

## UNESCO CHAIR/UNITWIN NETWORK PROGRESS REPORT FORM

<b>Title of the Chair/Network:</b>	Adult Literacy and Learning for Social Transformation
<b>Host Institution:</b>	University of East Anglia
<b>Date of establishment of Chair/Network:</b>	05/2016
<b>Period of activity under report:</b>	05/2016 – 11/2019
<b>Report established by:</b>	Anna Robinson-Pant, Professor of Education

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### **1. Executive Summary:**

*Major outcomes, results and impact of the Chair, including on national policies, in relation to its objectives as stated in Article 2 of the Chair Agreement (between the Institution and UNESCO)*  
(Not exceeding 300 words)

The UEA UNESCO Chair has conducted research, policy-focused initiatives and capacity-building activities in the area of adult literacy and learning for social transformation with partner universities in Egypt (Ain Shams University), Ethiopia (Bahir Dar University), Malawi (University of Malawi), Nepal (Kathmandu University and Tribhuvan University CERID) and the Philippines (University of Santo Tomas). Since its establishment in 2016, the UEA Chair has expanded to include two additional universities, strengthening the reach and diversity of programme activities, Supporting objectives 2, 3 and 4, activities included: collaborative research and writing for a Special Issue on Indigenous Women and Adult Learning and on facilitator training; three UNESCO Chair International Policy Workshops on literacy and sustainable development with linked international conferences (Nepal, Ethiopia and the Philippines); intensive academic writing and participatory research workshops for postgraduate students and faculty (Nepal, Ethiopia, Malawi, the Philippines, Egypt and the UK) and a **#All4SocialChange** webinar series for doctoral students to present research to wider international audiences. The UEA Chair has also developed a strong engagement with adult education providers in the Norwich region (UK), through a participatory research project with the NGO New Routes and through organising two Adult Education100 Norfolk forums (objective 3 and 4). Building on these earlier research and policy activities and the strong collaboration with UNESCO (particularly its Institute for Lifelong Learning in Hamburg and the Division for Policies and Lifelong Learning Systems at its Headquarters), the UEA UNESCO Chair is now embarking on an 18 month project 'Family literacy, indigenous learning and sustainable development: Proof of concept pilot' (funded by a UKRI GCRF Global Research Translation Award). Taking forward objective 1, this project and the launch of a book series with Bloomsbury Academic on 'Adult Learning, Literacy and Social Change' will provide an exciting opportunity to contribute new knowledge to this field. [299 words]

## **2) Activities:**

*Overview of activities undertaken by the Chair during the reporting period*

The UEA UNESCO Chair programme 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 programme sets out to strengthen the interaction between formal, non-formal and informal learning in research, policy and practice. The programme builds directly on the expertise of the UEA Literacy and Development Group, which brings together researchers in education and international development from across the University of East Anglia.

Over the period 2016-2019, the UEA UNESCO Chair core team has expanded to include the following faculty from the School of Education and Lifelong Learning and School of International Development: Prof. Anna Robinson-Pant (Chair holder), Prof. Nitya Rao, Dr. Sheila Aikman, Dr. Catherine Jere, Prof. Alan Rogers, Dr. Esther Priyadharshini and Prof. Yann Lebeau. In addition, PhD students Chris Millora (UEA UNESCO Chair studentship holder), Helene Binesse, Burcu Evren, In Cheol Jang, Natasha Rennolds, Qingru Wang, Evi Papadaki, Hang Nguyen and Naeim Maleki, currently play a strong role in initiating and supporting activities for Early Career Researchers and PGR students. As UEA research associates and/or visiting fellows, Dr. Anna Magyar, Dr. Ulrike Hanemann, Lindsay Howard, Dr. Amina Singh and Dr. Anuprita Shukla, also make valuable contributions to the Chair programme.

This UEA UNESCO Chair programme was established as a partnership with university departments specialising in adult literacy and community learning in Ethiopia (Bahir Dar University), Nepal (Kathmandu University and Tribhuvan University Research Center for Educational Innovation and Development) and Egypt (Ain Shams University). During the first phase of the Chair, two additional universities signed partnership agreements: Chancellor College, University of Malawi (from April 2019) and University of Santo Tomas, the Philippines (from September 2018). The UEA UNESCO Chair coordinators are: Turuwark Warkineh (Ethiopia), Prof. Mahesh Parajuli (Nepal), Dr. Eslam Mohammed Al-Saieed (Egypt), Dr. Symon Chiziwa (Malawi) and Prof. Camilla Vizconde (the Philippines).

The aim of the Chair is to strengthen qualitative research capacity in the field of adult literacy, learning and social transformation through collaborative research, writing and curriculum development activities. The Chair also sets out to develop new initiatives with key policy organisations in this field, including UNESCO, particularly its Institute for Lifelong Learning in Hamburg and the Division for Policies and Lifelong Learning Systems at its Headquarters in Paris. Supporting a rights-based holistic approach to adult learning as the basis for active citizenship and improved livelihoods, we aim to promote greater interaction between research and policy in areas such as vocational skill development, health, agriculture and adult literacy learning.

The four main objectives in the original proposal for this UEA UNESCO Chair have shaped the programme (see indicative examples of activities below):

- i) **Contributing new knowledge:** for instance, the Special Issue of *Studies in the Education of Adults* on Indigenous Women and Adult Learning, based on research studies conducted in Ethiopia, Nepal, Egypt and Philippines (August 2019); the **#All4SocialChange** webinar series for doctoral students to share their ongoing research (since December 2018); and UEA UNESCO Chair conferences held in Kathmandu Nepal (October 2018), Bahir Dar University (May 2019) and UST Philippines (November 2019).
- ii) **Strengthening qualitative research capacity:** workshops were conducted in Ain Shams University, Egypt; Kathmandu University, Nepal; the University of Malawi, the University of Santo Tomas in the Philippines; Bahir Dar University, Ethiopia and the University of East Anglia, UK (advanced doctoral training) with faculty and doctoral students on academic writing, participatory research and qualitative research methods
- iii) **Taking forward methodological innovation:** participatory research was a particular focus of Kathmandu University's research with Sahakarmi Samaj, exploring their FEST (Facilitation for Empowerment and Social Transformation) methodology facilitation; UEA funded a participatory project with New Routes and Terrence Higgins Trust in Norwich on Intercultural learning and gender relations among migrant, refugee and asylum-seeking populations
- iv) **Enhance communication between Adult Basic Education and Technical and Vocational Education and Training:** symposium hosted by CERID Nepal on literacy and health; TIGR2ESS project on nutrition and literacy; GRTA-funded project on family literacy and learning

### a) Education/Training/Research

*(key education programmes and training delivered and research undertaken by the Chair during the reporting period, target group and geographical coverage)*

#### i) Education (leading to certificate)

**The UEA UNESCO Chair UEA PhD studentship** (fully funded for three years by UEA) was awarded to Christopher Millora for his research on adult learning and volunteering in the Philippines. Chris started in October 2016 and is supervised by Dr. Catherine Jere and Prof. Anna Robinson-Pant, with Prof. Alan Rogers as advisor on the panel.

The establishment of the UEA UNESCO Chair has also helped to establish a strong community of doctoral researchers in the field of adult literacy and learning who play an active part in taking forward our research and engagement activities, including:

- Burcu Evren: Learning behind and beyond bars [awarded UEA PGR Engagement Prize, 2019]
- In Cheol Jang: Challenges of ICT utilisation in secondary schools in Ethiopia
- Helene Binesse: Digital literacy and health/nutrition practices in Senegal
- Weici Zhong: Exploring Academics' Understanding and Practices of Curriculum Internationalisation
- Natasha Rennolds: Building relationships for learning between adults and young people: An ethnographic enquiry
- Huslinda Nur Che Mat: Understanding Academic Writing Practices in Malaysia University Classrooms
- Mohammad Naeim Maleki: Adult literacy learners and participation in Afghanistan
- Qingru Wang: Digital literacy and mothers' educational decision making in China
- Fusheng Jia: Continuing education and development: An ethnographic study of migrant workers in the Pearl River Delta of China (completed)
- Ahmmardouh Mjaya: Figured Worlds: An Ethnographic Study of Literacy Practices in a Village Community in Malawi (completed)
- Demelash Woldu: Exploring Language Uses and Policy Processes in Ethiopia: A Case of Karat Town, Konso Woreda (completed)

	<ul style="list-style-type: none"> <li>- Eleni Konidari: Being, Learning &amp; Becoming at the Borderlands: A narrative quest about education and otherness in Rodope, Greece (completed) [Awarded UEA PGR Engagement Prize]</li> </ul> <p><b>Curriculum development and mentoring in the area of adult literacy:</b> During this period, the MA Adult literacy course at UEA was forced to close due to poor recruitment, though a 20 credit optional module (on Adult literacy and development: an introduction to the concepts) has continued. This module, led by Prof. Anna Robinson-Pant and Prof. Alan Rogers, has proved popular, with around 20 students taking it every year. The module includes visits to local adult literacy and learning classes run by NGOs and Norwich prison, and MA students have shared their reflections through the UEA UNESCO Chair newsletter.</p> <p>Turuwark Zalalam and Genet Gelana from Bahir Dar University's AECD department launched an MA in Adult Education and Community Development and there are now 105 undergraduate students and 31 graduate students (9 graduated); 14 are working on their dissertation and 8 new students. The Ministry of Education selected the department as a 'Center of Excellence in Adult Education and Community Development' and requested the team to prepare a 'career guide prototype for adult education and community development (AECD) programmes of the country'. BDU funded training for literacy facilitators – including around how to use authentic literacy materials.</p> <p>As part of a UEA GCRF-funded initiative (from October 2019), MA students in our partner universities in Ethiopia, Nepal, Malawi and the Philippines, will be supported to conduct research on family literacy, through mentoring and workshops.</p>
<p><b>ii) Training (short term)</b></p>	<p>The proposed <b>capacity-building workshops</b> for staff and students were held in all partner universities during this period. The workshops were organised and facilitated by Prof. Mahesh Parajuli, Dr. Sushan Acharya, Dr. Peshal Khanal, Dr. Indra Yamphu, Dr. Gina Lontoc, Abiy Menkir Gizaw, Dr. Rasha Kamal, with visiting members of the UEA UNESCO Chair team, including Dr. Catherine Jere, Prof. Anna Robinson-Pant, Dr. Anna Magyar, Chris Millora.</p> <p>The workshops included:</p> <p><b>Academic writing programmes</b> (separate workshops for 'writing champions', established academics and postgraduate students): 4 day programme at Ain Shams University (July 2017), 4 day programme at</p>

	<p>Kathmandu University (May 2017) [All funded by BAICE and including travel for two BDU editors to attend symposium in Cairo], one day workshop at Bahir Dar University (July 2017), follow-up writing workshop KU (Feb 2018), Writeshop II (UST, November 2019)</p> <p><b>Research methodology:</b> An introduction to qualitative research short course, Tribhuvan University Nepal, February 2018 (funded by NORHED); participatory research workshop, Kathmandu University Nepal; Participatory learning workshop for young people, January 2018, Iloilo Philippines; Participatory research workshops, Malawi, November 2017; Participatory research workshop and #All4SocialChange webinar, UST; Participatory research workshop for development actors in Iloilo City, May 2019, Philippines; annual advanced doctoral workshops on participatory research at UEA.</p> <p>UST Philippines is now organising a Postgraduate Forum on Adult Education with the theme, “Adult Literacy Programs and Family-Centered Practices in Community Building: Revisiting the Roles of Philippine Higher Education”.</p>
<p><b>iii) Research</b></p>	<p>The collaborative research and writing projects developed together within the UEA UNESCO Chair – often on an informal and unfunded basis – have proved one of the richest aspects of the partnership. The potential to develop literacy research based on local interests and needs – rather than only in response to a funder’s agenda - is a strongly valued aspect of the UEA UNESCO Chair programme, along with the sense of our growing ‘family’ of researchers. We are delighted that this ‘bottom-up’ approach to developing a research agenda is now bearing fruit in terms of funded research projects and publications. Projects initiated during this period include:</p> <p><b>i) Intercultural understanding on sexual health and relationships among recently resettled refugees and asylum seekers (August 2018 – July 2019)</b></p> <p>This participatory action research project, funded by UEA Impact Accelerator Fund, was developed by a team from New Routes Integration, Terrence Higgins Trust and UEA UNESCO Chair and set out to enhance intercultural learning through sexual health workshops organised by these NGOs. The project developed a workshop guidance publication, which was shared with national organisations working on sexual health with refugee communities at a conference in July in London (see <a href="#">here</a>). The team also presented at the UKFIET international conference in September 2019 and at the University of Sanctuary public lecture in October 2019.</p>

	<p>ii) <b>Family literacy, indigenous learning and sustainable development: Proof of concept pilot (Global Research Translation Award) (October 2019 – April 2021)</b></p> <p>The ideas for this project emerged directly from our Bahir Dar UEA UNESCO Chair workshop in May, where we explored assumptions within family literacy programmes in the Global South. The GRTA project will set out to research indigenous and local intergenerational practices as well as current literacy policy in Malawi, Nepal, Ethiopia and the Philippines. We will then engage with government and non-governmental organisations implementing literacy programmes to develop new policy and practice initiatives building on indigenous and intergenerational family learning. The project will be working closely with UIL Hamburg (who will host an international seminar in 2020 developing synergies with their family literacy initiatives) and with UNESCO Headquarters (in Paris), who will host the final international conference hosted in 2021.</p> <p>iii) <b>Family literacy and indigenous learning (UEA GCRF Rapid Response Fund, £25 000), September 2019 – July 2020</b></p> <p>This project has been developed to complement the GRTA project, through capacity-building and research mentoring activities for postgraduate students and early career researchers focusing on family literacy, as well as a UEA UNESCO Chair conference in Manila.</p> <p>iv) <b>Facilitation for Empowerment and Social Transformation (funded by Kathmandu University 2018-19)</b></p> <p>A participatory research project conducted by Dr. Amina Singh and Dr. Suresh Gautam with the NGO Sahakarmi Samaj, exploring their FEST methodology in the West of Nepal.</p> <p>v) <b>Adult literacy facilitation and indigenous learning (funded by Bahir Dar University)</b></p> <p>Research projects on adult literacy facilitators and indigenous women’s learning have been conducted by Turuwark Warkineh and Abiy Menkir Gizaw, in collaboration with Alan Rogers, Anna Robinson-Pant and Sheila Aikman (see publications below).</p> <p>vi) <b>Literacy and health</b></p> <p>Dr. Sushan Acharya and Prof. Anna Robinson-Pant conducted (unfunded) research comparing approaches to women’s literacy in the education and</p>
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health sectors in Nepal, which was presented at a Symposium organised by CERID in Feb 2018 (see *Compare* article below).

vii) **Transforming Indian's Green Revolution by Research and Empowerment for Sustainable Food Supplies (TIGR2ESS)**

Professor Nitya Rao is part of a consortium led by the University of Cambridge. She has been co-leading two of the work packages relating to defining the agenda and impacting the wellbeing of rural and urban communities through improved nutrition outcomes, with colleagues at Cambridge and Anuprita Shukla, a project researcher based at UEA (and linked with the UEA UNESCO Chair). The project has provided an opportunity to use participatory methodologies and open platform data to develop culturally relevant and sensitive curricula for field-level health and literacy workers.

viii) **Inclusive Education Systems (BAICE Presidential Project, £5000)**

As BAICE President for 2018-19, Prof. Anna Robinson-Pant was awarded funding for a project to connect with her plenary at the UKFIET biennial conference on Education and Development (September 2019). Creative workshops were led by Dr. Amina Singh and Yukta Bajracharya in Nepal, Turuwark Warkineh and Abiy Menkir in Ethiopia and Dr. Gina Lontoc in the Philippines, where they worked with different groups to explore ideas around inclusive education. The materials produced (including a documentary from the Philippines) were developed as dramatic interludes within the Chair's lecture on 'Inclusive Education: thinking beyond systems'. A linked workshop took place the next day, facilitated by Dr. Gina Lontoc, Helene Binesse, Dr. Suresh Gautam, Chris Millora and Burcu Evren. See full speech [here](#). The UST team produced a documentary called *Information and digital literacies for improved rural livelihoods* which was screened at the conference.

ix) **Empowering women and youth in agricultural sector through sustainable livelihood practices (funded by UST Research Center for Social Sciences and Education (RCSSED), 2019)**

This interdisciplinary and cross-sectoral research project aims to explore the establishment of farmers' field school and community gardening project and their impact on promoting sustainable farming system and livelihood practices through organic agriculture.



## **b) Conferences/Meetings**

*(key conferences and meetings organized by the Chair or to which its Chairholder contributed)*

### **i) Key conferences and workshops hosted by the Chair**

The proposed **International conferences and seminars** co-hosted by the UEA UNESCO Chair have taken place during this period, and provided an excellent opportunity for UEA UNESCO Chair colleagues to develop a deeper understanding of educational debates and experiences in each other's contexts:

- An International Seminar on Literacy, Women's Empowerment and the 2030 Sustainable Development Agenda at Ain Shams University on July 13<sup>th</sup>, 2017, with around 100 representatives from the major organisations working in adult literacy in Egypt. It aimed to promote an understanding of how adult learning contributes to improving sustainable livelihoods and addressing inequalities in societies, how adult learning can facilitate or respond to social transformation processes including women's empowerment and promote the interaction between formal, informal, formal and informal learning in research and policy.
- The second international conference on Transformative Education Research and Sustainable Development (TERSD) in Dhulikel, Nepal, 5 – 8<sup>th</sup> October 2018 (UNESCO Chair members from UEA, KU, BDU and UST presented research on indigenous women and adult learning)
- The First International Conference on Gender, Adult Literacy and Active Citizenship in Social Transformation (GALACST) in Manila, November 20 – 22<sup>nd</sup> 2019, to include launch of TRANSFORMARE: A network of adult literacy and lifelong learning advocates. The Vice President of the Philippines, Hon. Maria Leonor 'Leni' Robredo, gave a keynote speech on 'Creating sustainable communities through gender equality, inclusive education and improved livelihoods'.
- The Postgraduate Forum on Adult Education 2019 with the theme 'Adult literacy programs and family-centred practices in community building: revisiting the roles of Philippine Higher Education' was held at the University of Santo Tomas, Philippines on 9<sup>th</sup> November 2019. The aim of the forum was to raise debate on the changing landscapes of adult literacy, the drivers of change and its challenges. It also underscored how adult literacy programmes have become instrumental in supporting families and building communities.
- On March 6<sup>th</sup> 2018, the Brian Street Memorial Lecture was hosted by the UEA, with over 60 participants. Brian Street had given strong support to the establishment of the UEA UNESCO Chair, which takes forward his ideas on literacy as a social practice. On

December 9<sup>th</sup> 2019, UEA UNESCO Chair co-hosted the Brian Street Memorial Lecture with the British Association for Literacy in Development and Kings' College London.

- Kathmandu University in collaboration with Tribhuvan University organised the International Conference on Information, Communication and Technology in Education in Nepal, from 19<sup>th</sup> – 21<sup>st</sup> September 2019. The conference mainly shared the achievements of NORHED (Norwegian Programme for Capacity Building in Higher Education and Research for Development), which had included earlier workshops for staff organised by the UEA UNESCO Chair team.
- A two-day International Conference on Technical and Vocational Education and Training was organised by Kathmandu University School of Education in collaboration with Swiss Federal Institute of Technology (ETH Zurich) on 11<sup>th</sup> and 12<sup>th</sup> September 2019. The conference brought together 250 TVET researchers and practitioners from more than 35 countries.

#### ii) Other conferences/organizational activities undertaken by the Chair

Over this period, around 30 public seminars were held at UEA on Education and Development, providing an opportunity for sharing their research in this area, including a range of speakers from other universities and development institutions.

In addition, the UEA UNESCO Chair **#ALL4SocialChange PhD Webinar Series** was launched in December 2018, a PhD-led (by Helene Binesse and Chris Millora) and PhD-focused initiative that seeks to create a platform to share ongoing research in adult literacy and learning (ALL) for social change among early career researchers (ECRs), policymakers and practitioners across the world. During this period, we have hosted 16 webinars with ECRs from the UK, the Philippines, Ethiopia, Spain, South Korea, Nepal, Senegal and Turkey. The webinars were chaired/moderated by academics from the University of East Anglia, Tribhuvan University (Kathmandu) and the University of Santo Tomas (Philippines) and a researcher from SIL International. Around 600 participants have so far registered and 157 joined in live from 61 countries. All webinars are free and recordings are available on our channel. In 2019, the webinar was supported by a grant from UEA's Global Challenges Research Fund (PI Prof. Yann Lebeau) to develop further – including live webinars in Ethiopia and the Philippines and a bilingual webinar in French. See here:

<https://www.bigmarker.com/communities/uea-unesco-chair/conferences>

The proposed **National policy symposia** took the form of UEA UNESCO Chair day conferences for policy makers, university researchers, NGO practitioners and students in the area of adult literacy. The opportunity to share experiences in adult literacy within and across countries was particularly valuable and contributed insights into critical issues, such as facilitator training, support and methodologies; how to promote indigenous languages, literacies and knowledges; enhancing cross-sectoral synergies and addressing gender inequalities.

- UEA UNESCO Chair day conference hosted by Kathmandu University (October 5<sup>th</sup>, 2018), funded by UNESCO Nepal country office and Kathmandu University, organised by UEA

UNESCO Chair colleagues from Nepal, UEA, Bahir Dar University and University of Santo Tomas. The programme included a presentation from Afghanistan (by Skype) and was focused on Adult Literacy and Learning for Social Transformation. See report [here](#). Prof. Sushan Acharya (TU/CERID UEA UNESCO Chair) later arranged for international UEA UNESCO Chair members to present about their experiences in adult literacy and lifelong learning from around the world to the High Level National Education Commission of Nepal at the Ministry of Education, Science and Technology.

- UEA UNESCO Chair day conference hosted by Bahir Dar University (May 2019), funded by BDU, a UEA GCRF grant and five participants from Afghanistan were funded by UNESCO Kabul to attend. The theme was Adult Literacy and Sustainable Development and resulted in development of the GRTA family literacy bid and establishment of the Adult Education and Community Development Professionals' Association in Ethiopia. See report [here](#).
- A UEA UNESCO Chair day conference was held in Manila on November 19<sup>th</sup>, 2019, funded by the University of Santo Tomas and a UEA GCRF discretionary grant and looking at the role of universities in supporting adult literacy. See the report here:

</documents/595200/14503295/Unesco-Chair-Day-PH2019.pdf/d1e88072-b28d-b19f-9158-1146c634fac1>

- We launched Adult Education 100 Norfolk in September 2018 in response to the National Initiative of the Adult Education 100 Centenary Commission set up to celebrate the Centenary of the Ministry of Reconstruction Report into Adult Education 1919 (marking one hundred years of state support for adult education in the UK). The remit of the National AE100 Centenary Commission is: 'To consider the provision for, and possibilities of, Adult Education in Great Britain, and to make recommendations.' Two AE100 forums were organised at UEA ([December 2018](#) and [June 2019](#) – click dates for reports) to bring together adult learning providers, policy makers and researchers, and we submitted a contribution for the Report by the Centenary Commission to Government in November 2019.
- Through the collaboration with New Routes NGO in Norwich, the UEA UNESCO Chair took a leading role in preparing a proposal for UEA to apply for the national University of Sanctuary status (awarded in 2018). UEA UNESCO Chair team members have since been active in the University of Sanctuary committee organising a range of activities, including English teacher support for refugee English language programmes in Norwich, led by Lindsay Howard.
- GCRF UEA QR funding was awarded to enhance the ongoing #ALL4SocialChange webinar series and move to more proactive engagement by early career researchers in the Global South. The extension to the series has helped to build capacity, explore interdisciplinary and reach wider audiences, including policy makers.

### iii) A selection of conference presentations by the Chairholder and other colleagues

The following keynote presentations were given at the First International Conference on Gender, Adult Literacy and Active Citizenship for Social Transformation (GALASCT) at the University of Santo Tomas in November 2019:

‘Adult literacy, learning and social transformation: exploring this complex relationship’: Prof. Anna Robinson-Pant

‘Cultural, linguistic and other indigenous knowledge resources for social transformation’: Dr. Sheila Aikman

‘Paulo Freire, empowerment and adult literacy’: Dr. Ulrike Hanemann

Abiy Menkir Gizaw gave the keynote paper at the UNESCO Chair Literacy Day at UST Manila on 19<sup>th</sup> November 2019 on ‘Universities, adult literacy and sustainable development: exploring the links’. His presentation was entitled: ‘Universities and social transformation: the role of universities in adult literacy, capacity building and Learning Cities in Bahir Dar, Ethiopia’.

The Chairholder gave the keynote plenary on ‘Inclusive Education: thinking beyond systems’ at the 15<sup>th</sup> UKFIET International Conference at the University of Oxford, September 2019. This was based on research workshops conducted by UEA UNESCO Chair team members, Dr. Amina Singh, Yukta Bajracharya, Turuwark Warkineh, Abiy Menkir Gizaw, Dr. Gina Lontoc and Chris Millora. The team, along with Dr. Suresh Gautam, also ran a roundtable at the UKFIET conference. Conference presentations were given by Burcu Evren, Chris Millora and Roshan Dyke on the participatory research with the NGO New Routes: ‘Principles for collaborative learning at a time of superdiversity’. Papers were also given by In Cheol Jang on ICT education in Ethiopia, and Dr. Catherine Jere on collaborative educational research in Malawi.

At the previous UKFIET conference, UEA UNESCO Chair members, Dr. Sushan Acharya (Tribhuvan University), Dr. Amina Singh (Kathmandu University), Dr. Gina Lontoc (UEA Visiting Fellow), Ahmmardouh Mjaya (UEA PhD student) and the Chairholder gave presentations on adult learning and literacy at the 14<sup>th</sup> UKFIET International Conference with the theme, Learning and Teaching for Sustainable Development: Curriculum, Cognition and Context. Drs. Acharya, Singh and Lontoc were awarded travel bursaries by the UK Forum for International Education and Training. See [here](#) for the full report by Gina Lontoc, who also acted as a rapporteur at the conference. The Chairholder also organised a reflective workshop for journal peer reviewers.

As UKFIET committee member, Catherine Jere helped organise the launch on March 8<sup>th</sup> 2017 of the sixth Gender Review from [UNESCO's Global Education Monitoring \(GEM\) Report](#) team. See here for the discussions and the report on her blog [‘Meeting commitments to gender equality in education’](#).

### c) Interuniversity Exchanges/Partnerships

*(principal exchanges/partnerships between the Chair and other institutions, including UNESCO Chairs/UNITWIN Networks)*

**Staff visits** between partner institutions for research collaboration and capacity building activities included:

- ERASMUS+ two-week visit by Dr. Catherine Jere to University of Malawi (including giving a course on participatory research to MA students), November 2017

- Workshops and visit to BDU by Chairholder in July 2017, including meetings to discuss establishment of a PhD programme in adult literacy and mentoring by UEA staff.
- Prof. Sushan Acharya, Dr. Gina Lontoc and Dr. Amina Singh were awarded bursaries to present at the UKFIET International Conference in September 2017. Prof. Acharya and Dr. Lontoc came to UEA to present on their research at an International Literacy Day celebration organised by the UEA UNESCO Chair.
- Dr. Suresh Gautam spent three weeks at UEA in September 2019, supported by a Compare Fellowship from the British Association of International and Comparative Education, to work on journal articles with members of the UEA UNESCO Chair team.
- The UNESCO Chair team (Prof. Anna Robinson-Pant, Prof. Sushan Acharya, Dr. Kamal Raj Devkota, Dr. Ulrike Hanemann and Dr. Gina Lontoc) with colleagues from the University of Santo Tomas will have community project visits in Surigao, Mindanao, Philippines, on 24<sup>th</sup>- 26<sup>th</sup> November 2019. This is in collaboration with St Paul University, Surigao, and will include observation of the Alternative Learning System in Tubod community and meetings with Brgy. Day-asan Council and Women's Organisation.
- See the UEA UNESCO Chair literacy day events listed above, which were combined with visits by partner university colleagues to Nepal, Ethiopia and the Philippines.

#### d) Publications/Multimedia Materials

*(major publications and teaching/learning materials)*

*xPlease tick relevant fields of*

[tick]

[no.] *output and indicate volume of **Books***

*output:*

#### **Books**

**Edited Books x**

**Journal Articles (refereed) x**

**Conference Proceedings x**

**Occasional Papers x**

**Teaching/Learning Materials**

**Multimedia Materials (CD-Rom)**

**Multimedia Materials (Video)**

**Multimedia Materials (Other)**

*Give details of major publications and materials including full citations.*

**i) Theses**

Jia, Fusheng (2016) *Continuing education and development: An ethnographic study of migrant workers in the Pearl River Delta of China*, University of East Anglia, PhD thesis

Kabeta, Genet Gelana (2017) *Assessing the practices of prison education in selected prisons of Amhara National Regional State, Ethiopia*, University of South Africa, Doctoral dissertation.  
<http://uir.unisa.ac.za/handle/10500/23166>

Konidari, Eleni (2016) *Being, Learning & Becoming at the Borderlands: A narrative quest about education and otherness in Rodope, Greece*, University of East Anglia, PhD thesis

Mjaya, Ahmmardouh (2017) *An ethnographic study of literacy practices in a village community in Malawi: exploring figured worlds*, University of East Anglia, PhD thesis

Woldu, Demelash (2018) *Exploring Language Uses and Policy Processes in Ethiopia: A Case of Karat Town, Konso Woreda*, University of East Anglia, PhD thesis

**ii) Publications**

The proposed publications have been completed – with the exception of the policy briefing on Indigenous women and adult learning, which is currently being discussed with UIL to fit in with their publication schedule and annual plans. Listed below are publications directly connected with specific UEA UNESCO Chair activities.

- i) Our major UEA UNESCO Chair writing venture during this period has been the **Special Issue of Studies in the Education of Adults** (Vol. 51/2) published in August 2019:

Editorial by Sheila Aikman and Anna Robinson-Pant: Indigenous women and adult learning: Towards a paradigm change? (pp 151 – 160)

Abeer Salem: Situating learning in the context of sustainability: Indigenous learning, formal schooling and beyond (pp 161 – 179)

Amina Singh and Dipti Sherchan: Declared 'literate': Subjectivation through decontextualised literacy practices (pp 180 – 194)

Sheila Aikman: Indigenous knowledge, skills and action: Indigenous women's learning in the Peruvian Amazon (pp 195-212)

Rama Narayanan and Nitya Rao: Adult learning for nutrition security: Challenging dominant values through participatory action research in Eastern India (pp 213-231)

Ulrike Hanemann: Indigenous women's perceptions of the Mexican bilingual and intercultural education model (pp 232-249)

Turuwark Zalalam Warkineh and Abiy Menkir Gizaw: Exploring the informal learning experiences of women in a pastoral community in Ethiopia: The case of pastoral women in *Karrayyu* (pp 250-267)

Sushan Acharya, Catherine Jere and Anna Robinson-Pant: Indigenous adult women, learning and social justice: Challenging deficit discourses in the current policy environment (pp 268-289)

- ii) **UNESCO Education Futures:** Dr. Esther Priyadharshini submitted a think piece entitled 'Re-imagining futures, education and learning relations' in response to UNESCO's call for contributions on the Futures of Education initiative and her paper has been accepted for publication. The book, provisionally entitled *Perspectives from UNESCO Chairs on the Futures of Education*, will set the tone for the first meeting of the International Commission to be held in January 2020.
- iii) **A new book series on 'Adult Learning, Literacy and Social Change'** has just been finalised with Bloomsbury Academic. The series editors will be Prof. Anna Robinson-Pant and Prof. Alan Rogers. Dr. Ahmmardouh Mjaya, from the UEA UNESCO Chair Malawi team, has just been contracted to write a book in the series on 'Researching power and identity in literacy practices in Malawi', based on his ethnographic PhD research. Other members of the UEA UNESCO Chair team are also preparing proposals for research monographs in the series.
- iv) **Other journal articles and book chapters built on UEA UNESCO Chair research studies**

Acharya, S. and A. Robinson-Pant (2017) Women, literacy and health: comparing health and education sectoral approaches in Nepal, *Compare*, <http://www.tandfonline.com/doi/full/10.1080/03057925.2017.1393622>

Gizaw, A., Rogers, A. & Warkineh, T. (2019). Leaving the job half done? An analysis of mid-term withdrawals by facilitators in some adult literacy learning programmes. *International Journal of Educational Development* 65 (2019) 194–206. <https://doi.org/10.1016/j.ijedudev.2018.08.003>

Maleki, M. N., Rogers, A. & Maleki, F. (2019). Exploring the potential of adult literacy facilitators: an ethnographic study in Herat, Afghanistan, *Compare: A Journal of Comparative and International Education*, DOI: 10.1080/03057925.2019.1669010

Negassa, T., Rogers, A. & Warkineh, T. Z. (2016). How do adults learn to read? A communities of practice approach. *Prospects*, 46(3-4), 345-355. <https://doi.org/10.1007/s11125-017-9405-x>

Warkineh, T. Z., Rogers, A., & Danki, T. N. (2018). Profiling adult literacy facilitators in development contexts: An ethnographic study in Ethiopia. *International Review of Education*, 64(1), 9-30. <https://doi.org/10.1007/s11159-017-9686-6>

#### v) Policy-focused papers

Jere, C. (2018) 'Achieving gender equality in education: don't forget the boys'. See: <http://unesdoc.unesco.org/images/0026/002627/262714E.pdf> (based on a commissioned paper for the UNESCO Global Education Monitoring Report)

Robinson-Pant, A. (2016) UNESCO Institute for Lifelong Learning (UIL) commissioned paper on Literacy programmes focusing on health and gender equality (for UN International Literacy Day 2016): <http://unesdoc.unesco.org/images/0024/002456/245698e.pdf>

### e) Cooperation with UNESCO Headquarters, Field Offices

**Collaboration with UNESCO:** The Chair holder visited UNESCO Headquarters (in Paris) in September 2017 for a discussion meeting with the Education Sector team (organised by Mari Yasunaga and chaired by Dr. Borhene Chakroun). She visited UIL Hamburg in March 2019, to give a seminar on Literacy as a Social Practice and discuss potential collaboration with colleagues in each department (organised by Dr. Rakhat Zholdoshalieva). Both of these visits resulted in specific collaborative activities with the Division for Policies and Lifelong Learning Systems at UNESCO Headquarters and UIL, including the current research initiative on family literacy and indigenous learning.

The Chair holder attended the International Literacy Day conferences in Paris in 2016, 2018 and 2019, including moderating a panel at ILD 2018. Dr. Catherine Jere participated in the ILD conference on digital literacies in 2017 and spoke on a panel discussion at the [UNESCO and IEA joint International launch of PIRLS and ePIRLS 2016](#), 'Measuring SDG4 with PIRLS data' in December 2017. Prof. Yann Lebeau will be representing UEA at the High Level Side Event on Higher Education during UNESCO's General Conference on 13 November 2019. Dr. Esther Priyadharshini has contributed a 'think piece' paper to the forthcoming UNESCO initiative on 'Futures of Education'.



The Chair holder and team from Bahir Dar University presented on the programme at UNESCO Addis Ababa at a meeting convened by Dr. Yumiko Yokozeki, and UNESCO Addis representatives attended the UNESCO day in Bahir Dar. UNESCO Kabul team have been keen to collaborate with the Chair, since Prof. Alan Rogers conducted a workshop in Kabul in 2018. Prof. Mahesh Parajuli has collaborated closely with UNESCO Kathmandu, including securing funding for the UNESCO day and the TERSD conference in Nepal.

#### f) Other

*(any other activities to report)*

1. **The Chair agreement** was signed between UNESCO and UEA Vice Chancellor in April 2016 and the launch took the form of a conference at UEA in February 2017. All partner universities have signed a partnership agreement with UEA.
2. **The UEA UNESCO Chair website** was established and the core team are profiled there (ie from partner institutions and UEA). There are separate tabs for each university team/activities and a section for 'related projects and publications' and the latest news/events: <https://www.uea.ac.uk/education/unesco-chair-news>. The UEA UNESCO Chair site will be redesigned as part of the UEA's current website reconstruction project (due to be completed 2021).

A UEA UNESCO Chair brochure was produced for each partner university (University of Malawi and University of Santo Tomas in process) and posters for events. A regular UEA UNESCO Chair newsletter has been published in hard copy and electronically, coordinated and edited by Helene Binesse, Chris Millora and Anna Robinson-Pant: Newsletter [Volume 2](#), Newsletter Volume 3 is available at <https://www.uea.ac.uk/documents/595200/21042028/newsletter3-website1.pdf/aa11c437-0302-4a09-3f44-26a015ff0d81> and Newsletter Volume 4 is at [https://www.uea.ac.uk/documents/595200/30010830/newsletter4%282%29\\_compressed-1.pdf/848ff5e0-0a4f-b5d2-7606-2c1c86a79d13](https://www.uea.ac.uk/documents/595200/30010830/newsletter4%282%29_compressed-1.pdf/848ff5e0-0a4f-b5d2-7606-2c1c86a79d13)

A Twitter page was set up to disseminate work: [www.twitter.com/UNESCOChair](http://www.twitter.com/UNESCOChair) [UEA](#)

The UEA UNESCO Chair has been identified as an **Impact Case Study** for UEA for the next UK Research Excellence Framework in 2027. This led to three successful bids for internal funding – including a project in liaison with UNESCO Headquarters and the UIL in Hamburg to develop impact strategies and monitoring mechanisms for the Chair programme.

### **3. Future Plans and Development Prospects:**

*Outline of action plan for the next biennium and short/medium and long-term development prospects. Please do not hesitate to refer to difficulties that the Chair has experienced*  
(Not exceeding 300 words)

As stated in our original proposal, this UNESCO Chair sets out to contribute, directly and indirectly, to the 2030 Sustainable Development Agenda, particularly SDG4. Looking forward to the second phase (2020 – 2024), the Chair intends to support the implementation of the new UNESCO Strategy for Youth and Adult Literacy 2020-2025, as well as UNESCO's Programme and Budget 2020-2021 (40C/5) and its Medium Term Strategy 2014-2021 (37C/4).

The Chair has had a major focus on enhancing the role of literacy and adult learning in achieving SDGs outside the education sector and will continue to strengthen literacy work in relation to diverse sectoral areas including citizenship, health, agriculture, environment etc. For this reason, we will amend our objective (iv) to signal our broader commitment to the 2030 Sustainable Development Agenda through interdisciplinary research/policy interaction: Develop stronger synergies between sectors which engage with adult literacy, skill development and learning and are integral to the Sustainable Development Goals (revised objective iv).

All partner universities have signalled their strong commitment to the UEA UNESCO Chair and produced plans for its continuation and development of country-specific activities. As in the first phase, all partners are willing to contribute both in-kind and financial inputs, including hosting UNESCO Chair day conferences, training events and policy forums. In terms of future partnerships, UNESCO Kabul has been very keen to join our activities and we are discussing this with UEA.

During the first phase, we have not succeeded in working closely with UNESCO field offices, with the exception of Nepal and Ethiopia where colleagues were involved in our UNESCO Chair day conferences. For the second phase, we will set out to engage UNESCO country offices more actively in our programme to intensify our policy presence/impact.

Please see the separate proposal document for details of our activities and programme for 2020-24.

### **Appendix:**

#### **1) Human Resources**

The UNESCO Chair core team at UEA currently comprises:

Prof. Anna Robinson-Pant (Chairholder), Dr. Sheila Aikman, Dr. Catherine Jere, Prof. Nitya Rao and Prof. Alan Rogers. From 2018, Dr. Esther Priyadharshini has agreed to join the team – having already played a central role in development of the participatory research methodology training and proposal writing with New Routes NGO in Norwich. From 2019, Prof. Yann Lebeau joined the team, having worked on the webinar series development proposal (GCRF funding secured from UEA) and bringing his expertise in higher education capacity building.

Of the UEA staff, only the Chairholder has allocated days for the UNESCO Chair activities (20 days a year from 2016-19, 30 days a year from 2019-20). The School of Education and Lifelong Learning provided administrative support for UEA UNESCO Chair events, public seminar series and the website. As the UNESCO Chair programme is now approved as a possible Impact Case Study for the 2027 REF, the Chairholder secured three UEA Impact Fund grants to appoint a part-time communications assistant who developed a newsletter and materials for the website (2017, 2018), and impact strategy development in 2018 -19.

Within the partner universities, at least two staff members have been allocated time to develop and lead the UEA UNESCO Chair programme of research, capacity building and policy initiatives.

**The UEA UNESCO Chair Review Group** was established and includes:

- Nora Fyles, UNGEI, New York
- James Bridge, UK National Commission for UNESCO Chief Executive
- Dr. Borhene Chakroun, Dr. Herve Huot-Marchand and Mari Yasunaga UNESCO Headquarters, Paris
- Dr. Ulrike Hanemann (until 2018), Rika Yoroza (until September 2019), Dr. Rakhat Zholdoshalieva, Sofia Chatziagianni and Dr. Jamila Razzaq, UNESCO Institute for Lifelong Learning, Hamburg
- Prof. Mahesh Parajuli (Kathmandu University and Nepal UNESCO Chair Coordinator)
- Turuwark Zelalam Warkineh (Bahir Dar University and Ethiopia UNESCO Chair Coordinator)
- Dr. Ashour Amry (Ain Shams University and Egypt UNESCO Chair coordinator) & Dr. Rasha Kamal (Ain Shams University International Office) (until 2018), Dr. Eslam Mohammed Al-Saieed (from 2018)
- Dee Robinson, New Routes, Norwich
- Prof. Alan Smith, University of Ulster and UNESCO Chair
- Prof. Mary Hamilton, University of Lancaster
- Prof. Gemma Moss, University College London Institute of Education
- UEA UNESCO Chair team (see above)
- Christopher Millora, UEA PhD UNESCO Chair scholar
- Dr. Symon Chiziwa (University of Malawi UNESCO Chair Coordinator)
- Prof. Camilla Vizconde (University of Santo Tomas UNESCO Chair Coordinator)

The review group has played an important role in contributing new ideas, critical reflections and suggestions for new directions that the Chair could take (including the idea of developing a project in Norwich with the NGO New Routes and the proposal for UEA to become a University of Sanctuary). Having held the first annual review group meeting in the UK at the UEA launch, a

significant development was to host the meetings in partner universities in conjunction with a UEA UNESCO Chair conference. In October 2018, Prof. Mahesh Parajuli hosted the review group at Kathmandu University School of Education and invited the full Nepal team to attend. The University of Santo Tomas will host the next meeting in Manila on November 19<sup>th</sup>, 2019. Regular meetings have been held with the UEA UNESCO Chair coordinators by Skype and email, and with the core team in UEA to monitor and report on progress.

## 2) Financial Resources

<i>Please tick sources of financial contribution and specify the amount in U.S. dollars</i>	[tick]	Amount (\$)
<b>Host Institution</b>	<input checked="" type="checkbox"/> x	_____
<b>Partner Institution</b>	<input checked="" type="checkbox"/> x	_____
<b>Government Body</b>	<input type="checkbox"/>	_____
<b>Other Public Institution/Body (incl. Research Councils)</b>	<input checked="" type="checkbox"/> x	_____
<b>UNESCO</b>	<input type="checkbox"/> x	_____
<b>Other UN Agency</b>	<input type="checkbox"/>	_____
<b>IGO</b>	<input type="checkbox"/>	_____
<b>NGO</b>	<input type="checkbox"/>	_____
<b>Industry</b>	<input type="checkbox"/>	_____
<b>Other Private</b>	<input type="checkbox"/> x	_____

*Give details of financial contributions, material resources and space.*

The proposed **budget** (see Appendix 1 from original proposal) was mobilised, with UEA contributing 20 days of the Chair holder's time, a PhD international studentship for 3 years, £3000 annual budget to cover UEA UNESCO Chair events at UEA and travel by the Chairholder to UNESCO Headquarters and partner universities. Additional funding was raised from UEA internal grant sources: HEIF Pro-Vice-Chancellor Impact Fund grants to cover newsletter production, impact monitoring and strategy development (including Research Assistance costs); Rapid Response Funds UEA GCRF QR funding for webinar series, Bahir Dar UNESCO Chair workshop and family literacy project; ESRC/UEA Impact Accelerator Fund for New Routes project. External funding was secured from BAICE (British Association for International and Comparative Education) for capacity building activities in academic writing, workshops on inclusive education and the Compare fellowship. UNESCO Kabul funded five literacy specialists to attend the UEA UNESCO Chair Day in Ethiopia. UKFIET and BAICE provided bursaries for team members to attend the UKFIET international conferences in 2017 and 2019. We are grateful to an anonymous donor for supporting the international travel costs of individual team members from partner universities to Nepal and Ethiopia.

During the first phase of the Chair, workshops and/or conferences have been hosted in Ethiopia (Bahir Dar University), Nepal (Kathmandu University and CERID), Egypt (Ain Shams University) and the Philippines (University of Santo Tomas), with 'in kind' and financial contributions being made by these partners for visiting participants' accommodation, travel, meals, venue, materials, administrative support and staff time. Kathmandu University, UST and BDU have also funded UEA UNESCO Chair small-scale research projects.

A major aim of the UEA UNESCO Chair's first phase was to secure **external funding for a large research project in collaboration with partner universities**. We have been successful in a bid to UKRI for a project under their Global Research Transfer Award (GRTA) scheme. The project includes four components based across UEA (total £1.36 million), addressing child malnutrition, sustainable food systems, family literacy and microplastic pollution. The family literacy and indigenous learning component is a collaboration with our partners in the University of Malawi, Nepal (CERID), Ethiopia (Bahir Dar University) and the Philippines (University of Santo Tomas), as well as UNESCO Headquarters (in Paris) and UIL Hamburg, who will host international dissemination events. Prof. Nitya Rao will be leading the component on nutrition and food security in India, which builds on the TiGRESS project ('Transforming Indian's Green Revolution by Research and Empowerment for Sustainable Food Supplies'). The GRTA project started on October 1<sup>st</sup> 2019 and runs for 18 months, with the project launch in Manila in November.

#### **ACKNOWLEDGEMENTS**

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**End of the Form**