

UNESCO CHAIR/UNITWIN NETWORK PROGRESS REPORT FORM

Title of the Chair/Network:	Adult Literacy and Learning for Social Transformation
Host Institution:	University of East Anglia
Date of establishment of Chair/Network: <i>(mm, yyyy)</i>	05/2016
Period of activity under report: <i>(mm, yyyy - mm, yyyy)</i>	05/17 – 04/18
Report established by: <i>(name, position)</i>	Anna Robinson-Pant, Professor of Education

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 Chair has initiated a wide range of research and training activities, particularly in the areas of academic literacy, participatory research, adult learning and skill development. During this year, workshops and seminars have been co-hosted by the four partner institutions in Nepal (Kathmandu University School of Education and Tribhuvan University Research Centre for Educational Innovation and Development (CERID)), Ethiopia (Bahir Dar University, Department of Adult Education and Community Development) and Egypt (Ain Shams University Adult Literacy Education Center).

The following outcomes are noted in relation to our objectives:

- i) **Contribute new knowledge:** The UNESCO Chair team conducted research studies in Ethiopia, Nepal and the Philippines, and finalised papers for a Special Issue journal on 'Indigenous women and adult learning'. A major international seminar on 'Literacy and Sustainable Development' was hosted by Ain Shams University (July 2017). Five members of the UNESCO Chair team presented on adult literacy at the UKFIET International Conference on International Education and Development in Oxford (September 2017). Research into profiling adult literacy teachers (facilitators) has been conducted at Bahir Dar University.

- i) **Strengthen qualitative research capacity:** Tribhuvan University hosted a short course on introducing qualitative research in February 2017, academic writing programmes were hosted by Kathmandu University (July 2017), Bahir Dar University (July 2017) and Ain Shams University (December 2017).

<p>ii) Take forward methodological innovation: a particular focus is on participatory action research methodology, and workshops were held in the University of Malawi (November 2017). The UEA workshop (June 2017) involved New Routes colleagues as a first step towards a collaborative research project with refugees in Norwich.</p> <p>iii) Enhance communication between ABE and TVET: The UNESCO Chair has taken forward interaction and collaboration around adult learning/skill development between the health and education sectors through a symposium hosted by CERID Kathmandu in February 2018 on literacy and health. A major study on literacy and nutrition in India has been launched as part of the project with Cambridge University, 'Transforming Indian's Green Revolution by Research and Empowerment for Sustainable Food Supplies (TIGR2ESS)'.</p>
<p>2) Activities: <i>Overview of activities undertaken by the Chair during the reporting period</i></p>

<p>a) Education/Training/Research <i>(key education programmes and training delivered and research undertaken by the Chair during the reporting period, target group and geographical coverage)</i></p>	
<p>i) Education (leading to certificate)</p>	<p>The Chair team supervised several doctoral students in this area, including UNESCO Chair scholar, Christopher Millora for a study on volunteering and adult learning in the Philippines (supervised by Robinson-Pant, Jere and Rogers). Other doctoral supervision conducted relating to the UNESCO Chair theme included: Demelash Woldu on linguistic identities and education in Ethiopia (Robinson-Pant and Aikman), Burcu Evren on women's learning in UK prisons (Robinson-Pant, Jere and Rogers) and Helene Binesse on women's digital literacy practices in Senegal (Rao and Robinson-Pant). In April 2018, Helene Binesse was awarded a SeNSS (South East Network for Social Sciences) scholarship for the duration of her PhD studies. Christopher Millora was awarded a BAICE scholarship in order to organize community engagement activities during his fieldwork in the Philippines. The following students successfully completed their PhDs and are now attached to the UNESCO Chair programme as academic associates: Ahmmardouh Mjaya, Fusheng Jia, Eleni Konidari and Joanna Nair.</p> <p>Robinson-Pant and Rogers led an MA module on Adult Literacy and Learning for Global Change (Spring semester 2018) which included an introduction to adult literacy research and linked theory with practice through visits to local adult learning programmes.</p> <p>Catherine Jere, Esther Priyadharshini and the Chairholder gave a one-day doctoral training workshop at UEA in June 2017 on Participatory Research Approaches in Global Contexts, as part of the ESRC Advanced Training Initiative, 'Social Studies of Environment & Sustainability'. This course was</p>

	<p>adapted for PG students at the University of Malawi and run by Catherine Jere in November 2017, as part of an Erasmus Plus programme (see below).</p> <p>Turuwark Zalalam and Genet Gelana from Bahir Dar University's AECD department led an MA in Adult Education and Community Development, with 12 MA students in this period. 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'. Turuwark Zalalam and Abiy Menkir have prepared and submitted the document, which aims to enhance the employability of graduates of the department.</p> <p>The department has been advocating for the Ministry of Education and Regional Education Bureaus to upgrade the training of Adult Literacy Facilitators to Diploma level. Accordingly, the Ministry of Education and Regional Education Bureaus have developed curriculum and organised a curriculum review workshop, to which Mr. Endayehu Tegegne contributed on behalf of the BDU team.</p>
<p>ii) Training (short term)</p>	<p><u>Writing workshop for researchers at Bahir Dar University, Ethiopia, July 2017</u></p> <p>The workshop focused particularly on how to develop journal publications from a thesis or dissertation and included practical activities based on two journal publications by UNESCO Chair Nepal colleague, Dr. Peshal Khanal (Tribhuvan University, Nepal). Workshop participants were encouraged to analyse how the articles had been constructed from his PhD thesis in relation to the specific criteria and audience of each journal as well as in response to peer reviewer comments. Feedback indicated that participants particularly appreciated the 'hands on' workshop approach.</p> <p><u>An introduction to qualitative research short course, Nepal, February 2018</u></p> <p>A two-day training course was held in Kathmandu in February 2018 for faculty and research students at Tribhuvan University who are involved in a NORHED (Norwegian-funded distance learning) research project. 27 participants took part (including several doctoral students coming from remote districts) in this course on designing and planning a research project, facilitated by the Chairholder with input from TU lecturer, Dr. Indra Yamphu, sharing his recent PhD experiences. The workshop was funded by NORHED and hosted by Dr. Prem Phyak of TU School of Education.</p> <p><u>Writing for Publication workshop, Nepal, February 2018</u></p> <p>A follow-up writing for publication workshop was held at Kathmandu University on 27th February to consolidate approaches from the July BAICE-funded programme and to help staff/doctoral students to develop</p>

	<p>their research for publication.</p> <p><u>Participatory learning workshop for young people, January 2018, Philippines</u></p> <p>Christopher Millora, UNESCO Chair studentship holder, co-facilitated a one day participatory learning session with about 20 young people in rural Leganes, Iloilo last January 20, 2018. The workshop was conducted in partnership with the Social Advocacy and Community Engagement Office (SACEO) of the University of San Agustin and focused on categorising and prioritising community issues previously identified by the young people themselves.</p> <p><u>Participatory research workshops, Malawi, November 2017</u></p> <p>In November 2017, Catherine Jere spent two weeks at Chancellor College, University of Malawi, as part of a UEA staff mobility programme funded by ERASMUS + . During her time there – hosted by the Faculty of Social Sciences – Catherine ran two one-day workshops on Participatory Approaches to Research for students studying Masters Degrees in both Education and Development studies. Catherine was able to draw on resources and materials developed for workshops previously taught at UEA with Anna Robinson-Pant and Esther Priyadharshini as part of ESRC Advanced PGR Training activities. Several of the examples used were based on Catherine’s earlier research in Malawi, proving very relevant to participants and sparking lively discussion. Participants were introduced to a range of participatory tools used during research and applied these to their own experiences as postgraduate students with the University of Malawi. In addition to trying out different participatory tools for research, students received training on the values, context and challenges of participatory research and discussed how they might incorporate a participatory approach into different types of research within social science, and education in particular.</p>
<p>iii) Research</p>	<p>The Chairholder visited Nepal in February 2018, conducting training/research activities and meetings with UNESCO Chair colleagues at Kathmandu University (KU), Tribhuvan University (TU) and CERID (Center for Educational Innovation and Development). These included:</p> <ul style="list-style-type: none"> - A discussion programme at CERID, organised by Kamal Devkota, with a presentation given by Dr. Sushan Acharya and Prof. Anna Robinson-Pant on women’s literacy and health. Around 30 Faculty and students from CERID and TU schools of health education and education attended and a lively discussion led to suggestions for further collaboration between health educators and literacy experts. Kamal Devkota is taking on the role of CERID coordinator and is actively discussing possible research activities

	<p>with colleagues.</p> <p>- A meeting was held with Amar Air from Sahakarmi Samaj, an organisation established over 25 years ago which has been active in developing a Freirean-inspired methodology for community mobilisation called FEST (Facilitation for Empowerment and Social Transformation). Dr. Amina Singh and Dr. Suresh Gautam are now conducting a collaborative research project with Kathmandu University, which aims to theorise, document and disseminate Sahakarmi Samaj's experiences.</p> <p>During the report period, the UNESCO Chair team, led by Dr. Sheila Aikman and including partners in Ethiopia, Nepal and the Philippines, undertook research and writing of papers for a Special Issue journal on 'What can 'mainstream' education gain from a deeper understanding about indigenous women and adult learning?'</p> <p>Professor Nitya Rao is part of a consortium led by the University of Cambridge which has won a £6.5m grant from the Research Council's UK Global Challenges Research Fund for research on 'Transforming Indian's Green Revolution by Research and Empowerment for Sustainable Food Supplies' – TIGR2ESS. Professor Rao is 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 a project researcher to be based at UEA (linked with the UNESCO Chair). The project aims to reframe the agenda, taking account of the realities of urbanisation and technological change to support smallholder farmers, particularly women, to both sustain crop yields, and improve health and nutrition outcomes. The grant will also provide us an opportunity to use participatory methodologies and open platform data to develop culturally relevant and sensitive curricula for field-level health and literacy workers.</p> <p>Dr. Catherine Jere wrote a commissioned paper for the UNESCO Global Education Monitoring Report which was published in April 2018 as a policy brief: 'Achieving gender equality in education: don't forget the boys'. See here: http://unesdoc.unesco.org/images/0026/002627/262714E.pdf</p> <p>During the year, Professor Alan Rogers has undertaken a review of the Folk Development Colleges in Tanzania at a particularly critical moment in the history of these adult education and vocational training institutions. These institutions bridge ABE and TVET. His report has been influential on the policy of the Government of Tanzania in maintaining this unique adult learning system, and a publication will follow.</p> <p>Professor Alan Rogers, Turuwark Zelalem and colleagues at Bahir Dar University have worked on participatory qualitative research projects into profiling adult literacy teachers (facilitators). Two papers have been published in international journals and a third is under review.</p> <p>Turuwark Zelalam and Abiy Menkir at BDU have undertaken an ethnographic-style study exploring the intergenerational learning</p>
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	<p>experiences of women in a Karrayu pastoral community in Ethiopia.</p> <p>Preparation of research funding proposals:</p> <ul style="list-style-type: none"> • Participatory Action Research: two proposals were developed by Catherine Jere, Esther Priyadharshini and the Chairholder in collaboration with New Routes, a Norwich NGO working with refugees and Terrence Higgins Trust on 'Intercultural learning and gender relations among migrant refugee and asylum-seeking populations: a participatory action research project'. Gina Lontoc and colleagues in San Tomas University in the Philippines have developed a proposed study on participatory video. • The Chairholder and Bahir Dar UNESCO Chair team were invited by Cambridge University to contribute to the development of a proposal for the BBSRC Global Challenges Research Fund scheme. The proposal was shortlisted for the final round and the BDU team, led by Dr. Genet Gelana, participated in a preparatory workshop in Bahir Dar in March 2018. If the bid is successful, the UEA UNESCO Chair team would contribute their expertise in adult learning, academic literacy and community development to ensuring the impact and scalability of this environmental five-year project.
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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

Academic Writing Workshops and Symposium in Nepal, June 2017

Dr. Anna Magyar (EDU Visiting Fellow) and the Chairholder ran a series of workshops and a symposium on academic writing and publishing. The workshops, hosted by Prof. Mahesh Parajuli at Kathmandu University and funded by BAICE (British Association for International and Comparative Education), included a day workshop for PhD students on how to develop a thesis into journal articles and a two-day workshop for Faculty (from Tribhuvan University and Kathmandu University) on writing an article for the journal *Compare*. A symposium was also held for 'writing champions' (senior academics) who came from institutions around Nepal, as well as from universities in the Philippines, India, Cambodia, Thailand and Sri Lanka. The aim of the symposium was to build institutional - rather than simply individual - research and writing capacity among scholars in the Global South, with a view to participants embedding or adapting some of the ideas and activities within their own institutions. The symposium built on scoping research that the Chairholder had conducted with academics in Nepal in January 2017 exploring issues around the geopolitics of academic writing.

International Seminar at Ain Shams University, Egypt, July 2017

An International Seminar on Literacy, Women's Empowerment and the 2030 Sustainable Development Agenda was held on July 13th, hosted by Dr. Rasha Kamal, Dr. Ashour Amry and Dr. Nahla Gamal of the Ain Shams University Adult Education Center and The International Office of Faculty of Education. Over 100 participants attended, including faculty and students from a wide range of departments, literacy and education specialists from NGOs and UN organisations, literacy researchers from outside ASU, and leading adult literacy policy makers. The Chairholder gave the keynote presentation introducing the concept of Education for Sustainable Development and reviewing literacy programmes intended to promote women's empowerment in relation to the three pillars of economic growth, social equality and environmental sustainability. A discussion session was then chaired by Prof. Dr. Moheb El Rafei (former Minister of Education) and comments given by Dr. Essam Kamr, Director of the National Institute of Adult Literacy in Egypt. Invited key researchers and policy makers in the field of adult literacy related the debates to the context of Egypt and reflected on how adult literacy policy and programmes could support the 2030 Sustainable Development Agenda in a Panel Discussion chaired by Prof. Dr. Moheb El Rafei.

Academic Writing Workshops and Symposium at Ain Shams University, December 2017

Dr. Anna Magyar and the Chairholder ran a series of academic writing workshops in Ain Shams University, Cairo from 16th – 21st December. These were hosted by Dr Rasha Kamal and Dr. Ashour Amry, UNESCO Chair coordinators in Egypt and sponsored by BAICE, who also paid for several regional participants to attend. Two colleagues from UNESCO Chair partner Bahir Dar University, Dr. Haile Guesh (funded by BDU) and Dr. Dawit Getahun, joined the symposium to share their experiences as journal editors in Ethiopia. The programme consisted of: a workshop for doctoral students focusing on the process of writing papers based on a thesis; a two day workshop for writers who have completed fieldwork, as the first step of the BAICE funded writing for Compare mentoring programme; a one day symposium for researchers who are in positions of influence in their institutions in terms of supporting research students and/or promoting writing and publishing within their institution. The workshops were held in Arabic and English, using some journal material for activities translated into Arabic beforehand by UEA PhD student, Soha Altayar. A significant difference between Egypt and other countries where this programme has taken place (including

Kathmandu University Nepal in July) was the high value attached to academic writing in Arabic, as compared to other contexts where English language publications were prioritised. A recommendation from the symposium was to bring together editors of educational journals published in Arabic to discuss and develop review criteria and to develop a programme to build reviewer capacity. The event was profiled in the [media](#) and at the closing ceremony, Ain Shams University medals were presented to UEA and BAICE by Prof. Dr. Saied Khalil the Dean of Faculty of Education, and a keynote speech was given by the former Minister of Education, Prof. Dr. Moheb El Rafeh.

The Brian Street Memorial Lecture, March 2018

On March 6th 2018, the Brian Street Memorial Lecture was hosted by the UEA School of Education and Lifelong Learning and the School of International Development. Prof. Brian Street helped to establish the UEA Literacy and Development Group and to hold our first literacy conference here in 2003. As Visiting Professor, he contributed recently to the establishment of the UEA UNESCO Chair programme and gave the concluding reflections at the UNESCO Chair launch last year. His critical engagement and enthusiastic support has been greatly missed by literacy researchers and activists around the world after his untimely death on June 21st, 2017 ([obituary](#)). We were delighted to welcome over 60 friends and colleagues to celebrate Brian's life and to reflect on his contribution to literacy research – including Mari Yasunaga (UNESCO Education Sector) and Dr. Ulrike Hanemann (formerly UIL) who offered personal reflections on Brian's influence on UNESCO's literacy work. Prof. Alan Rogers is now coordinating a publication based on the lecture and discussions.

ii) Other conferences/organizational activities undertaken by the Chairholder

Chairholder discussion with journal editors at Bahir Dar University, July 2017

This meeting with Dr. Dawit Asrat Getahun, Editor of *Bahir Dar Journal of Education*; Dr. Fantahun Ayele, Editor of *The Ethiopian Journal of Social Sciences*; Haile Guesh, Editor of *Bahir Dar University Journal of Law*; Dr. Tilahun Bejital Zellelew, Managing Editor of the *Ethiopian Journal of Language, Culture and Communication*; and Prof. Anna Robinson-Pant, as organiser of *Compare* journal symposia for editors and reviewers, was convened to discuss the issues faced by journal editors at BDU. This forum was intended as a starting point for sharing good practice and finding ways to strengthen the journals of the partner universities of the UNESCO Chair. The discussion addressed issues around editing, reviewing procedures, feedback practices, ways of building a journal's reputation and production challenges. Dr. Dawit Getahun and Haile Guesh later participated in and presented on their experiences as journal editors at the Symposium at Ain Shams University, Cairo.

Public Seminar at Bahir Dar University, July 2017

The Chairholder gave a seminar on 'Ethnography and Education: exploring the concept of insider-outsider' at Bahir Dar University.

UEA Education and Development Public Seminars

The UEA public seminar series on Education and Development was organised over the academic year by the UNESCO Chair team:

October 13th, Joanna Harma, Visiting Research Fellow, Centre for International Education, University of Sussex, 'Exploring low-fee private schooling in developing countries'

October 20th, Professor Alan Rogers, UEA, 'Balancing adult education and vocational training in development contexts: Tanzanian Folk Development Colleges in crisis'

November 24th, Dr. Amy North, UCL Institute of Education, 'Learning, literacy and migration: reflections on the experiences of domestic workers in London'

January 19th, Dr. Michael Ward, OECD Senior Policy Analyst, 'Pisa for Development'

April 24th, Dr. Ursula Wingate, King's College London, 'Tutor-student interaction in one-to-one academic writing tutorials'

May 4th, Dr. Pablo Dalby, UEA, 'Space for a Change? Exploring power, privilege and transformative pedagogy in a gap year education programme in South America'

May 23rd, Dr. Nelli Piattoeva, University of Tampere, 'Childhood and schooling in socialist and post-socialist societies'

Public Seminar at Cambridge University, November 2017

The Chairholder gave a seminar on 'Women, Literacy and Health: exploring assumptions, approaches and practices' for students and staff at the REAL Centre, University of Cambridge.

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

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 14th UKFIET International Conference with the theme, Learning and Teaching for Sustainable Development: Curriculum, Cognition and Context. This was held at the University of Oxford from 5th - 7th September 2017 and 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 8th 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](#)'.

The Chairholder gave a presentation at a Roundtable at the Open University at the Inaugural Symposium on Professional, academic and work-based literacies in December 2017 on the theme 'In what ways are literacies shaped by the institutions within which they are practised and in what ways do they shape those institutions?' This drew on research conducted with editors, writers and reviewers of academic journals in Ethiopia, Nepal and the UK.

c) Interuniversity Exchanges/Partnerships

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

See above under research and training activities with partner institutions

d) Publications/Multimedia Materials

(major publications and teaching/learning materials)

Please tick relevant fields of output and indicate volume of output:		[tick]	[no.]
Books	x	<input type="checkbox"/>	
Books (edited)		<input type="checkbox"/>	
Books (chapters)	x	<input type="checkbox"/>	
Monographs		<input type="checkbox"/>	
Research Reports	x	<input checked="" type="checkbox"/>	
Journal Articles (refereed)	x	<input type="checkbox"/>	
Conference Proceedings		<input type="checkbox"/>	
Occasional Papers		<input type="checkbox"/>	
Teaching/Learning Materials	x	<input type="checkbox"/>	
Multimedia Materials (CD-Rom)		<input type="checkbox"/>	
Multimedia Materials (Video)		<input type="checkbox"/>	
Multimedia Materials (Other)		<input type="checkbox"/>	

Give details of major publications and materials including full citations.

i) Theses (related to the UNESCO Chair theme)

Ahmmardouh Mjaya (2017) *An ethnographic study of literacy practices in a village community in Malawi: exploring figured worlds*, 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>

ii) Publications (related to the UNESCO Chair theme)

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>

Nair, J. (2018) Discourse and Desire - Wellbeing as escape from Nepali Village Life pp.139-155 in Carney, S. and Schweisfurth, M. (Eds) (2018) *Equity in and through Education: Changing Contexts, Consequences and Contestations*, The Netherlands: Brill/Sense

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>

Robinson-Pant, A. (2017) 'Academic literacies: ethnographic perspectives' and 'Literacy', in Callan, H. (ed) *International Encyclopedia of Anthropology* (IEA), New York: Wiley

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>

e) Cooperation with UNESCO Headquarters, Field Offices

Meeting with UNESCO ADI Liaison Office and UNESCO IICBA (International Institute for Capacity Building in Africa) in Addis Ababa, July 2017

The Chairholder, Turuwark Zalalam, Abiy Menkir and Genet Gelana from the UNESCO Chair team at Bahir Dar University were invited to present on the programme aims and activities at a meeting hosted by Dr. Yumiko Yokozeki, Director of UNESCO IICBA and OIC of UNESCO ADI LO, and facilitated by Samuel Asnake, Education Project Coordinator, UNESCO ADI Liaison Office. UNESCO colleagues presented on UNESCO/IICBA core programmes, including education, natural sciences, culture and media/communications. There was also a presentation on UNESCO ADI Liaison Office and country office activities.

Meeting with Megumi Watanabe from UNESCO Cairo, July 2017

The Chairholder met to discuss initial ideas for collaboration with the UNESCO Chair, including a conference proposed by the Ain Shams University team on the role of universities in supporting adult literacy.

International Literacy Day 2017

On September 8th, Dr. Catherine Jere represented the UEA UNESCO Chair team at the international conference on Literacy in a Digital World held at UNESCO Paris, hosted by the Education 2030 team (including Mari Yasunaga, a member of the UEA UNESCO Chair Review Group). See here for Catherine's [report](#) on International Literacy Day in Paris. At UEA, we celebrated with lively discussion, lunch and presentations on adult literacy given by Dr. Sushan Acharya from Tribhuvan University Nepal, Prof. Anna Robinson-Pant, and Dr. Gina Lontoc, from the University of San Tomas in the Philippines. See here for a [report](#) on the events at UEA.

UNESCO Chair 25th Anniversary and meetings with UNESCO Education Sector, October 2017

The Chairholder attended the 25th anniversary of the UNITWIN/UNESCO Chairs programme celebration on 31st October in UNESCO headquarters in Paris. On the following day, she was invited to present on the achievements and aspirations of the UEA UNESCO Chair and discuss future collaboration with UNESCO Education Sector programmes at a series of meetings organised by our UEA UNESCO Chair co-ordinator in Paris, Mari Yasunaga. David Atchoarena, Director of the Division for Policies and Lifelong Learning Systems, emphasised the potential contribution of the UEA UNESCO Chair team to the development of the new UNESCO policy on indigenous people through

our current work on Adult Education and Indigenous Women. A meeting was then convened with a group of UNESCO Education Sector colleagues and six colleagues participated by Skype from UNESCO Institute for Lifelong Learning in Hamburg. Our discussion, chaired by Borhene Chakroun, highlighted several further areas for collaboration, including research on gender and inclusion in adult literacy, capacity building in community learning centres in Ethiopia and Nepal, and ways of supporting literacy across the lifespan (from basic literacy to academic literacy in higher education).

UNESCO and IEA joint International launch of PIRLS and ePIRLS 2016, 'Measuring SDG4 with PIRLS data', December 2017

This international launch event, held at UNESCO Headquarters in Paris on 5th December introduced the 2016 PIRLS (Progress in International Reading Literacy Study) and ePIRLS findings and discussed their relevance for policy-making, the application of learning assessments to measure SDG4, and actions needed to translate 2030 commitments into international and national education and literacy efforts. Dr Catherine Jere was invited to speak on a panel discussion on the application of learning assessments to measure SDG 4 and thematic areas of interests, which included the school environment, school-related violence and gender-related issues.

Meetings with UNESCO Institute for Lifelong Learning Hamburg

The Chairholder has had regular Skype meetings with Rika Yorozu and Rakhat Zholdoshalieva to discuss collaboration in areas including family literacy, research capacity building and literacy research projects.

UNESCO Sub-regional Workshop, Nairobi

Dr. Genet Gelana was invited to attend a workshop at a Sub-regional workshop, Nairobi, Kenya, 13-15, June 2017. She gave a presentation on the experiences of Bahir Dar University related to the theme : *Mobilizing higher education and distance learning assets, capabilities and networks to help accelerate progress towards SDG4 and the Agenda 2063 literacy targets in sub-Saharan Africa*, see http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Nairobi/conceptnote_01.pdf

UNESCO Sub-Saharan Africa Workshop, Nairobi

Mr. Abiy Menkir Gizaw, Coordinator of the Bahir Dar Learning Community Project, was invited to present the experience of BDU and Bahir Dar City administration related to the 'Learning Cities' project. The theme of the workshop was: *The UNESCO Sub-Saharan Africa Workshop on Education for Sustainable Development: sustainable solutions for cities and communities* (7-9, December, 2017, Nairobi, Kenya) http://www.unesco.org/new/en/nairobi/about-this-office/single-view/news/final_press_release_education_for_sustainable_development_i/

Adult literacy policy initiatives in Ethiopia

The Amhara Regional States' Adult Education Office in Ethiopia requested Turuwark Zalalam (UNESCO Chair co-ordinator) to give advice on the future direction of the adult literacy programme in the region. Based on the findings of a BDU research study conducted in 2015 on 'the practice and challenges of the Integrated Functional Adult Literacy Programme: Amhara Regional State', the team have discussed ideas for future collaboration in relation to facilitators' training with the regional adult education office.

The Ministry of Education, in collaboration with UNESCO Addis Ababa office and DVV International, has initiated a curriculum harmonisation workshop, attended by Dr. Genet Gelana on behalf of BDU

AECD department. The main objectives are: to harmonise all undergraduate and Masters Courses at national level; to contribute to the drafting of the coming National Education Sector Development Programme (ESDP VI) document, particularly the adult and non-formal education section.

f) Other

(any other activities to report)

As part of the Chair involvement with New Routes NGO in Norwich (their coordinator is on the Chair steering group), the Chairholder helped coordinate a successful bid for UEA to be awarded the status of University of Sanctuary. The Chairholder represents UEA on the Norwich City of Sanctuary committee to explore ways for the university to support refugees and newly arrived migrants in the area. The Chair team is now planning participatory action research in collaboration with New Routes (see above).

As a UNESCO Chair event, the UEA Schools of Education and Lifelong Learning and International Development hired a coach for a large group of MA and PhD students to attend the launch of the UNESCO GEMR on accountability and the World Development Report on Education. The conference, organised by UKFIET, was entitled 'Whose crisis? Taking responsibility for global education' (January 24th, 2017).

The Chairholder was interviewed for L'Oreal's Monthly Digest, having advised Lancome last year on their campaign to support women's literacy and empowerment. Lancome approached her to conduct a review of possible literacy programmes for Lancome to support and suggestions on strategies for raising public awareness. The article can be seen [here](#).

Dr Catherine Jere was invited to participate in a workshop on 15 September, 2017, hosted by the British Academy to explore key intractable development challenges and evidence gaps in this broad area of research in the context of funding opportunities for interdisciplinary research, with a focus on education.

Prof. Alan Rogers shared books and article collections (hard and soft-copy) with Bahir Dar University, AECD department. These materials are not only being used by the staff and the MA students of the department, but also adult educators based in other universities in Ethiopia.

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)

Forthcoming review group meeting and partnership developments:

The first review group meeting was held at UEA in conjunction with the UNESCO Chair launch. Prof. Mahesh Parajuli and colleagues from the UNESCO Chair Nepal team have kindly offered to host the second review group meeting in Kathmandu on October 5th 2018 (in conjunction with a major conference – see below). Although this has meant a slight delay to our scheduled annual review, we consider that this is an exciting opportunity for partners within and outside Nepal to engage more directly with the UNESCO Chair activities.

Unfortunately, despite co-hosting and organizing several successful workshops and events, Ain Shams University has not yet signed the UNESCO Chair partnership agreement with UEA. This is a critical issue that needs to be addressed urgently and future activities cannot be planned or finalized until the agreement is in place.

The University of San Tomas, Philippines, has made a formal request to become a partner institution and prepared a detailed proposal for their involvement, particularly in relation to a research study on literacy, climate change and women's empowerment. This proposal has been agreed in principle by UEA and discussions are underway with the UEA partnerships office.

Following Dr. Catherine Jere's Erasmus Plus workshops in Malawi, and Dr. Ahmmardouh Mjaya's return to the University of Malawi as Linguistics Lecturer (after completion of his PhD on adult literacy at UEA), we are actively exploring possibilities for future collaboration and partnerships in Malawi.

Planned conferences and events:

Kathmandu University School of Education (KUSOED) is organizing the Second International Conference on Transformative Education Research and Sustainable Development (TERSD) on 5-8, October 2018 at Dhulikhel, Nepal in collaboration with the UEA UNESCO Chair. The theme of the conference is 'Context-Responsive Wisdom and Knowledge for Sustainable Futures'. For details, see [here](#). Several members of the UNESCO Chair team from outside Nepal, including UEA, Bahir Dar University and University of San Tomas, have submitted abstracts for the conference and are seeking external funding to attend. We hope to develop a strand within the conference based on our research on indigenous women and adult learning.

Prof. Mahesh Parajuli and the Chairholder have submitted a proposal to UNESCO Kathmandu for funding a one-day workshop on 5th October for literacy practitioners and researchers to share good practice and ongoing research initiatives.

Professor Alan Rogers has continued his personal engagement with the Afghanistan adult literacy programme, and his two week visit running a training programme in qualitative methods of researching adult literacy in that country was successful in establishing a small participatory research project in profiling adult literacy facilitators (although the University of East Anglia was unable to support this formally owing to Foreign Office advice). UNESCO Kabul plans to support several participants from the earlier training programme to join the UNESCO Chair literacy workshop and conference in Nepal.

In 2020, the CESA (Comparative Education in South Asia) conference will be hosted by Kathmandu

University on the theme: Valuing Diversified Knowledge for Enhancing Life Quality. The UNESCO Chair plans to collaborative in organising a literacy-focused theme within the conference. Prof. Mahesh Parajuli will be writing 2-3 blog posts every year reviewing publications published in Nepali languages for the CESA website, as part of the commitment to disseminating materials published in national (or Asian) languages.

Visiting scholar and new team members:

Dr. Genet Gelana, from Bahir Dar University Department of Adult Education and Community Development, has been awarded the newly-established BAICE-*Compare* Fellowship. She will attend the BAICE biennial conference in York and spend three weeks at UEA in September to work with the UNESCO Chair team on developing a publication based on her research on adult literacy for *Compare* journal.

Professor Diana Coben, PhD FRSA FHEA, joined the UEA as a Visiting Professor on May 1st. 2018 and is looking forward to collaborating with the UNESCO Chair team. Diana recently returned from New Zealand where she was Director of the National Centre of Literacy and Numeracy for Adults and Professor of Education at the University of Waikato since 2011.

Research projects:

A postdoctoral Senior Research Associate is currently being recruited for the TIGR2ESS project, working with Prof. Nitya Rao on nutrition and literacy in India, and linked with the UNESCO Chair. The Global Challenges Research Fund project TIGR2ESS: Transforming India's Green Revolution by Research and Empowerment for Sustainable food Supplies (<https://tigr2ess.globalfood.cam.ac.uk/>) is a multi-institution research collaboration led by the University of Cambridge.

The outcome of the GCRF bid with Cambridge University (INFAST) will be known later this year, and if successful, would mean significant research activity by members of the UNESCO Chair team in Bahir Dar University and UEA over a five year period.

A proposal is being developed for ESRC funding on 'Women, Learning and Social Change in Nepal', as a collaboration between Kathmandu University, CERID and the UNESCO Chair UEA.

Bahir Dar University team, Abiy Menkir, Genet Gelana and Turuwark Zalalam, have secured an internal university research grant for two small research projects on Enhancing Community Participation; the practice and challenges of IFAL at Bahir Dar City Administration.

Policy initiatives:

The UNESCO Chair team plans to explore the possibility of producing a policy briefing paper in collaboration with UNESCO, based on the research papers completed this year on Adult Learning and Indigenous Women.

Course development:

Bahir Dar University plans to launch a PhD programme in Adult Education, as discussed with Dr. Alemayehu Bishaw, BDU Postgraduate Dean and Dr. Solomon Melesse, College of Education and Behavioural Sciences (CEBS) Vice Dean during the Chair's visit in July 2017. They will shortly be conducting a needs assessment and facilitating a staff recruitment process to

launch the PhD programme and develop the draft PhD curriculum through a review workshop. The UEA team will assist with materials and suggestions on the developing curriculum.

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.

Of the UEA staff, only the Chairholder has allocated days for the UNESCO Chair activities (20 days a year). The School of Education and Lifelong Learning provided administrative support for the Brian Street Memorial Lecture, public seminar series and the website. As the UNESCO Chair programme is now being considered as a possible Impact Case Study for the 2027 REF, the Chairholder secured a UEA Impact Fund grant to appoint a part-time communications assistant who developed a newsletter and materials for the website from June – July 2017.

The UNESCO Chair review group consists of:

James Bridge, UK National Commission for UNESCO

Mari Yasunaga and Dr. Borhene Chakroun, UNESCO Paris

Nora Fyles, UNGEI, New York

Rika Yoroza and Dr. Rakhat Zholdoshalieva, 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)

Dee Robinson, New Routes, Norwich Integration Partnership

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: Prof. Anna Robinson-Pant (Chair holder), Prof. Nitya Rao, Dr. Sheila Aikman, Dr. Catherine Jere, Prof. Alan Rogers, Dr. Esther Priyadharshini, Dr. Ulrike Hanemann (UEA Academic Associate), Christopher Millora, UEA PhD UNESCO Chair scholar

2) Financial Resources

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

Give details of financial contributions, material resources and space.

The School of Education and Lifelong Learning, UEA has provided:

- 20 days of Chairholder's time
- £3000 budget to cover visits to each partner institution annually and to attend relevant UK events, such as the UNESCO Chairs' Annual Colloquium
- In 2017-18, the School of International Development and the School of Education and Lifelong Learning jointly covered the costs of the Brian Street memorial lecture (refreshments, administration and guest speakers' travel/accommodation), speakers' travel expenses for the Education and Development public seminar series and coach hire for postgraduate students to attend the UNESCO Global Education Monitoring Report launch in London.

The Social Science Faculty, UEA provided:

A three year fully-funded PhD studentship from 2016-2019

The British Association for International and Comparative Education provided funding for the materials, travel and accommodation for the BAICE/Compare workshops held at Kathmandu University in June 2017 and at Ain Shams University in December 2017 (paid directly to each partner university/workshop participants).

A grant of £2474 (UEA HEIF impact grant) was awarded in May 2017 to employ a part-time assistant (Dr. Eleni Konidari) to develop the first UNESCO Chair newsletter, publicity materials and update the website.

Bahir Dar University covered the internal air fares and accommodation costs for the Chairholder's visit to Ethiopia in July 2017. BDU covered travel and accommodation for Dr. Haile Guesh to attend the journal editors' symposium in Cairo.

Ain Shams University funded the International Literacy Seminar in July 2017.

The British Association for International and Comparative Education financed *Compare* writing workshops/symposium in Kathmandu and Cairo, including travel bursaries for regional participants.

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