo.co.uk)

**Dr John Cameron** is a development economist. Recently he has evaluated literacy activities as aspects of NGO activities in Ethiopia and Nepal. His closely associated interest in citizenship education and capabilities theory informs his research on literacy. He worked with a colleague at the University of Sussex on the LDG overview report on the economics of literacy interventions for the UNESCO Global Monitoring Report. Current work with the same colleague is constructing a formal economics model of literacy development comparing literacy gains in school with adult literacy programmes in their contributions to livelihood strategies.

Contact: [John.Cameron@uea.ac.uk](mailto:John.Cameron@uea.ac.uk)

**Sue Cox** is a lecturer in the School of Education and Lifelong Learning where she is course director of the MA in Advanced Educational Practice and a member of the primary initial teacher education team. She has extensive experience of primary education, having worked as a primary teacher and, for twenty years, as a teacher educator. She has a background in philosophy of education and art education and her research interests include children's drawing and visual literacy and children's participation as learners and citizens. She is currently engaging in action research with children and teachers in Norfolk primary schools, focused on children's participation in decision making. Relevant publications include: Cox, S and Robinson-Pant, A (2005) 'Communicative practices and participation in school councils' in Street B.V. (ed.) (2005) *Literacy across educational contexts: Mediating teaching and learning*, Caslon Publishing, Philadelphia; Cox, S (2005) 'Intention and Meaning in Young Children's Drawing' in *The International Journal of Art and Design Education Vol 24 No. 2*; Cox, S. (2003) "Empowering Children Through Visual Communication", with A. Robinson-Pant, CfBT/ UEA, (available from [Libby.allen@uea.ac.uk](mailto:Libby.allen@uea.ac.uk)) Contact: [s.p.cox@uea.ac.uk](mailto:s.p.cox@uea.ac.uk)

**Marta Einarsdóttir** is a PhD student at the School of Education and Lifelong Learning. In September 2005 she completed her fieldwork in Mozambique and started writing her PhD thesis. The focus is on gender relations and their influence on women's basic education, particularly how husbands' resistance or support influence women's participation in literacy classes and basic education. From November 2005 she has been working as the Project Manager for Social Projects in Mozambique, for the Icelandic International Development Agency (ICEIDA). She is an advisor in the

Ministry of Gender and Social Affairs and also work directly with grassroots organizations. Before coming to the University of East Anglia she worked as a teacher and part-time journalist in Iceland, doing work for newspapers, radio and TV, for example a 27 minute documentary called 'Women in India.' Contact:

marta.einarsdottir@uea.ac.uk

**John Gordon** is a Lecturer in Education and course leader for the Secondary English PGCE course at UEA. He has completed research projects around aspects of literacy for the Teacher Training Agency and the Council for British Teachers, and has a particular interest in the presentation of classroom poetry as an oral/aural medium. Recent publications include: (2005) 'Multimodality and learning with poetry', *International Journal of Learning*, Vol. 11; (2004) 'Verbal Energy: Attending to Poetry', *English in Education*, 38, 1; (2004) *Supporting ITT providers: guided group work in English*, DfES/National Literacy Strategy

Contact: John.Gordon@uea.ac.uk

**Lindsay Howard** is a Visiting Fellow at CARE. She has worked in international development programmes in teacher education and curriculum development with a focus on languages, literacies and communication in the basic education sector for over twenty years in sub-Saharan Africa, Hong Kong and UK through the Universities of Manchester and East Anglia. She is currently an education & training consultant working on a DFID Windward islands project for National Curriculum and Assessment Reform. Publications include: (2003), 'Is a river living? Is there a role for indigenous knowledge in African national curricula?' Paper presented at Kenton Conference, West Cape Province, South Africa, November 2003; (2003), 'DFID Development, Literacies & Communication'. Paper presented at AILA Conference September 24th, Ghent. Contact: tolindsay@btinternet.com

**Dr Bryan Maddox** directs the Masters in Education and Development at the School of Development Studies, University of East Anglia. He has worked as a researcher and practitioner in the adult literacy field in the UK and South Asia. He was previously project adviser to the DFID funded Community Literacy Project in Nepal. His doctoral research on 'Subaltern Literacies' was conducted in rural Bangladesh. He is currently interested in multilingualism and literacy, literacy teaching methods, and

the links between literacy, livelihoods, and vulnerability. Recent publications include: (2005), 'Assessing the impact of women's literacies in Bangladesh: An ethnographic inquiry', in *International Journal of Educational Development* and (2002), 'Literacy and the Market: the economic uses of literacy among the peasantry in north-west Bangladesh' in Street, B.V. (ed.), *Literacy and Development: Ethnographic perspectives*, Routledge, London. Contact: b.maddox@uea.ac.uk

**Dr Nitya Rao** teaches Gender and Development at the School of Development Studies, University of East Anglia. She has worked extensively in the field of literacy and livelihoods for over a decade, with a particular focus on gender equality, both as a practitioner and trainer at the grassroots level in India, as well as a researcher and advocate at the policy level in South Asia. She represented the civil society perspectives on adult education at the World Education Forum held at Dakar, Senegal in 2000. Since 2002, she has been involved with providing social development inputs to basic education projects in Bangladesh (rural government primary schools, schools and vocational training for child labour etc), as well as monitoring and evaluation of these projects. She has recently completed a research study on people's organizations formed as a result of the Reflect programme in Bangladesh for ActionAid, and has now been awarded a research grant to explore the interlinkages between migration opportunities and educational outcomes in Bangladesh and India by the Development Research Centre on Migration, Globalisation and Poverty. Jointly with Anna Robinson-Pant, she is Guest Editor of a Special Issue of *International Journal of Educational Development* on 'Gender Equality in Adult Education' (March 2006 issue). Other recent publications include a book on *Partnerships For Girls' Education*, jointly edited with Ines Smyth (2005). Oxfam, Oxford. Contact: n.rao@uea.ac.uk

**Dr. Anna Robinson-Pant** is Senior Lecturer at the Centre for Applied Research in Education, School of Education and Lifelong Learning. She has wide experience of literacy research, planning and training in South Asia, having worked for various international and local development agencies in Nepal, including VSO and ActionAid. She won the UNESCO/UIE International Award for Literacy Research in 1998 for her study of women's literacy and development in Nepal (*Why eat green cucumber at the time of dying? Exploring the link between women's literacy and*

*development*, 2001, UNESCO Institute for Education, Hamburg) and published an edited book, *Women, Literacy and Development* (Routledge) in 2004. She is interested in communicative practices in a range of settings and is currently carrying out action research with children and teachers in Norfolk primary schools (see Cox and Robinson-Pant (2005), 'Communicative practices and participation in school councils' in Street, B.V. (ed.), *Literacy across educational contexts: Mediating teaching and learning*, Caslon Publishing, Philadelphia), as well as research with international research students on their academic experiences at UEA (*Cross-cultural Perspectives on Educational Research* (2005, Open University Press). She is Co-Editor of *Compare: a journal of comparative education*. Other relevant publications include: (2003) Editor, Series of case studies on adult education and indigenous peoples (from India, Malaysia, Nepal, New Zealand and Burma), Asian and South Pacific Bureau of Adult Education (ASPBAE, Mumbai), available from: [aspbae@vsnl.com](mailto:aspbae@vsnl.com); (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. Contact: [a.robinson-pant@uea.ac.uk](mailto:a.robinson-pant@uea.ac.uk)

**Professor Alan Rogers** is Visiting Professor at the School of Education and Lifelong Learning, University of East Anglia. Formerly the Executive Director of Education for Development (1985-98), he has worked in the field of adult education and literacy for many years, particularly in developing countries. He is the author of many books and articles in the field of literacy and adult education. Recent books include: *What is the Difference?: a new critique of adult learning and teaching*, published by NIACE (2003), *Non-formal education: flexible schooling or participatory education?* (2005) Center for Comparative Education Research, University of Hong Kong, and Kluwer, *Urban Literacy: communication, identity and learning in development contexts* (edited, 2005) UNESCO Institute of Education, Hamburg and (2002, third edition), *Teaching Adults*, Open University Press. Contact: [alan.rogers@uea.ac.uk](mailto:alan.rogers@uea.ac.uk)

**Professor Brian Street** is a Visiting Professor at the School of Education and Lifelong Learning, UEA, Professor of Language in Education in the School of Education at King's College, London University and Visiting Professor of Education in the Graduate School of Education, University of Pennsylvania. He is actively committed to relating theory to practice in the field of literacy, where his innovative

approach has been to emphasise the social and cultural dimension of literacy practices. He has been involved in Technical Support teams, lecture tours, workshops, training programmes and research on this in a number of countries - Australia, USA, South Africa, Nepal, India etc. His most recent publications are, an edited volume of ethnographic accounts of development and literacy work entitled *Literacy and Development: Ethnographic Perspectives* (Routledge, 2001, which was shortlisted for the BAAL Book Prize) and an edited volume on international research and practice *Literacies across Educational Contexts: Mediating learning and teaching* (Caslon Publishing, 2005). Contact: [brian.street@kcl.ac.uk](mailto:brian.street@kcl.ac.uk)

**Rob Walker** is Director of the Centre for Applied Research in Education (CARE) and after many years studying classroom interaction is currently interested in what are sometimes called ‘techno-literacies’ – the new forms of communication that are emerging in digital media that are characterized as having ‘many writer/readers’. Recent publications include: Rob Walker and Babis Bakopoulos (2005) ‘Conversations in the dark: How young people manage chatroom relationships’, *First Monday* April 2005, [www.firstmonday.org/issues/issue10\\_4/walker/index](http://www.firstmonday.org/issues/issue10_4/walker/index); Walker, R., Schratz, B., Egg, P. and Gerhild Trubwasser (2004), ‘Seeing beyond violence’, Innsbruck, Austria: SOS Kinderdorf; Walker, R. (2003) ‘Is anyone there? The embodiment of knowledge in virtual environments’ in Charalambos Vrasidas and Gene Glass (eds) *Current perspectives on applied information technologies*, Vol. 1 Distance Learning, University of Michigan Press. Contact: [rob.walker@uea.ac.uk](mailto:rob.walker@uea.ac.uk)