

REPORT FOR REVIEW GROUP MEETING: NOT FOR WIDER CIRCULATION
UEA UNESCO CHAIR IN ADULT LITERACY AND LEARNING FOR SOCIAL TRANSFORMATION

Report for Review Group Meeting, January 9th, 2023

Title of the Chair/Network:	Adult Literacy and Learning for Social Transformation
Host Institution:	University of East Anglia
Date of establishment of Chair/Network:	05/2016 (Renewed until 05/2024)
Period of activity under report:	8/2021 – 12/2022 (period since the last review group meeting in July 2021, hosted online by UEA)
Report established by:	Anna Robinson-Pant, Professor of Education

I. BACKGROUND

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 Research Center for Educational Innovation and Development) and the Philippines (University of Santo Tomas). 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. More information can be found on our website: <https://www.uea.ac.uk/groups-and-centres/unesco-chair-programme>.

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 (revised slightly for our second phase from 2020):

- i) Contributing new knowledge
- ii) Strengthening qualitative research capacity
- iii) Taking forward methodological innovation
- iv) Develop stronger synergies between sectors which engage with adult literacy, skills development and learning and are integral to the Sustainable Development Goals

I. Update since the 2021 review group meeting

Our last review group meeting (July 2021) was held online due to the pandemic. We are delighted to return to our hybrid format of previous years, and particularly that the University of Malawi has offered to host this meeting. This provides an opportunity for the University of Malawi team to raise the visibility of the UEA UNESCO Chair activities within their institution and engage a wider group of colleagues. We are grateful to our funders – GNCA, UEA ADR impact fund and the UEA Schools of Education and Lifelong Learning, and of International Development – for supporting the travel to Malawi for two colleagues from Ethiopia, two colleagues from Nepal and three colleagues from UK. This was possible because we are combining the review group meeting with two impact activities hosted by the University of Malawi – Family Literacy Training of Trainers manual finalisation workshops and a youth-led policy forum. We welcome the University of Malawi Centre for Social Research as a new partner within the university, through their collaboration in the UNV commissioned research, and proposed future youth-focused research.

Over the past year, the UEA UNESCO Chair review group has played an important role in contributing new ideas, critical reflections and suggestions for new directions that the Chair could take. We welcome your involvement in this meeting, and also the many informal interactions over the year which help sustain our programme. We are particularly pleased to have had the opportunity to collaborate with our new review group members who joined last year – Professor Simon McGrath presented the keynote with Professor Anna Robinson-Pant at Professor Alan Rogers’ memorial event, which included a video interview with Dr. Malini Ghose, and Dr. Cathy Kell is co-editor of the forthcoming Bloomsbury book on *Theory and Practice in Adult Literacy, Learning and Social Change*. We welcome our strong collaboration with the UNESCO National Commission for the UK – James Bridge contributed his reflections as part of our presentation at the BAICE Conference and has provided valuable expertise for the current UEA UNESCO Chair pilot project on the refugee passport.

This period will sadly be remembered as the time when we lost our friend and UEA UNESCO Chair colleague, Professor Alan Rogers, who died on 5 April 2022. As a founder member of the Chair and ongoing ‘critical friend’ providing ideas for new research and publications, he has left a real gap in our team.

He was also an informal mentor and supervisor for many PhD students in UEA. The participation of so many adult educators, literacy researchers and policy activists in his memorial event this December is testament to his influence on so many people in this field nationally and internationally.

II. REPORT ON ACTIVITIES FROM 2021-22

Highlights since the last review group meeting in July 2021

The recent UEA UNESCO Chair newsletter gives an in-depth account of activities during this period, so only brief examples are listed below. These focus on UEA UNESCO Chair group activities rather than individual achievements. Please see here for link to the newsletter:

<https://sway.office.com/xHNWDxFSe26PzUmo?ref=Link&loc=play>

1. UNESCO Chair research projects

- We are delighted that our recent application to the Medical Research Council prepared with teams from UEA UNESCO Chair at UST (Philippines) and Tribhuvan University CERID (Nepal) has been successful. This new action-orientated research initiative - Empowering communities through university partnerships in public health: a pilot project in Nepal and the Philippines - will begin early in 2023 (for 18 months) and is a partnership with TU and UST medical institutes. The project emerged from the family literacy impact activities, taking forward our research on intergenerational and indigenous learning into the health sector.
- The UKRI/GRTA-funded project, 'Family literacy, indigenous learning and sustainable development: Proof of concept pilot' (October 2019 – December 2021, extended until April 2022): The final phase of this project included the launch of an online module on family literacy and indigenous learning (drawing on our research findings) by UIL with the Commonwealth of Learning, and an international webinar co-hosted with UNESCO in December 2021. The country and synthesis research reports can be found here: <https://www.uea.ac.uk/groups-and-centres/global-research-translation-award-project/family-literacy>. Through GRTA project funding, UST Philippines and BDU Ethiopia (<https://bdu.edu.et/unescochair/>) developed and launched their own UEA UNESCO Chair websites, including the key findings from the Critical Health Literacy project: www.bit.ly/FamilyLiteracyGRTA.

Although the UKRI project funding has ended, the UEA UNESCO Chair teams continue to develop new partnerships and activities, through regional training workshops, ongoing interaction with senior government policy makers and rolling out the training manuals, university family literacy curricula, documentaries and workshops for literacy trainers in each country, as well as academic outputs (e.g. Special Issue of the journal *Compare* on 'Family literacy and indigenous learning: comparative perspectives from the Global South'). The family literacy project led to requests from researchers in other sectors to collaborate in future research, resulting in our recent successful application to the Medical Research Council.

- UNV *State of the World's Volunteerism 2021 Report*, a collaboration between UNV and the UEA UNESCO Chair (UEA, Kathmandu University and University of Malawi), was launched in 2022. The UNESCO Chair team - Professor Anna Robinson-Pant (PI), Dr. Chris Millora (lead researcher), Dr. Catherine Jere, Dr. Jurgen Grotz (Institute for Volunteering Research), Professor Mahesh Parajuli and Dr. Suresh Gautam (Kathmandu University), Dr. Chrissie Kantukule and Dr. Elita Chamdimba (Centre for Social Research, University of Malawi) - were nominated for a UEA Innovation & Impact Award 2022. They reached the shortlist of three for the UEA 'Best Consultancy Project of the Year' prize, with Elita Chamdimba and Catherine Jere attending the award ceremony. Dr. Chrissie Kantukule, Deputy Director of the Centre for Social Research at the University of Malawi, was one of the panellists during the Africa Regional Launch of the UNV report on 2nd June 2022 at the United Nations Economic Commission for Africa in Addis Ababa, Ethiopia. Lasata Joshi (Kathmandu University) presented at the regional launch at Europe, CIS and Asia and the Pacific, March 2022. The full report is available here: <https://swvr2022.unv.org/> and see <https://www.unv.org/news/policymakers-urged-build-forward-better-together-volunteers>.
- The GRTA project on Sustainable Food Systems (PI Nitya Rao & Helene Binesse, RA) in India has taken forward the UNESCO Chair work on participatory research, communicative practices and health literacy, focusing particularly on building the capacities of youth in the use of creative and participatory communicative practices including digital technologies, for engagement with key stakeholders including communities on their food, nutrition and health practices. While one of the youth films was selected for the South Asian Science film festival 2021 and another for the UN Food Systems Youth Challenge, May 2021, the greater impact of these tools has been as a source of reflection and action at the community level. A simple mobile phone-based Interactive Voice Response System has helped elicit the voice of indigenous communities, both women and men, in their local language. With a follow-up PVC Impact Award, we are facilitating the networks of the local youth champions with local institutions, including the Santal Academy at the local University, committed to facilitating the development of indigenous local languages (in this case Santali). We have also built networks with local state and non-state institutions with expertise in nutrition and health research and provision.
- In addition to developing a context-specific nutrition literacy curriculum for the local youth, the group also developed a 4 credit MOOC entitled 'Creative Communication, Extension and Community Resource Management for Sustainable Development', launched in September 2021 on the Swayam Platform of the Ministry of Human Resource Development. The MOOC was developed in partnership with and is managed by the Indira Gandhi National Open University (IGNOU is the largest open university in the world). Given the limitations of an English language course for the audience we sought to reach, we translated the course into Hindi in the first half of 2022.
- UEA UNESCO Chair has been able to fund two small pilot research studies this year, through savings on last year's travel budget provided by the UEA School of Education and Lifelong Learning:

- i) Family literacy and indigenous learning case studies for UIL LitBase: In collaboration with UIL, Helene Binesse is developing case studies of ongoing adult literacy or community learning programmes in the Global South that have intergenerational learning and/or indigenous knowledges as a feature.
- ii) Passport for refugees: Yann Lebeau, Abass Isiaka and Theresa Frey, are investigating how the UNESCO Global Convention and concurrent introduction of the UNESCO Qualification Passport for refugees are being translated into HE national and institutional policies. This project also strengthens our ongoing collaboration with the University of Sanctuary at UEA and the team will be presenting a seminar in UEA refugee week (8th March 2023). The project was presented by the project team in a session on refugees in HE at the annual conference of the Society for Research in Higher Education (5-9 December 2022).

2. Postgraduate research on adult literacy and learning

- i) We are delighted that during this period, four UEA PhD students working with the UNESCO Chair team, successfully passed their doctorates. Their doctoral success is also a tribute to Professor Alan Rogers' inspiration and guidance as informal supervisor.

Burcu Evren: 'Learning Beyond and During the Probation Service: An Ethnographic Study with Women Offenders in England'

Helene Binesse: 'Exploring Food and Health Communicative Practices: An Ethnographic Study in a Suburb of Dakar, Senegal'

Natasha Rennolds: 'Doing Relationships in a More-than-Human Learning Environment: A Posthumanist Inquiry'

Weici Zhong: 'Internationalising the curriculum in a UK university: beliefs and practices of academics'

- ii) The UEA UNESCO Chair UEA PhD scholar, Abigail Martinez Renteria is now conducting field research in Mexico for her study on 'Adult educators' professional learning and development for sustainable development through Education for Sustainable Development online learning networks'.

In January 2022, Chris Millora began his Leverhulme Trust Early Career Fellowship on 'Literacies of dissent: learning, youth activism and social change', which will include fieldwork in Chile and the Philippines.

We welcomed several new PhD and MA students to the UEA Literacy and Development Group (the UK 'branch' of the UNESCO Chair) this year, from both the School of International Development and the School of Education and Lifelong Learning.

We would like to thank our dynamic group of PGR students who have continued to make a huge contribution to running webinars, seminars, facilitating LDG reading group, editing the newsletter, organising events (particularly Alan's memorial event), recording podcasts, assistance with research and bid writing, and helping with ongoing administration such as updating the website. Without this incredible support, we would be unable to run as many activities or connect with such diverse audiences.

3. Events and seminars

Thanks to a GNCA follow-up grant for the GRTA family literacy project, this year's review group meeting can be held in Zomba, Malawi, in collaboration with a programme hosted by the University of Malawi. Dr. Ahmmardouh Mjaya and Dr. Symon Chiziwa are organising a Training of Trainers workshop (5th – 7th January 2023) with Government stakeholders, in order to finalise the manual that they were invited to develop with the national adult literacy programme. The manual draws on the GRTA family literacy project findings. Through this additional grant, we also have funding for two members from Nepal and Ethiopia family literacy teams to come to the workshop, with the idea of cross-fertilising the family literacy policy initiatives from their contexts too. Through a UEA impact grant, Dr. Chrissie Thakwalakwa Kantukule (Centre for Social Research, University of Malawi) and Dr. Chris Millora (UEA) are organising a linked workshop event on 'Youth participation, intergenerational learning and employability'. This builds directly on our UNV research on volunteerism last year.

The UEA public seminar series on Education and Development has continued in both online and hybrid form, providing an opportunity for staff and students from the two UEA Schools to meet together, as well as developing new interactions with invited speakers and audiences in the Global South. The webinar series last year included a strand on student activism and learning, intended to develop new directions in collaborative research on learning and youth social movements. These ideas will be taken forward during our youth-led workshops in Malawi hosted by the Centre for Social Research in January.

A memorial event (hybrid) was held in Norwich on 2 December, co-hosted with BALID, to reflect on Professor Alan Rogers' remarkable contribution to adult literacy and adult education in the UK, in our UNESCO Chair partner countries and in many other contexts across the world. An impressive team of over 20 LDG/UEA UNESCO Chair members worked together over several months to ensure this event could be as inclusive and creative as possible. The multimedia report of the event is available here: <https://sway.office.com/sZXvnTsQAEy4FkxU?ref=Link>.

After Alan's death, his family donated and transported a collection of his books and scientific journals (around 450 items) to Bahir Dar University, Ethiopia to add to the library for students and staff in the Adult Education and Community Development department. BDU also held a book handover ceremony in April to show their condolences on the passing away of Alan. Turuwark Warkineh (BDU UNESCO Chair Coordinator) and Dr. Essey Kebede (Academic Vice President of BDU) delivered speeches.

14 members of our UEA UNESCO Chair team presented at the BAICE (British Association for International and Comparative Education) biennial conference in a roundtable session on 'Learning through the UEA UNESCO Chair partnership'. As our international partners were unable to come in person, we pre-

recorded two video discussions – one facilitated by Yann Lebeau with Gina Lontoc (Philippines), Ahmmardouh Mjaya (Malawi) and Kamal Devkota (Nepal), and the other took the form of a conversation between Turuwark Zalalam Warkineh, Abiy Menkir and Tizita Lemma at Bahir Dar University, Ethiopia. The Chief Executive of the UK National Commission for UNESCO, James Bridge, also presented at the session to explain more about the UNESCO Chair scheme worldwide.

Several UEA UNESCO Chair members of the family literacy and sustainable food systems sub-projects of GRTA contributed to a special showcasing event called ‘Film-making without borders’ at UEA’s Green Film Festival on May 19th, 2022. This 3-hour event explored how film making can add value to global research, from empowering communities to making research accessible and impactful on the ground. The discussions focused particularly on our participatory approaches, and issues of reflexivity and bias.

The 2nd International Conference on Gender, Adult Literacy, and Active Citizenship for Social Transformation (GALACST) with the theme, ‘Bolstering inter-generational linkages towards inclusive, innovative and sustainable communities amidst the Covid-19 pandemic’, was held via Zoom on 25-26 March 2022, by the University of Santo Tomas Graduate School, the Research Centre for Social Sciences and Education (RCSSEd), and Transformare: A network of adult literacy and lifelong learning advocates, in collaboration with UEA UNESCO Chair.

The Ain Shams University Adult Education Centre (Egypt) held the 18th Annual Conference on Adult Education and Entrepreneurship in the Arab World from 5-7 February 2022, presenting papers on the competencies of adult educators.

TU-CERID Nepal hosted a UEA UNESCO Chair roundtable on ‘Learning from history: reflections on the Education for Rural Development in Seti Zone Project (ERDP)’ on 9th December 2022. This event brought together many eminent educationalists who had pioneered education in the most remote area of Nepal in the 1980s, along with junior scholars, for a fascinating discussion about the connections with educational policy and debates today. CERID colleagues are now exploring ideas for a digital multimedia book to capture the oral historical accounts of this important period in the educational history of Nepal, based on video discussions and interviews.

Our UEA UNESCO Chair Academic Associates have continued to make a huge contribution to our programme, supporting webinars, research projects, policy brief development, academic writing initiatives, translation and discussion groups. They include: Lindsay Howard, Dr. Ulrike Hanemann, Dr. Rafat Nabi, Dr. Rafif Hakiem, Dr. Fusheng Jia, Dr. Amina Singh and Dr. Anna Magyar.

4. Strengthening links with UNESCO and other key organisations

In December 2021, the GRTA Family Literacy team co-hosted a 2-day international webinar on ‘Family Literacy and Indigenous and Local Learning’ with UNESCO Institute for Lifelong Learning (UIL) Hamburg and the UNESCO’s Section for Youth, Literacy and Skills Development in Paris. The webinar brought together around 200 policy makers, practitioners and academics to share and discuss the dynamics of family literacy and intergenerational learning from

these different perspectives. Included were representatives from government ministries in education, local, national and international NGOs, UN agencies, foundations, adult learning coalitions and councils, universities, and other research institutions.

Professor Anna Robinson-Pant was invited by The Agence Nationale pour la Lutte Contre l'Analphabétisme (ANCLA) to give the keynote presentation in a session moderated by the Moroccan Minister of Education on 'Literacy: a lever of citizenship' at the Seventh International Conference on Adult Education (CONFINTEA VII) from 15 to 17 June 2022 in Marrakech.

Dr. Catherine Jere attended the Transforming Education Pre-Summit on behalf of the UEA UNESCO Chair team. This global event took place at the UNESCO Headquarters in Paris from 28 to 30 June. Catherine was delighted to be able to have the opportunity to share the UEA UNESCO Chair's successes with Laura Davies, the UK Ambassador and Permanent Delegate to UNESCO.

In November 2022, Professor Anna Robinson-Pant attended the conference in Paris organised to mark the 30th Anniversary of the UNESCO Chair and UNITWIN programme. Anna also attended a meeting with the UNESCO department for Youth, Literacy and Skill Development, UNESCO Institute for Lifelong Learning and with two other UNESCO Chairs in Literacy to discuss ideas for future collaboration and policy priorities. The UK UNESCO Chairs were invited for a breakfast meeting with Laura Davies, the UK Ambassador and Permanent Delegate, and the UK Delegation to UNESCO. This conference provided an excellent opportunity to develop connections with other UNESCO Chairs, potentially leading to future collaboration in research.

On 20 May 2022, Dr. Suresh Gautam, Kathmandu University UNESCO Chair partner in Nepal, presented a paper entitled 'Indigenous female students in the panic station of higher education in Nepal'. The paper was co-authored with Sharmila Shyangtan as part of the UNESCO launch of the publication 'State of the arts of Indigenous language in research' webinar.

The British Educational Research Association (BERA) invited Professor Anna Robinson-Pant and Professor Pat Thomson (University of Nottingham) for a podcast conversation facilitated by Gihan Ismail (University of Bath) about 'Inclusive Academic Writing'. Anna drew on her research about the geopolitics of academic writing and also discussed the ongoing writing-for-publication programme developed with Dr. Anna Magyar and *Compare* journal in this area, which has been held at several UEA UNESCO Chair partner universities too.

5. Publications directly associated with the UEA UNESCO Chair

The first two books in the Bloomsbury Academic series edited by Alan Rogers and Anna Robinson-Pant on *Adult Learning, Literacy and Social Change* came out this year. Hybrid book launches were held within the EDU-DEV seminar series in the Autumn semester to discuss the debates in these books:

- Ahmmardouh Mjaya, *Literacies, Power and Identities in Figured Worlds in Malawi*.
- Fusheng Jia, *Changing discourses and practices in migrant workers' education in China: tensions and contradictions*.

The third book in the series - a volume edited by Ms. Jules Robbins and Professor Alan Rogers on *Adult Learning and Social Change in the UK: National and Local Perspectives* – will be published in April. Dr. Chris Millora has received a contract to publish a book based on his PhD, entitled *Volunteerism, Adult Learning, Literacies and Social Change: A Comparative Ethnographic Study in the Philippines*. Dr. Cathy Kell and Professor Anna Robinson-Pant have just had a proposal accepted for an edited ‘umbrella’ book in the series, entitled: *Theory and Practice in Adult Literacy, Learning and Social Change*. This Bloomsbury series of books provides an important way of sharing our UEA UNESCO Chair ethnographic research and methodological innovation in adult literacy and learning with a wider audience.

The *Compare* Journal Special Issue on *Family literacy and indigenous learning: comparative perspectives from the Global South* is currently being finalised and due to be published in 2023, edited by Professor Sushan Acharya, Dr. Ahmmardouh Mjaya and Professor Anna Robinson-Pant. Subject to the outcome of the journal peer review process, it is hoped that the issue will include articles by several UEA UNESCO Chair researchers.

Drawing on the GRTA Family Literacy project, Anna Robinson-Pant, Sheila Aikman, Helene Binesse and Christopher Millora, have co-authored a book chapter ‘Towards an alternative framework for family literacy in the Global South’, and Sushan Acharya, Kamal Raj Devkota and Anuprita Shukla a chapter on indigenous learning in Nepal and India, for a volume edited by Rakhat Zholdoshalieva and Esther Prins (to be published in 2023 by UIL) on *Family and intergenerational literacy and learning: International perspectives*.

ACKNOWLEDGEMENTS

The UEA UNESCO Chair in Adult Literacy and Learning for Social Transformation would like to acknowledge the strong support of the University of East Anglia, particularly the School of Education and Lifelong Learning (including the postgraduate student community) and School of International Development, Bahir Dar University, Kathmandu University, CERID Tribhuvan University, Ain Shams University, University of Malawi and University of Santo Tomas. The Chair has benefited actively from the advice and support of the UK National Commission for UNESCO, UNESCO Headquarters Division for Policies and Lifelong Learning Systems (in Paris), and the UNESCO Institute for Lifelong Learning, Hamburg.

Anna Robinson-Pant, UNESCO Chair for Adult Literacy and Learning for Social Transformation

December 2022

APPENDIX 1: BAHIR DAR UNIVERSITY UEA UNESCO CHAIR UPDATE

Activities since the last review group meeting (December 2019 – July 2021)

I. Participation in Research projects

Project 1: Bahir Dar University (BDU) team was involved in the international project (Family Literacy, Indigenous Learning and Sustainable Development: Proof of concept pilot). It was funded by the Global Research Translation Award (GRTA) and currently all activities related to this project are completed. It was initiated aiming to explore indigenous and intergenerational learning and practices among different communities of partner countries. It also aimed to find a way to develop bottom-up approaches to family literacy and learning. In Ethiopia, particularly, the project aimed to provide a base for initiating the policy makers to provide background for preparation of relevant policy/strategy and programs for family literacy and learning, which isn't available yet.

This project was first conceived at the international workshop on adult literacy and learning for sustainable development held in Bahir Dar, Ethiopia in May 2019 and was launched in Manila, the Philippines in November 2019.

In relation to this project the following major activities were conducted since the last review group meeting:

- Country research report completed and published (<https://bdu.edu.et/unescochair/node/104>) or (<https://www.uea.ac.uk/about/school-of-education-and-lifelong-learning/research/international-education-and-social-change/unesco-chair-programme>)
- Executive summary of the country research completed and published in two languages (English and Amharic).
- As part of project impact activity, the following were produced:
 - Three training manuals (1) Family Literacy and Learning; 2) Establishing and Running Community Learning Centers; and 3) Facilitation Skills) were prepared in Amharic Language. The purpose of the first manual is to be used as an input/resource for training of education personnel who do not have any idea on the concepts, principles, methods, etc. They were all duplicated in hard copies and distributed on the capacity building training prepared for different categories of education personnel such as adult literacy facilitators, CLC coordinators, adult literacy experts at national, regional and local levels, university teachers, etc.
 - A poster was prepared, published and distributed to promote the concept of family literacy and learning for the general public. It is an extra-short version of the study findings in that it demonstrates the different indigenous contexts in which family literacy and learning activities can take place, and its purposes/outcomes.
 - A documentary film/video of the research (<https://www.youtube.com/watch?v=pMtuTVGBnfA>) was also prepared. Publication of research reports and oral presentations are the common ways of disseminating research finding in Ethiopian context. But, working in this project, we learnt that different artistic works such as documentary films and posters are innovative ways to disseminate/communicate research findings in a more engaging and attractive way to a wider audience.
 - A website (www.bdu.edu.et/unescochair/) has also been developed under the main Bahir Dar University Website.
 - A policy brief (*How can we achieve lifelong learning opportunities for all in Ethiopia? Making a case for intergenerational approaches to literacy and learning*) was prepared and published. (<https://bdu.edu.et/unescochair/sites/bdu.edu.et.unescochair/files/BDU%20Policy%20Brief%202022.pdf>). The purpose of the policy brief is to

advocate for the achievement of lifelong learning opportunities for all in Ethiopia through intergenerational approaches to literacy and learning. It has been duplicated in hard copies and made available for all concerned stakeholders (policy and decision makers at national and regional levels, academia from different universities, NGOs and civil society organizations).

- Dissemination workshop of the project held on February 25/2022 at Unison Hotel, Bahir Dar and attended by 70 participants (teachers from 12 universities, adult education experts of all national regional states and city administrations, representatives of the Ministry of Education, , International and National non-governmental organizations (NGOs) and civil society organizations (CSOs), Bahir Dar City adult education experts, some study participants, Bahir Dar University top and middle administration, postgraduate students, and some members of the media took part. In this dissemination workshop, welcoming and opening speeches were made by Dr. Essey Kebede (BDU Academic Affairs Vice President) and Dr. Tesfaye Shiferaw (BDU Research and Community Services Vice President), respectively. On the welcoming speech, Dr. Essey remarked that BDU has been the oldest institute in Ethiopia in running adult education programmes and mentioned that BDU is a pioneer in opening the first Diploma and BA level Adult Education Programmes in the country. In his opening speech, Dr. Tesfaye reminded everyone that although this is the end of the project activities, it should be the beginning for all concerned bodies to take up promoting and undertaking family literacy and learning works. After the workshop opening, the project outputs were presented and launched.
- The BDU GRTA project team organized and provided training on the concepts of family literacy and learning, community learning centres (CLCs) and facilitation skills for different categories of people at different rounds. The training was provided from 17-19 February/2022 to the Amhara National Regional Education Bureau, all Zones and City administrations of the region, experts and facilitators of all CLCs (both operational and planned), and Woreda/District level experts and facilitators in Bahir Dar. A total of 90 people participated in 2 rounds of training. Besides, upon the request of the Regional Education Bureau, time was allotted for discussion on technical and administrative issues of adult education in the region with all participants. Accordingly, Mr. Mulaw Abebe, Deputy Head of the Amhara Regional Education Bureau led the discussion. This was again a hot session where candid discussions of challenges and opportunities of the region's adult education sector were raised.
- Another round of training was held from 23-24 February/2022 to all National Regional States and City Administrations in the country as well as for all the 12 universities in Ethiopia that have Adult Education Degree Programme. Representatives from the Federal Ministry of Education were also there. Around 30 participants took part on this event. At the end of the training, Mrs. Haregua Mamo, from the Ministry of Education made a closing remark. She commended the coming together of university academics and regional experts together. And, she reminded university academics and all regions and city administrations to work in collaboration in order to achieve better results in the adult education field. She also said that this training on family literacy and learning, and CLC will be instrumental in realizing better programmes in the future.
- Team BDU were able to get the GRTA project outputs promoted on BDU's 39th May Annual International Educational Conference which took place on May 27-28/2022. The BDU Team managed to get a slot for presenting the GRTA Family Literacy Project findings, and a chance to distribute some of the project's output documents (executive summary, country report, and a handful of synthesis reports).
- A professional association of adult, lifelong learning and community development professionals was established on 24 February 2022. The founding members used the opportunity of coming together for a training and workshop on family literacy in Bahir Dar for the formation of a professional association, as there is no such a big gathering of experts of the Adult Education field in the country. Although the discussion started

informally in 2019, further steps were not undertaken to realize the desired association. Hence, the coming together via this project not only served as an opportunity but also the trainings and findings sensitized all that they committed themselves to form a professional association.

- Working on this project allowed us to sensitize/inspire young academics and early career researchers to pursue research in the field of adult literacy and education. Aside from enhanced exposure, we have found that this partnership project has resulted in generic skill transfer across the project's international team members, notably in the areas of project management skills, collaboration, communications, policy brief writing, and others.
- Challenges we faced: Due to political instabilities and internal war, we were unable to go to the initially planned fieldwork site, Karrayyu, an indigenous pastoral community, and we were forced to replace this site with Awi Zone (a semi-urban farming community). Moreover, we were also forced to delay our project activities, though we managed to complete our activities within the extended period.
- Our team would not have completed the project activities successfully without the strong leadership from the international project leader, Professor Anna Robinson-Pant and her team members. We also learnt that a participatory, reasonably flexible, gender-responsive and transparent project leadership is a determinant factor in the success of collaborative research projects.

Project 2: Health literacy, indigenous practices and family learning in the time of COVID-19

- This research project was funded by the UK Research and Innovation (UKRI), through the ODA eligible Global Challenges Research Fund (GCRF) activity. This project has been undertaken in Ethiopia, Nepal, Malawi and the Philippines with the University of East Anglia (United Kingdom) lead.
- In Ethiopia, this small-scale research aimed at exploring how poorer and non-literate people in Ethiopia are accessing Covid related information; what indigenous/local solutions are in place, etc.
- The research was completed. The interactive report with short video clips is available online (<https://healthliteracy.ust.edu.ph/ethiopia-report/>)
- As part of the “Health Literacy, Indigenous Practices and Family Learning in the Time of COVID-19” Project, a one-day validation workshop was held. The workshop participants were composed of representatives from the study sample areas in Bahir Dar, Awi Zone, and Awramba. Besides, faculty members from Bahir Dar, Gondar and Woldia Universities, postgraduate and graduating class undergraduate students of AECD programme at Bahir Dar University, government officials and experts from Health, and Education bureaus, Bahir Dar City adult literacy programme Head, Traditional Healers, Awramba Community representatives, and a traditional musician (Azmari) participated in the workshop. On the event, a description on the UNESCO Chair, and an overview on the project was presented by Abiy Menkir Gizaw. Then, the research project’s introduction, basic questions and methodology sections were presented by Tizita Lemma Melka. Next, the findings of the research were presented by Turuwark Zalalam Warkineh. The workshop was unique in that it incorporated live entertaining and educational Azmari music. Short video clips from the fieldwork were also presented on the workshop. In addition, two quickfire presentations were made by Yimer Gobzie and Minyichl Desalew (MA Students at BDU). The quickfire presentations were focused on individual case stories, which were the results of the MA in Adult Education and Community Development (AECD) students’ engagement on fieldwork on the same research. Then, a world café and overall discussions and reflections were part of this event.

II. Events and workshop participation

- BDU team attended (virtually) Professor Alan Roger's memorial event held on the 2nd of December, 2022. A pre-recorded video that was prepared by Abiy and Turuwark was presented as part of the keynote session.
- Bahir Dar University received five boxes of (about 450) books and journals in donation from the late Professor Alan Rogers. Professor Alan Rogers, a critical friend, a mentor and a father figure for our team, passed away on April 5/2022. Professor Alan wanted to send the books and journals to Bahir Dar University two years ago, and was waiting for someone to take them in person. However, upon his passing away, his families fulfilled his wish by sending the donation via post office, which was very expensive. In the handover ceremony of the books (on behalf of families of Professor Rogers), Turuwark Warkineh (Coordinator of UEA UNESCO Chair in Adult Literacy and Learning for Social Transformation at Bahir Dar University) expressed about the role Professor Alan Rogers played in the establishment of this UNESCO Chair Programme, in creating and fostering links and relations, and in mentoring and co-authoring articles with Turuwark Warkineh and Abiy Gizaw. Dr. Essey Kebede, Academic Vice President of Bahir Dar University remarked that the donated books and academic journals will be very helpful in Bahir Dar University's move towards realization of its vision of becoming one of the premier research universities in Africa and premier and preferred university in Ethiopia. Expressing his condolences on the passing away of Professor Alan Rogers, Dr Essey thanked the families of the Professor for sending the books and journals to Bahir Dar University.
- BDU team, participated in the BAICE (British Association for International and Comparative Education) biennial conference on *Learning through the UEA UNESCO Chair partnership* (<https://baice.ac.uk/hub/learning-through-a-unesco-chair-partnership/>).
- BDU Team presented in the 2nd GALACST Conference: The UEA UNESCO Chair Programme Team at Bahir Dar University took part in the 2nd "Gender, Adult Literacy and Active Citizenship for Social Transformation"(GALACST) International Conference 2022, which took place in Manila, the Philippines and virtually. The BDU team's presentation was entitled: "Health Literacy and Indigenous Practices at the time of COVID-19 in Ethiopia"
- UEA UNESCO Chair Team at Bahir Dar University was invited to present a keynote presentation on the 50th Anniversary of the Awramba Community. Abiy Gizaw presented the findings of the GRTA-funded family literacy and indigenous learning project on this occasion, which took place on April 27, 2022 at Unison Hotel, Bahir Dar. It is recalled that Awramba is one of the three research sites for the GRTA-funded family literacy project as well as for the GCRF2 health literacy project, and that representatives from the community participated in the capacity building as well as on the project dissemination events organized by the BDU team.
- A memorial event was held for Professor Lalage Jean Bown on 24 February 2022 in Bahir Dar, Ethiopia. The life and works of Professor Lalage Bown were presented and discussed, and lessons that participants can learn were drawn. Around 30 people took part in this event (academics from the 12 Universities where there are Adult Education Departments; and all regional and city administration Adult Education experts in Ethiopia).

III. Publications directly associated with the UEA UNESCO Chair

- As part of the *Compare* Journal Special Issue on *Family literacy and indigenous learning: comparative perspectives from the Global South*, our team has submitted a paper drawn from the country research report and it is currently under review process. The mentorship we received from Professor Anna and Sheila Aikman in preparing the manuscript was invaluable.
- Rogers, A., & Gizaw, A. M. (2022). Wider benefits of adult literacy teaching: A preliminary exploration of the impact of teaching literacy to adults on some facilitators. *International Review of Education*, 68(1), 55-79.

IV. National AECD programme Curriculum Revision and Harmonization

- It is recalled that BDU (AECD department) was given an assignment from the Ministry of Education to revise the existing BA curriculum and to prepare a 4 year course catalogue. As mentioned in the previous review group meeting, under the leadership of Abiy and Turuwark, the curriculum was revised (which resulted in the inclusion of courses contents related to family literacy, indigenous knowledge, gender responsiveness and life skills) and validated. It is now being implemented in all the 14 universities that run the undergraduate programme in adult education and community development. Our engagement in the UNESCO Chair had a great contribution as it increased our visibility at national level. Besides, the resources we were able to access through the partnership helped us substantially in completing the national assignment successfully.

V. Adult and Non-formal Skill training module preparation

- As part of a post-literacy programme, the Ministry of Education launched a literacy skill measuring test program known as ‘yetimihirt birehan mizena’ a couple of years ago. The primary purpose of the test program is to measure the literacy attainment of youth and adults who have been through the two-year national adult literacy program (Integrated Functional Adult Literacy Program). Those who pass the exam are privileged to pursue schooling from grade four or to join non-formal skill trainings. To this end, the Ministry has launched a module preparation project for the planned non-formal skill trainings. As Bahir Dar University is part of the project, the BDU UNESCO chair team members are currently involved in module preparation project as andragogy and curriculum experts.

VI. Upcoming event/s

- Representing BDU UNESCO Chair team, Abiy Menkir Gizaw and Tizita Lemma Melka will attend the UNESCO chair day, family literacy TOT workshops and review group meeting to be held in Malawi

VII. Future plan/activities and events

- A. Future research interest areas and plans: The following are key areas of research interest for BDU team for the coming few years.
 - Women academia in higher education (in collaboration with Dr. Rafif Hakiem, King Saud University and partner universities)
 - Girls/women’s education, particularly, the experiences of rural-urban migrant girls
 - Peace education and conflict prevention; youth literacies
 - Parenthood/parenting/family life education (e.g., about physical, emotional, social and moral development of children; family values; family communication; family resource management; understanding family laws; family conflict resolution; work and family balance...): why this? We are convinced that a healthy family is the basis of a healthy society. However, in our society, marital problems and divorces are becoming major issues. Unfortunately, counselling and psychotherapy services are scarce in our nation, and those that do exist are heavily influenced by Western literature). In the absence of extended family assistance, new parents struggle to parent their children. In the absence of formal schooling, young people spent the majority of their time with their parents and extended family/community members. They learn parenting skills informally as they grow up. And, after married, the females will live with their in-laws and will continue to learn about family life/parenthood informally as part of everyday living. However, children of school age, including those in pastoral regions, are now

required/forced to attend school, and they will have insufficient opportunity to acquire parenting skill from their parents. Furthermore, topics of parenting and family life are not addressed in the formal education system (from primary to the higher education level). These issues are also not addressed in the adult literacy (IFAL) program. So we are curious about how and from whom people are learning these skills informally; are there programs/projects in place to address these issues? If so, are they context-sensitive and relevant to people's needs?

B. Writing-for-publication programmes

- The UNESCO Chair team at Bahir Dar University is interested in working on this in the future. Early career researchers and doctorate students, particularly women, who contribute the least in terms of publishing, require hands-on training/coaching/mentoring on how to draft papers for publication. Previously, doctoral students were only required to complete a dissertation for graduation; however, they are now required to publish at least one article (requirements vary by discipline and university) in a reputable international journal or national journals accredited by the Ministry of Education. As a result, many people require this training/mentoring/coaching.
- Dr Dawit Amogne who used to work for BDU and moved to Addis Ababa University recently, has also shown interest to collaborate with BDU team on this issue in the future.

Ms Turuwark Zalalam Warkineh and Abiy Menkir Gizaw

ETHIOPIA UNESCO Chair team members, December 2022

Appendix 2 University of Malawi UNESCO Chair plan for 2023-4

SN	SHORT TERM (1-4 Months)	MEDIUM (5-8 Months)	LONG-TERM (9-12 Months)
1	Mapping of all Adult Education providers and stakeholders in Malawi/		
2	Contacting UNESCO Malawi Commission and appreciating Adult Education activities Connecting with National Centre for Literacy and Adult Education		
3	Collecting works/ articles on Adult Education in Malawi		
4	Conducting a systematic Literature review on Adult literacy and learning		
		1. Formulating research agenda based on gaps identified in the literature review	1. Conduct at least 2 research projects on Adult Education Extension activities 2. Disseminate the research findings (publication or symposium, see 6 below)
		2. Consulting on developing Adult Education programmes/ External Technical Support	
		3. Capacity building in qualitative and participatory research methodologies	
		4. Consulting on developing Adult Education programmes	

	5. Development of courses in Andragogy and other related areas	3. Establish an Adult Education Resource Centre
	6. Visit some adult literacy providers to understand their work	4. Developing undergraduate and postgraduate programmes in Adult Education
		5. Establish an Adult Education Resource Centre (we can work with the district/city council to establish a community learning/resource centre??) 6. Conduct a symposium on adult education 7. facilitate establishment of a network/association of adult education providers? (based on stakeholder mapping done)