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A camel-drawn school bus in Rajasthan, India

**UNIVERSITY OF EAST ANGLIA**  
**LITERACY AND DEVELOPMENT GROUP**  
**ANNUAL REPORT 2006-7**

## **The Literacy and Development Group**

The *Literacy and Development Group* (<http://www.uea.ac.uk/dev/literacy>) 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 to meet, exchange ideas and collaborate on research. 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. In addition to the Education and Development Seminar Series, we continued in 2006-7 to promote debate between educational researchers from the North and South by hosting an international research seminar on the topic of *Migration, Education and Socio-Economic Mobility* (see below). The group also continued to contribute to policy-making processes, working in particular with UNESCO and UNICEF.

### **Enhancing the Research Environment – Events and Conferences 2006-7**

The major event for the group in 2006-7 was organising and hosting an international and inter-disciplinary research seminar on the topic of ‘*Migration, Education and Socio-Economic Mobility*’. The two-day event was held in November 2007 at UEA. The inter-disciplinary seminar linked leading international researchers in the fields of education, economics and anthropology, with papers by Michael Corbett (Acadia University, Canada), Craig Jeffrey (University of Washington), Nancy Luke (Brown University), Pauline Rose, Nicoletta del Franco, Ben Rogaly & Becky Taylor (University of Sussex), Masooda Bano (University of Oxford), Carolyn Petersen (University of Edinburgh), Jyotsna Jha (Commonwealth Secretariat), and Bryan Maddox, Christine O’Hanlon and Nitya Rao (UEA). The main aim of the workshop was to explore the complex and dynamic processes of interaction between migration and education in order to identify the pathways through which these contribute to mobility, in terms of economic lives, social status, as well as learning. It sought thus to analyse the meanings of mobility and how decisions made in relation to both migration and education contribute to an understanding of mobility, shaped at the

same time by gendered identities and aspirations. The workshop enabled in-depth discussion on the papers and raised a host of new dimensions and themes for possible further exploration in the future.

A collection of papers from the seminar will be produced either as an edited book or a Special Issue of an international journal. The seminar papers were as follows:

Gendered Migration flows as Mediators of Material and Symbolic Mobility: Evidence from Bangladesh and India. **Nitya Rao**, UEA

Degrees Without Freedom? Education, Masculinities and Unemployment in North India. **Craig Jeffrey**, University of Washington

Learning Mobility: Socio-economic mobility and migration strategies of Bangladeshi non-schooled adults. **Bryan Maddox**, UEA

Mothers' Economic Mobility and Children's Education in South India: Reversing the Caste and Gender Gap. **Nancy Luke**, Brown University, USA

Complex choices: trends and motives for migration within male and female madrasa students in Pakistan. **Masooda Bano**, University of Oxford

Changing places, changing spaces: Globalization, rural transformations, mobility and ambivalence in youth educational decision making. **Michael Corbett**, Acadia University, Canada

Education, Mobility and Social Identities in Norwich. **Ben Rogaly and Becky Taylor**, University of Sussex

Migration, education and social capital in fishing communities in Zambia. **Carolyn Petersen**, University of Edinburgh

Migration and Education Participation: Evidences from India. **Jyotsna Jha**, Commonwealth Secretariat

NGO provision of education in urban slums: Opportunities and obstacles for migrant children and youth. **Pauline Rose**, University of Sussex

How does schooling support the social and economic mobility of UK Traveller children? **Christine O'Hanlon**, UEA

Being a college student in rural Bangladesh: aspirations and social constraints. **Nicoletta del Franco**, University of Sussex

**Literacy, Language and Growth: Exploring the Personal And Social Dimensions Of Growth, 9<sup>th</sup> UKFIET International Conference on Education and Development, 11-13 September 2007, Oxford.**

The LDG convened a panel on 'Literacy, Language and Growth' at the 9<sup>th</sup> UKFIET Oxford Conference on Education and Development, in September 2007. The sessions aimed to address: How does learning literacy contribute to personal growth? What is the relationship between national literacy campaigns and social or political change on a large scale? Why are literacy programmes promoted for their positive impact on social development indicators such as child mortality and nutrition? When a woman learns to read and write, how does this influence gender relations in her family?

The papers in this panel explored the complex inter-relationships between literacy and growth, locating analysis within different institutional and cultural settings. This included schools and higher education institutions, family, workplace, religious institutions and governmental organisations. Nine papers were presented in three working sessions by: **Barbara Trudell** and **Rudy Klaas**, *SIL Africa Region*, **Birgit Brock-Utne**, *University of Oslo, Norway*, **AinNadzimah Abdullah**, *Universiti Putra Malaysia*, **Dennis Banda**, *University of Nottingham*, **Veronica Zapata**, *University of Chicago*, **Bonnie Minkus**, *University of new Mexico*, **Mariko Shiohata**, *University of Sussex*, **Carolyn Petersen**, *University of Edinburgh*, **Ayo Garuba** and **Kathy Maclachalan**, *Federal College of Education Nigeria and University of Glasgow*.

**Research Projects and Policy Links: 2006-7**

**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 completed the field research for a project seeking to understand the linkages between migration opportunities and the educational outcomes of boys and girls in Bangladesh and India. This research fed into the organisation of the international research seminar listed above. The data is now being analysed and prepared for publication.

## **UN Literacy Decade**

Bryan Maddox has joined the expert group for the UN Literacy Decade. As part of this involvement he will lead two pieces of research with the Literacy and Development Group. The first will identify ‘gaps’ in policy related research on literacy. The second will explore the status of adult literacy programmes in key policy making institutions and development donors. Both pieces of research will contribute to the mid-term review of UN Literacy Decade.

## **Academic Literacies Research Project**

Anna Robinson-Pant and Anna Magyar will be starting research in this area as part of a UEA-funded Teaching Fellowship on ‘Addressing the needs of first year international research students and their supervisors: an academic literacies approach’. This action research project aims to develop resource materials for newly arrived international research students at UEA, as well as contributing to supervisors’ understanding of the transitions that international students make in terms of academic reading and writing practices. A group of researchers within LDG are currently working on a proposal to initiate similar projects in higher educational institutions in Peru, Tanzania, Pakistan, Mexico and New Zealand connected through their focus on ‘Changing Academic Literacies’.

## **Forthcoming Publications**

### **Special Issue of the Journal of Development Studies, July 2008.** (Vol 44, No 6)

1. Kaushik Basu, Bryan Maddox and Anna Robinson-Pant (editors)  
*‘Interdisciplinary approaches to literacy and development: a review of the field’*
2. Anna Robinson-Pant, Centre for Applied Research in Education, University of East Anglia, *‘“Why literacy matters”: exploring a policy perspective on literacies, identity and social change’*
3. Caroline Dyer, University of Leeds, *‘Literacies and discourses of development among the Rabaris of Kutch, India’*
4. Dorothy Holland, University of North Carolina, *‘Literacies of distinction: (Dis) Empowerment in social movements’*

5. Catherine Kell, University of Auckland, '*Making (a) difference: Literacy, agency and meaning making in housing struggles*'.
6. Virginia Zavala, Pontificia Universidad Católica del Perú, '*Literacy campaigns and social practices of literacy: a study of Quechua-Spanish speaking women*'
7. S. Subramanian, Madras Institute of Development Studies, '*Externality and equity in the measurement of literacy: exploring a link*'
8. Vegard Iversen and Richard Palmer-Jones, School of Development Studies, University of East Anglia, '*A Matter of Methods: How Robust are Findings of a Proximate Illiteracy Effect?*'

This will be followed with an edited book called 'Interdisciplinary approaches to literacy and development' published by Routledge, with three additional papers presented at the conference on Literacies, Identity and Social Change, April 2006 and an afterword contributed by Prof. Brian Street.

### **Other Forthcoming Publications**

Chitrakar, R. and Maddox, B (2008) 'A Community Literacy Project in Nepal' in Street, B.V. and Hornberger, N. (eds), *The Encyclopaedia of Language and Education*, Springer, Heidelberg.

Maddox, B (2008) 'What good is literacy? Insights and implications of the capabilities approach', forthcoming in *Journal of Human Development* Vol. 9, No. 2.

Robinson-Pant, A (2008). 'Women, Literacy and Development', in Street, B.V. and Hornberger, N. (eds), *The Encyclopaedia of Language and Education*, Vol. 2 Literacy (2nd. Edition) Springer, Heidelberg.

Street, B.V and Adam Lefstein (eds.) (2008) *Literacy: an advanced resource book* Routledge: London.

Street, B.V and Nancy H. Hornberger (Eds.) (2008) *Encyclopaedia of Language and Education*, Volume 2: Literacy. Springer. Heidelberg.

Street, B and Shirley Brice Heath (2008) 'Ethnography' in series 'Approaches to Language and Literacy Research', commissioned by *National Conference on Research in Language and Literacy* Teachers College Columbia.

### **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.

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 Papan, 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 Intrahousehold Externalities'; under review in *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'; under review in *International Journal of Educational Development*.

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 Paper (see [www.unesco.org/education/](http://www.unesco.org/education/))

Maddox, B. (2003), '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.

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 & 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 (2007) 'Literacy', in B. Banks (ed), *The Encyclopaedia of Gender and Education*, Vol. 1, Praeger Publishers, Westport/London, ISBN-13: 978-0-313-33343-9.

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 (2004) 'Introduction', in Robinson-Pant, A. (ed), *Women, Literacy and Development: alternative perspectives*, Routledge, London, ISBN 0-415-32239-1, pp 1 – 14

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

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 [shortlisted for the BAAL book prize 2001]

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](http://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/](http://www.unesco.org/education/))

Rogers, A (2005) Street Literacies, on [www.uppinghamseminars.org](http://www.uppinghamseminars.org)

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* ISBN 0415-33239-1 (hbk), 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/](http://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 ISSN 03427633

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/DW-ETH

Rogers, A (2004) Afterword: Problematizing development and literacy, in Street Brian V (ed) *Literacy and Development: ethnographic perspectives* ISBN 0415 23450 6 (hbk), 0 415 23451 4 (pbk) London: RoutledgeFalmer, pages 205-222.

Street, B, Alan Rogers, and Dave Baker (2006) Adult teachers as researchers: ethnographic approaches to numeracy and literacy as social practices in South Asia Brian V. *Convergence* 2006 xxxix no 1:31-44

Street, B.V Alan Rogers 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.

Lebeau, Y. (2005) "Post-colonial universities" in *The New Dictionary of the History of Ideas*, Charles Scribner's Sons publishers

Kassimir R, Lebeau Y. and Sall E (2003) "The public roles of universities in Africa", *Journal of Higher Education in Africa*, 1(1): 126-14.

Lebeau Y (2003) "Extraversion strategies within a peripheral research community. Nigerian scientists' responses to State inconsistency and changing patterns in international aid and cooperation", *Science, Technology and Society Science, Technology and Society*, 8 (2), 185-213.

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

Robinson-Pant, A (2007) 'Children Decide', CfBT Guidance Series  
2006 'Children Decide: power, participation and purpose in the primary classroom', CfBT Education Trust/UEA.

Robinson-Pant, A (2005) *Cross-cultural perspectives on educational research*, Open University Press: Buckingham.

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

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

Robinson-Pant, A (2003) 'The Attractions of Teaching: an investigation into the phenomenon of career changing', *Journal of Education for Teaching* Vol. 29, No.2, July 2003, pp 96 -112 (with Priyadharshini)

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 (2006) *NFE: Where have we been, where are we now and where could we go* Paper produced for the ADEA Working Group on Non-Formal Education pp1-59

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/](http://www.infed.org/))

Rogers, A (2004) Education for All and adult learning, in *Education for All: putting adults back in the frame*, special issue, *Convergence* 37/3: 3-14

Rogers, A (2003) *What is the Difference? a new critique of adult learning and teaching* ISBN 1 86201 1842 Leicester: NIACE 85 pages

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

Street, B, Viv Ellis and Carol Fox (eds) (2007) *Rethinking English In Schools* Continuum Books.

### **The Education and Development Seminar Series 2006-7**

During the year 2006-7 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.

Thursday October 19<sup>th</sup>, 1 – 2 pm, Shailaja Fennell, University of Cambridge, 'Achieving Education for All: Comparative perspectives from Asia', EDU Room 1.40

Wednesday November 1<sup>st</sup>, 1230 – 130 pm: Teeka Bhattarai, independent education campaigner and Secretary of Forum for Popular Education in Nepal, 'The Privatisation of Education in Nepal', EDU Room 01.16

Thursday November 16<sup>th</sup>. 1 – 2 pm, Naomi Horrocks, 'Supporting adult literacy and numeracy in the UK - recent advances in the Eastern region', EDU Room 1.40

Wednesday January 17<sup>th</sup>, 4 – 5 pm: Terry Allsop, Visiting Fellow CARE, 'Changing Patterns of Aid for Education in Different African Contexts' (DEV)

Wednesday January 31<sup>st</sup>, 4 - 5 pm: Christine O'Hanlon, Honorary Reader CARE, 'Doing educational research with marginalised and vulnerable groups' (DEV)

Thursday 8<sup>th</sup> February, 1 – 2 pm, Kwame Akyeampong, University of Sussex, 'Is there a teacher motivation crisis in sub-Saharan Africa and South Asia? - Evidence from an international research project' (EDU)

Friday 30<sup>th</sup> November, 12 – 1 pm, Dr. Christine O'Hanlon (UEA School of Education and Lifelong Learning) on 'Policy or Product? A European perspective on educational development in Namibia', DEV Arts 1.83

Monday December 3<sup>rd</sup>, 1230 – 130: Professor Saville Kushner (University of Western England): 'Own Goals: MDGs, communities and the New Public Management', EDU Room 0.18

Wednesday, 5th December, 330 pm: Bryan Maddox (UEA School of Development Studies): 'Literacy/illiteracy: a capabilities perspective on minimum thresholds and wellbeing', DEV Arts 2.02.