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# International webinar on family literacy and Indigenous and local learning

Report



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# International webinar on family literacy and Indigenous and local learning: A report on key insights and arising issues

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## Introduction

The aim of this report is to summarize the key insights and issues that arose during the discussions which took place over the course of a two-day webinar on family literacy and Indigenous and local learning, held on 9 and 10 December 2021.

The event was co-hosted by the UNESCO Section of Youth, Literacy and Skills Development (YLS), which is based in UNESCO Headquarters in Paris, France; the UNESCO Institute for Lifelong Learning (UIL) in Hamburg, Germany; and the UNESCO Chair in adult literacy and learning for social transformation, which is based in the University of East Anglia (UEA) School of Education and Lifelong Learning in the United Kingdom of Great Britain and Northern Ireland.

The first day of the webinar was open to all; the following day, an invitation-only session took place for key actors in the field of family literacy and Indigenous and local learning with the following main objectives:

- To deepen participants' understanding of the role and potential of family literacy and intergenerational learning (FILL) from the aspects of research, practice, and policy;
- To share knowledge and experiences of effective policies and practices related to FILL for youth and adult literacy;
- To explore the benefits of incorporating Indigenous languages and culture into FILL programmes and the implications of doing so on policies and practices.

More than 180 participants from countries across the world took part on the first day of the webinar, while around 28 stakeholders were invited to join the second day's proceedings. The event brought together policy-makers, practitioners, and researchers to share and discuss the dynamics of FILL initiatives from different perspectives. Among those present 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.

The two-day event was part of the wider international dissemination activities of the Family Literacy, Indigenous Learning and Sustainable Development Project funded by the UK Research and Innovation (UKRI)/Global Challenges Research Fund (GCRF) Global Research Translation Award (GRTA) project.

## Webinar format

Day 1 consisted of three sessions exploring (Session 1) global FILL policy and research perspectives and (Session 2) examples of FILL programmes from Uganda, Jordan and the Gambia which adopt different approaches to teaching and learning. During Session 3, the UEA GRTA Family Literacy team presented linkages between Indigenous learning and family literacy based on ethnographic research carried out in Malawi, Nepal, Ethiopia, and the Philippines. Representatives from these four country teams presented key findings during the webinar. The closing roundtable discussion on Day 1 brought together a panel consisting of representatives from academia, an NGO, and a ministry of education to reflect on whether and how discussions from the day could be brought into their specific contexts.

Each session was guided by key questions. Participants also engaged in discussions through a Q&A section on the online platform and a poll conducted during Session 1. To maximise participation, the



event had simultaneous interpretation in English, French, and Spanish. A recording of the first day of the webinar is available [here](#).

The invitation-only session on Day 2 gathered a smaller group of participants to deepen the insights arising from Day 1. The event followed a World Café format, i.e. individual group discussions aiming to engage a diversity of participants to reflect collaboratively on a set of questions. Participants were placed in breakout groups three times during the session and mixed with different participants in each iteration. The questions put forward for discussion were:

- What ideas around family literacy and Indigenous learning can you take from this event into your own context?
- How can research findings – such as those that we have heard about today – contribute to improve adult literacy policy and practice?
- How can Indigenous learning and family literacy be used by other sectors (e.g. health, agriculture) to achieve different Sustainable Development Goals (SDGs)?

Participants also interacted via an online whiteboard called Google Jamboard (see Appendix 4). Key themes that arose during group discussions were posted onto the Jamboard for consideration by the other groups in an effort to support the cross-pollination of ideas.

The ‘harvest’ followed, facilitated by Catherine Jere, Associate Professor in Education and Development, UEA, where the themes across the groups (based on the Jamboard) were woven together to analyse similarities and differences.

## Programme and policy perspectives on family literacy and intergenerational learning

### Insights and issues arising from the two-day webinar

- **Family literacy and learning can benefit all generations, including youth and adults who want to become more literate.**

Family learning and literacy programmes facilitate a host of benefits for adults and children alike by involving different generations to learn from and with each other. According to UIL, the term ‘family literacy’ can be used to refer to literacy practices within families as well as to intergenerational educational programmes that promote the development of literacy and related life skills.

Intergenerational approaches to learning have always existed; however, over recent decades, the focus of specifically designed FILL programmes has often been on the literacy development of children within a family, with parents and caregivers seen as facilitators. Some examples of programmes in Jordan (We Love Reading), Uganda (Literacy and Adult Basic Education [LABE]) and the Gambia (via the Adult and Non-formal Education Unit) have demonstrated that older adults, siblings and young people can also benefit from FILL programmes.

A participant in the discussion posited that, during the current COVID-19 pandemic, it is also important to look into how organizations can learn from Indigenous practices and to use these insights in shaping their policies and programmes. This entails promoting critical skills and finding collaborations between Indigenous knowledge and practical science – for instance, in the fields of climate and health education.

- **Central to the promotion of FILL is a lifelong learning policy to bridge formal, non-formal and informal learning, as well as different education sub-sectors.**

Literacy and learning practices within families and communities connect learning with living. David Atchoarena, Director of UIL, highlighted that lifelong learning is central to developing policies and programmes for family literacy and learning to bridge formal, non-formal and informal learning.

Hervé Huot-Marchand, Chief of Section, Section of Youth, Literacy and Skills Development, Division

for Policies and Lifelong Learning Systems of the UNESCO Education Sector (ED/PLS/YLS) added that ‘families and communities are starting points of lifelong learning and remain sites of learning for people’s further learning.’

In a joint presentation with Rokhaya Diawara, Programme Specialist, Section of Education Policy at UNESCO, Rakhat Zholdoshalieva, Team Leader, Policy Support and Capacity Development at UIL, reiterated Mr Atchoarena’s perspective on family learning as a practical manifestation of lifelong learning and pointed out how UNESCO has been promoting this approach across regions by producing promising practices, guidelines and offering capacity-building courses for providers as well as practitioners.

During her presentation, Ms Diawara illustrated the strong links between early childhood care and education (ECCE) and lifelong learning, emphasizing that learning is multidirectional (i.e. children learning from adults and adults from children) in such approaches. Ms Diawara drew attention to a forthcoming UNESCO World Conference on ECCE scheduled for the end of 2022 in Uzbekistan, which will provide an opportunity to explore further the potential of FILL and promote its linkages with ECCE. The Global Partnership Strategy for Early Childhood launched in December 2021 by UNESCO and its partners has the potential to be another platform for promoting this approach.

Also highlighted during discussions was the fact that many education sub-sectors include elements of FILL; these connections can be made more coherent through collaboration.

- **Other sectors, such as agriculture and health, can be entry points for family literacy programmes too.**

Several participants of the World Café discussions identified the links between family and Indigenous learning and other development sectors. For example, family literacy can be promoted as a strategy for community participation, social cohesion and the implementation of government programmes, such as in public health. Family literacy can support early childhood, health and nutrition, and can be used to create awareness for health promotion programmes and agricultural extension works. Indigenous knowledge and family literacy practices can be utilized when addressing challenges associated with health, agriculture, livelihoods, climate change and other crises, such as poverty.

- **Family learning is more than reading and writing and can be used to build communities.**

The outcomes of participating in FILL programmes go beyond basic conventional literacy skills: they also present opportunities for youth and adults to learn more complex skills, such as digital skills. According to Rana Dajani, Founder of Jordan’s We Love Reading (WLR) programme, reading is a pathway to healing for families living in refugee camps. For WLR, reading is a social movement that can help vulnerable groups ‘jump the poverty gap’, and enhances the agency, ownership and responsibility of adult learners. In Uganda, LABE’s family literacy programmes were aimed at restoring communities through education following years of war.

- **The COVID-19 pandemic has provided an opportunity to unlock the potential of family literacy and can help build new ways of ‘democratizing’ learning.**

Participants agreed that the ongoing COVID-19 pandemic has highlighted the importance of FILL. When schools and community learning centres were closed, the home and the immediate community became the primary settings for learning for children and adults alike. In his opening message, Mr Huot-Marchand pointed to how ‘the pandemic has changed the way in which we live, work and learn. ... The shift of the learning space from schools and educational institutions to the home and communities has posed multiple challenges to parents, caregivers and community members, especially for adults with no or low literacy skills.’

Mr Atchoarena agreed, explaining that ‘families were expected to support children’s remote learning when face-to-face classes were cancelled. ... Many parents struggled to cope with this task due to the demands of household chores, remote work and keeping family members safe. ... Despite many

challenges, the FILL approach has great potential to contribute to ensuring the quality of learning continuity as well as creating a literate environment at home and in communities in the long-term.’

In their joint presentation, Ms Zholdoshalieva and Ms Diawara also emphasized that ‘learning cannot be [confined to] taking place in the classroom with a teacher and a standard curriculum. ... We must look at other opportunities to have more democratic access to learning and education. Intergenerational learning and family literacy are among the options that are available to help us move closer to this target.’

- **Governance approaches that facilitate inclusive, participatory and community-based approaches matter.**

The participation of adults and families in designing programmes is important. In the Gambia, where the REFLECT (Regenerated Freirean Literacy through Empowering Community Techniques) literacy and teaching approach is implemented, educational programmes that are relevant to learners’ daily lives have been developed. Their success shows that adults are more willing to engage in educational programmes when it takes their experiences into consideration.

Antuía Soverano, National Director of Literacy and Adult Education, Ministry of Education, Mozambique, expressed her agreement, saying that policy-makers should take into account the needs of communities when designing family learning programmes. Godfrey Sentumbwe, Head of Programming at LBE in Uganda, explained how the organization leverages the social capital of families by strengthening the links between teachers and families, especially women.

Some participants also stressed the important role that can be played by the broader community. Cecilia (Thea) Soriano of the Asia South Pacific Association for Basic and Adult Education (ASPBAE) took up the idea from the day’s presentations of thinking about the family as a wide-ranging concept, i.e. not just parents and their children but also people outside the immediate household. Seen in this way, she said, family literacy is not just about reading and writing but also social cohesion and inclusion.

- **Family literacy programmes that adopt multilingual, multicultural and Indigenous approaches can help to promote a culture of learning and diversity.**

Mr Atchoarena praised the most recent report from the International Commission on the Futures of Education, *Reimagining Our Futures Together: A New Social Contract for Education*, which acknowledges the importance of shared knowledge that is grounded in heritage and shaped by different generations.

Adding to this, Ms Mari Yasunaga, Programme Specialist for UNESCO’s Section of Youth, Literacy and Skills Development in the Division for Policies and Lifelong Learning Systems, said that she believed there was an increase in awareness of the value of different knowledge systems and ways of knowing, as well as of epistemic, cognitive and reparative justice. Multilingual and multicultural family literacy programmes can help ensure that our shared knowledge is diverse.

For LBE, ‘the foundation for sustainable integration of Indigenous and local knowledge is premised in strong bilingual/multicultural family literacy and learning programmes.’ In the organization’s experience, language is an important aspect of family learning programmes (a key point that also arose from World Café discussions). Local languages are therefore integrated into LBE literacy materials, which then facilitates cultural and epistemic diversity.

In Mozambique, Ms Soverano added, 19 different languages are used in educational instruction. There are therefore many linguistic resources and capacities within the communities that could be used for developing approaches for FILL.

Elaborating on the UEA GRTA Family Literacy research demonstrated in Session 3, Anna Robinson-Pant, Professor of Education and Chairholder of the UNESCO Chair in adult literacy and learning for social transformation at UEA, and Sheila Aikman, a visiting academic at the School of International Development at UEA, highlighted the importance of Indigenous learning in developing family literacy programmes and policies that take into account the diversity of perspectives, cultural practices and languages of communities.

Ms Robinson-Pant also outlined some of the challenges to family literacy in relation to the models that have adopted a 'deficit perspective' on poorer families, which assumes they lack the knowledge and skills to support their children's learning. These models prioritize 'schoolled' literacy, and view literacies, knowledges and languages as not only different, but unequal. UEA's Ms Aikman emphasized the dynamism of Indigenous knowledge, explaining how it flourishes in spaces and places that have meaning for people.

- **It is important to link policies, programmes and research to enhance the relevance and effectiveness of interventions.**

During Session 1, Ms Rachel Hinton, Head of Education Research in the UK Government's Foreign and Commonwealth Development Office (FCDO), talked about the importance of evidence and the role of educational research for achieving the Sustainable Development Goals. Drawing on the work of the [Impact Initiative for International Development](#) Research, which is jointly funded by the UK's Economic and Social Research Council (ESRC) and the FCDO, Ms Hinton highlighted four dimensions of policy-making wherein evidence can make a difference: conceptual, instrumental, networks and connectivity, and capacity-building.

Moreover, Ms Hinton called for a further strengthening of the mutually beneficial relationship between research, policies and programmes. To do this, she said, it is important to first build the capacities of researchers to engage with non-academic audiences, learn from one another, develop networks and relationships, and identify demands for evidence.

The need for closer collaboration between researchers, policy-makers and practitioners was also pointed out during the discussions. Some examples of existing initiatives to achieve this include the Brookings Institution's [Real-time Scaling Labs](#) and the [Global Education Evidence Advisory Panel, which is co-hosted by the FCDO, UNICEF Office of Research-Innocenti and the World Bank.](#)

## Further questions

Based on these and other ideas that arose during the discussions, participants from both days posed additional questions for further reflection:

- How can innovative NGO programmes be scaled up?
- Should adult literacy be central within FILL programmes?
- Those who have only Indigenous knowledge/skills often find it difficult to get access to higher education because their knowledge is not recognized by many mainstream higher education institutions (HEIs). How should HEIs address this?
- In turn, how can school/higher education be approached from the perspective of family literacy and Indigenous learning?  
How are literacies and languages connected to people's lives?

## Research perspectives and challenges

Research into the links between family learning, Indigenous learning and sustainable development is important for expanding the knowledge base in these areas; this, in turn, serves as a foundation for better policy-making and programme development. Ethnographic approaches to research – such as those presented by the UEA GRTA Family Literacy team – offer useful perspectives into the everyday learning practices and Indigenous knowledge of communities. These include:

- **Indigenous learning and Indigenous knowledge are not in opposition to ‘modern’ knowledge – people use both in their everyday lives.**

A presentation by Turuwark Zalalam Warkineh and Abiy Menkir Gizaw, professors at Bahir Dar University in Ethiopia, showed how traditional religious education can be seen as both in partnership and at rivalry with more modern approaches and practices. As an example, they referred to mobile phone use in relation to religious observance in Ethiopia: while using a mobile phone to study prayer is acceptable outside of church, the congregation is barred from using mobile phones in church during services.

Next, Ms Gina Lontoc and Ms Camilla Vizconde, professors at the Research Center for Social Sciences and Education at the University of Santo Tomas in the Philippines, presented their research on intergenerational learning in agricultural communities, demonstrating how younger family members use digital technologies to support older family members’ learning.

Catherine Kell, Associate Professor of Language and Literacy Education at the University of Cape Town, South Africa, commented in the panel discussion on how she had been struck by how educational systems and educationalists tend to frame ideas in binaries, e.g. traditional schooling vs Indigenous knowledge, digital vs conventional, Indigenous languages vs national languages. This point was also raised by a participant during the World Café forum, who suggested that ordinary people were unquestioning in their engagement with these various knowledges and practices and accepted such complexities.

- **Indigenous knowledge and languages are not static but constantly evolving.**

Kamal Raj Devkota, Lecturer at the Research Centre for Educational Innovation and Development (CERID), and Sushan Acharya, Professor at the Tribhuvan University Kathmandu, both members of the research team in Nepal, demonstrated the rich cultural and linguistic traditions of the Gurung people, an Indigenous group in Nepal. By first presenting how the Gurung people use two languages (Gurung and Nepali) simultaneously, the team showed how written and oral practices gave continuity to the group’s traditions, values and rituals. Moreover, they said, the digitization of the sacred text, the Gurung Veda, indicates how Indigenous literacy is being transformed through intergenerational learning.

Many participants cautioned against celebrating Indigenous knowledge and skills as if they were ‘perfect’, however, and argued for the need to be critical about Indigenous knowledge/skills and move beyond a tendency to romanticize them. Another participant shared that it would be good to revisit the role of formal schooling in addressing barriers to Indigenous learning and spoke about the need to integrate various types of knowledge and approaches to learning.

- **Intergenerational learning is integral to enhancing livelihoods and other domains of life.**

As an example of intergenerational learning that also benefits the family income, Ahmmardouh Ussi Mjaya and Jean Chavula, both lecturers at the University of Malawi, recounted the seasonal mushroom harvest that takes place in the country’s woodland, in which children help their parents gather the mushrooms, thereby developing their knowledge about which mushrooms can be eaten and how to collect them.



Ms Yumiko Yokozeki, Director of the UNESCO International Institute for Capacity Building in Africa (IICBA), highlighted that family literacy and Indigenous knowledge are precious resources that ‘we already have in our hands’, and which can make a powerful contribution to sustainable development in many countries.

- **Beyond numbers and statistics, people’s stories and experiences can also serve as useful evidence when developing family literacy programmes.**

Several participants agreed that the ethnographic findings presented by the UEA GRTA Family Literacy team in Session 3 would be useful in developing family literacy programmes – especially for integrating Indigenous knowledge into FILL programmes. ASPBAE’s Thea Soriano, for example, invited policy-makers to include stories of transformation such as the ones presented in the UEA GRTA Family Literacy team’s research findings and suggested including similar stories in discussions on sustainable development.

The FCDO’s Rachel Hinton emphasized, ‘If we want education to be a potent driver of development, then we need evidence more than ever. We know that education can boost earnings, promotes longer and healthier lives, helps institutions and public services to perform better, and is critical to resilience and stability. Adult literacy as part of that is absolutely crucial in that sense but also in the sense of the role adults can play in supporting the next generation of literate learners.’

### Further questions

Additional questions and proposed areas of inquiry emerged during discussions, such as:

- How can we better understand the roles of non-state actors in multi-sectoral programmes?
- How can ethnographic research be used to inform policy and programmes? What can these stories tell us?
- More attention is needed to identify factors that could facilitate and/or impede lifelong learning within and across the SDGs.
- A gendered lens needs to be taken when researching family learning and should continue to be explored.

### Conclusion

Gathering policy-makers, practitioners and researchers from a wide range of countries, the webinar was an excellent opportunity to share and discuss the potential and dynamics of family literacy and intergenerational learning from research, policy and practice perspectives. The discussions highlighted the importance of lifelong learning for bridging formal, non-formal and informal learning, and for facilitating collaboration between different sub-sectors of education, as well as with other development sectors.

The discussions also highlighted the intersections between research, policy and practice. For example, ethnographic approaches to understanding learning and literacy practices within families could provide deeper insights into developing family literacy programmes and policies. Participants noted too the importance of in-depth research to provide policy-makers and providers with examples of FILL ‘in action’. Reference was also made to the importance of strong communication strategies for ensuring that research findings make it onto ‘the policy-makers’ table’.

The presentations from the GRTA Family Literacy teams in Ethiopia, Malawi, Nepal and the Philippines also focused on exploring the relevance of Indigenous approaches and informal learning to FILL through engaging vignettes and stories from ethnographic investigations. The methodology of the World Café on Day 2 was new to many participants and proved an exciting way of bringing together diverse groups in conversation.

## Participants' feedback

Several participants left positive feedback on the webinar. Here is a selection:

'Yesterday was inspiring! I realize that [our organization] is doing more family literacy than I had previously believed, as we are working with parents and developing small, community libraries. I had never thought of it that way. During COVID, this was all the parents had to keep the children going. We have been using everyday report cards from school as teaching materials. Yesterday's programme made me realize there is so much more to do to get children and parents learning. My head is spinning with ideas!'

**Founder and chief executive on an NGO that works on adult learning and education**

'Up until yesterday, it didn't occur to me that so many organizations were making spaces for home learning to happen, especially during COVID. We don't usually think of COVID as an opportunity, but in some ways it is. I was recently tasked with preparing 40 read-at-home books. Yesterday, I realized what the caregiver brings to this home-based knowledge, in reading these books. So much school-based knowledge is being mediated by the parents for children.'

**Director of an international NGO focusing on Indigenous languages**

'We seem to be talking about a new paradigm. It's about changing formal schooling systems, as [Indigenous learning and practices] enable us to engage with the world in ways that modernity does not – particularly important in relation to climate change and current challenges. We need to infuse texts into activities – this requires a different way for us to work and become more aware of how texts are functioning in the world, different modes of education. In the West, they are so focused on the symbolic (rather than embodied), e.g. literacy and ways of representing the world.'

**An academic based in South Africa**

'For me, [research] is about moving from the narrow focus on the biological unity of the family. What I got from yesterday [during the webinar] is the importance of strengthening home learning centres in our programme. These involve a collection of families from the same area and the webinar made me realize that difference between home and community learning centres [i.e. that community learning centres, by contrast, are not linked to early childhood development]. This realization points to a wider understanding of family (i.e. as beyond the 'core' family of parents and children) to include connections between households in a community.'

**Director of an NGO**

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Many thanks to Catherine Jere for chairing the World Café session on Day 2 and to Ulrike Hanemann, Helene Binesse, Kamal Raj Devkota, Sheila Aikman, Abigail Martinez Renteria, Burcu Evren, Ahmmardouh Mjaya and Gina Lontoc for acting as small-group facilitators and note-takers.

We would like to acknowledge the UNESCO Interpretation Services for their work during the two days. At UEA, we are grateful for the support of the GRTA team: Ane Sesma, Hannah Gray, Elettra Spadola, Tasha McGowan and Deborah Clemitshaw. Many thanks to all speakers, moderators, policy-makers, practitioners and academics who attended the webinar.

The two-day event was part of the wider international dissemination activities of the Family Literacy, Indigenous Learning and Sustainable Development Project funded by the UK Research and Innovation (UKRI)/Global Challenges Research Fund (GCRF) Global Research Translation Award (GRTA) project.

## Appendices

### Appendix 1: Agenda Day 1

9 December 2021	
<p><b>10:30 – 10:50</b> <b>(20 minutes)</b></p>	<p><b>Opening session</b></p> <p><b>Chair:</b> Mr Hervé Huot-Marchand, Chief, Section of Youth, Literacy and Skills Development, ED/PLS/YLS, UNESCO</p> <ul style="list-style-type: none"> <li>• <b>Family and intergenerational learning in a lifelong learning framework:</b> Mr David Atchoarena, Director, UNESCO Institute for Lifelong Learning (UIL)</li> <li>• <b>The role of educational research for achieving the Sustainable Development Goals:</b> Ms Rachel Hinton, Head of Education Research, Foreign and Commonwealth Development Office (FCDO)</li> </ul>
<p><b>10:50 – 11:15</b> <b>25 minutes</b></p>	<p><b>Session 1: Global policy and research perspectives on family literacy and intergenerational learning</b></p> <p><b>Moderator:</b> Ms Mari Yasunaga, Programme Specialist, (ED/PLS/YLS), UNESCO (3 min. intro)</p> <p><b>Presentations</b></p> <ul style="list-style-type: none"> <li>• <b>Global trends in family literacy and intergenerational learning:</b> Ms Rakhat Zholdoshalieva, Team Leader, Policy Support and Capacity Development (POL), UIL, and Ms Rokhaya Diawara, Programme Specialist, Section of Education Policy (ED/PLS/EDP), UNESCO (8 minutes)</li> <li>• <b>Research perspectives on family literacy: Understanding the role of Indigenous learning:</b> Ms Anna Robinson-Pant, Professor of Education and UNESCO Chairholder, UNESCO Chair in Adult Literacy and Learning for Social Transformation, University of East Anglia (UEA), and Ms Sheila Aikman, Visiting Academic, School International Development, University of East Anglia (8 minutes)</li> </ul> <p><b>Mentimeter poll (1 minute)</b></p> <p><b>Q&amp;A (5 minutes)</b></p>
	<p><b>Group photo</b></p>
<p><b>11:15 – 11:55</b> <b>40 minutes</b></p>	<p><b>Session 2: Family and intergenerational learning programmes across the world</b></p> <p><b>Chair:</b> Ms Rakhat Zholdoshalieva, Team Leader, UIL (3 minutes)</p> <ul style="list-style-type: none"> <li>• <b>Functional approaches to enhance the use of literacy skills and the quality of life and livelihoods:</b> Mr Godfrey Sentumbwe, Head of Programmes, Literacy and Adult Basic Education (LABE), Uganda (8 minutes)</li> <li>• <b>Family reading and learning practices:</b> Ms Rana Dajani, Founder and Director of Taghyeer, Jordan (8 minutes)</li> <li>• <b>Experiences and challenges of implementing family learning programmes in the Gambia:</b> Mr Saikou Dibba, Head at Adult and Non-Formal Education Unit, Ministry of Basic and Secondary Education, the Gambia (8 minutes)</li> </ul> <p><b>Q&amp;A (13 minutes)</b></p>
<p><b>11:55 – 12:00</b></p>	<p><b>Break</b></p>



<p><b>12:00 – 12:50</b> <b>50 minutes</b></p>	<p><b>Session 3: Researching the links between Indigenous learning and family literacy: Evidence from Ethiopia, Malawi, Nepal and the Philippines</b></p> <p><b>Chair and introducing the research project: Mr Chris Millora, Research Associate, School of Education and Lifelong Learning, University of East Anglia (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Learning through doing: Rural livelihoods and intergenerational learning in Malawi:</b> Mr Ahmmardouh Ussi Mjaya, Lecturer, University of Malawi, and Ms Jean Chavula, Lecturer, University of Malawi (8 minutes)</li> <li>• <b>Translanguaging and literacy in sustaining cultural heritages: Religious and ritual practices of Indigenous communities in Nepal:</b> Ms Sushan Acharya, Professor, Tribhuvan University Kathmandu, and Mr Kamal Raj Devkota, Lecturer, Research Centre for Educational Innovation and Development (CERID) (8 minutes)</li> <li>• <b>Weaving family learning with agricultural livelihoods: A focus on women farmers and their families in the Philippines:</b> Ms Gina Macalintal Lontoc, Faculty Member, College of Education, University of Santo Tomas, Philippines, and Ms Camilla De Jesus Vizconde, Assistant Dean, The Graduate School, University of Santo Tomas, Philippines (8 minutes)</li> <li>• <b>Indigenous and/or intergenerational learning and modern technology and science in Ethiopia – Rivals or partners:</b> Mr Abiy Menkir Gizaw, Assistant Professor, Bahir Dar University, and Ms Turuwark Zalalam Warkineh, UNESCO Chair Coordinator, Bahir Dar University, Ethiopia (8 minutes)</li> </ul> <p><b>Q&amp;A (13 minutes)</b></p>
<p><b>12:50 – 12:55</b></p>	<p><b>Break</b></p>
<p><b>12:55 – 13:25</b> <b>30 minutes</b></p>	<p><b>Panel Discussion: Connecting the dots for family literacy and Indigenous learning: Reflecting on the links between research, policy, and programmes</b></p> <p><b>Moderator:</b> Ms Anna Robinson-Pant, Professor of Education and UNESCO Chairholder, UNESCO Chair in Adult Literacy and Learning for Social Transformation, University of East Anglia (UEA)</p> <ul style="list-style-type: none"> <li>• Ms Catherine Kell, Associate Professor of Language and Literacy Education, University of Cape Town, South Africa</li> <li>• Ms Cecilia Soriano, Regional Policy and Advocacy Coordinator, Asia South Pacific Association for Basic and Adult Education (ASPBAE), Philippines</li> <li>• Ms Antuia Soverano, National Director of Literacy and Adult Education, Ministry of Education, Mozambique</li> </ul>
<p><b>13:25 – 13:30</b></p>	<p><b>Closing session</b></p> <ul style="list-style-type: none"> <li>• Ms Rakhat Zholdoshalieva, Team Leader, UIL</li> </ul>

## Appendix 2: Agenda Day 2

10 December 2021	
<b>10:00 – 10:15</b>	<p><b>Opening session</b></p> <p><b>Chair:</b> Ms Anna Robinson-Pant, Professor of Education and UNESCO Chairholder, UNESCO Chair in Adult Literacy and Learning for Social Transformation, University of East Anglia (UEA)</p> <p><b>Welcome remarks:</b> Ms Rakhat Zholdoshalieva, Team Leader, UIL</p> <p><b>Recap of discussions from Day 1:</b> Mr Symon Chiziwa, Lecturer, University of Malawi</p>
<b>10:15 – 11:10</b>	<p><b>World Café session</b></p> <p><b>Chair:</b> Ms Catherine Jere, Associate Professor in Education and Development, School of International Development, University of East Anglia, and Ms Gina Lontoc, Faculty Member, College of Education, University of Santo Tomas, Philippines</p> <p><b>Group discussions:</b></p> <p>Guiding questions:</p> <ul style="list-style-type: none"> <li>• What ideas around family literacy and Indigenous learning can you take from this event into your own context?</li> <li>• How can research findings – such as those that we heard about yesterday – contribute to improving adult literacy policy and practice?</li> <li>• How can Indigenous learning and family literacy be used by other sectors (e.g. health, agriculture) to achieve different SDGs?</li> </ul>
<b>11:10 – 11:20</b>	<p><b>Harvest</b></p> <p><b>Chair:</b> Ms Catherine Jere, Associate Professor in Education and Development, School of International Development, University of East Anglia</p>
<b>11:20 – 11:25</b>	<p><b>Reflections from the participants</b></p> <p><b>Chair:</b> Ms Anna Robinson-Pant, Professor of Education and UNESCO Chairholder, UNESCO Chair in Adult Literacy and Learning for Social Transformation, University of East Anglia (UEA)</p>
<b>11:25 – 11:30</b>	<p><b>Closing session</b></p> <p><b>Ms Yumiko Yokozeki, Director, UNESCO-IICBA</b></p>

## Appendix 3: Biography of moderators and speakers

### Opening session

**Mr Hervé Huot-Marchand** has nearly 19 years of international experience in the domain of education and training, notably in sub-Saharan Africa. He has worked for UNESCO and other bilateral partners for the past 13 years. He was responsible for technical and vocational education and training (TVET) at the UNESCO Regional Office in Dakar (BREDA), acting first as an expert and then as the regional adviser for sub-Saharan Africa from 2006 to 2016. In this capacity, he was actively involved in research, publications, policy support and continuous development, monitoring, evaluation and coordination of TVET programmes in sub-Saharan Africa. From 2016 until his appointment to UNESCO Headquarters, he served as the head of the office and UNESCO Representative to Mali.

**Mr David Atchoarena** is Director of the UNESCO Institute for Lifelong Learning (UIL) in Hamburg, Germany. He was appointed in April 2018. He was previously Director of the Division for Policies and Lifelong Learning Systems at UNESCO, including Policy, Higher Education, Technical and Vocational Education and Training (TVET), and Technology in Education. Prior to working for UNESCO, including many years at the International Institute for Educational Planning (IIEP) as programme specialist and, later, as a team leader, Mr Atchoarena served as Chargé de Mission at the National Agency for Lifelong Education (ADEP) of the French Ministry of Education and as project coordinator in the Ministry of Finance and Planning in Saint Lucia. He holds a doctorate in economics from the University of Paris I Panthéon-Sorbonne.

**Dr Rachel Hinton** is a social anthropologist with over 15 years' research and international development experience in the United Kingdom of Great Britain and Northern Ireland, South Asia, Eastern Europe, and sub-Saharan Africa. With her passion for global co-operation to tackle learning crises, she jointly established the Building Evidence in Education global group with the World Bank, USAID, and the UN, and, in 2020, the Global Evidence in Education Advisory Panel was launched. She has led multicultural teams across a range of countries, including Bosnia, India, Nepal, and Ghana. While Head of Education Research, she founded a portfolio of research, including the RISE, EdTech, DeliverEd programmes, and the Raising Learning Outcomes programme with the Economic and Social Research Council (ESRC). In her academic roles, she has taught about refugees and South Asia at Cambridge and Edinburgh Universities. She has been a visiting Fellow of Practice at the Blavatnik School of Government at Oxford University since 2015.

### Session 1

**Ms Mari Yasunaga** is a Programme Specialist, currently working in the Section of Youth, Literacy and Skills Development in the Division for Policies and Lifelong Learning Systems of the UNESCO Education Sector. Prior to joining the section in 2011, she worked for the Section for Basic Education, the Education for All Global Partnership Team, and the UNESCO Cairo Office. She has more than 20 years of experience in the field of education and international development, especially basic education, literacy and non-formal education. She holds an MPhil in Education from the University of Cambridge and an MA in Area Studies (New and Middle East) from the School of Oriental and African Studies of the University of London.

**Ms Rokhaya Fall Diawara** is Education Programme Specialist and Global Early Childhood Care and Education (ECCE) Adviser at UNESCO Headquarters in Paris. She has been successively a teacher, an educational researcher, and programme manager in the field of education. She worked as a programme specialist at BREDA and the UNESCO Abuja Office and led the African Working Group on ECCE for the Association for the Development of Education in Africa (ADEA) on behalf of UNESCO. She

has worked with governments to increase commitments for ECCE by developing and adopting ECCE national policy and strategies and initiated and implemented several education projects in other fields, such as curriculum, educational reforms, school evaluation and textbooks. Ms Diawara is co-editor of several national strategies and policy documents and author of several publications on early childhood development, school textbooks and extra-curricular documents. She has published the Bouba and Zaza series, Childhood Cultures, an intergenerational African series of children's books.

**Ms Rakhat Zholdoshalieva** is Team Leader of the Policy Support and Capacity Development Programme at the UNESCO Institute for Lifelong Learning (UIL) in Hamburg, Germany. Before joining UIL, Ms Zholdoshalieva worked with the Deputy Ministry for Literacy of the Ministry of Education in Afghanistan from 2015 to 2016, where she contributed to the capacity development of curriculum designers and textbook writers and managed the development of new early literacy and numeracy textbooks for youth and adults. Between 2000 and 2008, she worked as a senior lecturer at private and public teacher education institutions in Kyrgyzstan and Pakistan. She holds a doctorate in education from the Ontario Institute for Studies in Education at the University of Toronto, Canada, and a master's degree in education from the Institute for Educational Development at the Aga Khan University, Pakistan. She is a trained teacher of foreign languages from Osh State University in Kyrgyzstan.

**Ms Anna Robinson-Pant** is Professor of Education at the School of Education and Lifelong Learning, University of East Anglia, UK. She holds the UNESCO Chair in adult literacy and learning for social transformation and is currently directing research on family literacy and Indigenous learning with UNESCO Chair partners in Nepal, Ethiopia, Malawi, and the Philippines. Her ethnographic research in Nepal, *Why Eat Green Cucumber at the Time of Dying? Exploring the Link between Women's Literacy and Development*, received the UNESCO International Award for Literacy Research in 2001 and marked the start of her ongoing collaboration with UNESCO on adult literacy.

**Ms Sheila Aikman**, PhD, is an Associate Researcher in the School of International Development at the University of East Anglia. She has a teaching and research background in the areas of Indigenous and human rights, language and linguistic diversity, adult and informal learning, and education. She has worked in both the non-governmental and university sectors and has a particular interest in intercultural and multi/plurilingual education and a regional focus on Latin America.

## Session 2

**Mr Godfrey Sentumbwe** trained as a teacher and taught in various Ugandan secondary schools before joining LABE. He later switched to adult education working as a literacy instructor of urban refugee communities from South Sudan, Rwanda, Somalia and the Democratic Republic of Congo settled in Kampala. After joining LABE, he became a literacy trainer for various literacy-providing agencies across Uganda. With LABE since 1995, Mr Sentumbwe has supported the Ugandan Government and several international NGOs in designing and implementing formal and non-formal basic programmes, particularly in marginalized communities. He is currently LABE Head of Programmes, responsible for programme strategy and operational management.

**Ms Rana Dajani** is a professor of molecular cell biology at the Hashemite University in Jordan, as well as a Harvard Radcliff fellow, a Fulbrighter, an Eisenhower fellow, and a Yale and Cambridge visiting professor. Her primary research area is on refugee youth and the epigenetics of trauma across generations. She is a world expert on genetics of Circassian and Chechan populations in Jordan. She also established stem cell research ethics laws in Jordan. Ms Dajani is an advocate for biological evolution and Islam, a member of the UN Women Jordan advisory council, and was ranked 12th among the 100 most influential Arab women. She has established a women-mentor network and received the Partnerships for Enhanced Engagement in Research (PEER) award in 2014. She was also awarded the Jordan Star of science by His Majesty King Abdullah II. Ms Dajani's innovative community-



based model 'We love reading' aims to inspire changemakers through reading. In addition, she has received numerous awards and accolades, including the World Innovation Summit in Education Award in 2014, the His Majesty King Hussein Medal of Honor 2014, the UNESCO International Literacy Prize 2017 and the Schwab social entrepreneur award WEF 2022.

**Mr Saikou Dibba** has a BA in Sociology and International Development studies from the University of Gambia and an MA in Public Sector Management and Administration from the Ghana Institute of Management and Administration (GIMPA), as well as diplomas in population and development and strengthening alternative and non-formal education for youth and adults in education sector plans. Mr Dibba is currently Head of Adult and Non-Formal Education Unit (ANFEU) at the Ministry of Basic and Secondary Education (MoBSE), the Gambia; his mandate is the overall coordination, supervision, management, and administration of non-formal education (NFE) programmes and activities.

### Session 3

**Mr Chris Millora**, PhD, is Research Associate for the UKRI/GCRF-funded project on Family Literacy, Indigenous Learning, and Sustainable Development. He recently completed his PhD in education and development at the University of East Anglia looking at the learning and literacy dimension of local volunteering in the Philippines. His teaching and research interests sit at the intersection of community-based social action and adult learning. He is Chair of BALID (British Association for Literacy in Development).

**Mr Ahmmardouh Mjaya**, PhD, is a lecturer in linguistics in the Department of African Languages and Linguistics (ALL) and a Ciyawo language specialist at the Centre for Language Studies (CLS) at Chancellor College in the University of Malawi. As a lecturer, he teaches linguistics courses including language and literacy. At CLS he teaches the Ciyawo language, translates documents, develops and compiles orthographies, dictionaries, and grammar books for Ciyawo. His research interests are in language and adult literacy.

**Ms Jean J. Chavula**, PhD, is a Research Fellow at the Centre for Language Studies since 2003 and Lecturer in Linguistics at the University of Malawi with expertise in both general and applied linguistics. She is also the Acting Deputy Director at the centre. She holds a PhD in linguistics from Leiden University (Netherlands). She successfully led the compilation of the first-ever Citumbuka monolingual dictionary. She is a member of the Malawi UNESCO Chair team.

**Ms Sushan Acharya**, PhD, is a Professor in Education at Tribhuvan University (TU) in Nepal with interests in adult literacy, social inclusion, gender, language, and Indigenous knowledge in the context of teaching and learning. She has been conducting research studies and providing consultancy services in the education sector in Nepal for more than 20 years.

**Mr Kamal Raj Devkota**, PhD, is an Assistant Professor of English Education at Research Centre for Educational Innovation and Development, Tribhuvan University (CERID/TU), Nepal. He has over 10 years' experience in teaching and supervising graduate students. For CERID/TU, he has coordinated a number of studies including the research verification of Disbursement Linked Indicators (DLIs), School Sector Development Plan (SSDP), Ministry for Education, Science and Technology (MoEST), Nepal. He has publications in (language) education policies and practices.

**Ms Gina Lontoc**, PhD, is a faculty member from the College of Education and the Graduate School at the University of Santo Tomas, Manila, Philippines. She is the Lead of Community-Engaged Studies Research Interest Group at the UST Research Center for Social Sciences and Education (RCSSSED) and the Coordinator for International Relations of the UST Graduate School.

**Ms Camilla J. Vizconde**, PhD, is a professor at the University of Santo Tomas (UST). Currently, she is the Assistant Dean of the UST Graduate School and is a research associate of the Research Center for

Social Sciences and Education (RCSSED). She has authored and co-authored several research studies in national and international journals in the fields of education, literacy, language education and reading education.

**Mr Abiy Menkir Gizaw** is a faculty member, an assistant professor in Adult Education and Community Development (AECD) Department, a PhD candidate, and member of UNESCO Chair team in Ethiopia. He is also coordinating the Bahir Dar Learning City Project. His research interests include lifelong learning, crafts learning, adult literacy, family literacy and learning, Indigenous education and livelihood diversification and migration.

**Ms Turuwark Zalalam Warkineh** is an Assistant Professor in the department of Adult Education and Community Development, Bahir Dar University (BDU). She is currently studying for her PhD and coordinating UNESCO Chair activities at BDU. She has been involved in various national adult education research studies as well as conducting research for an international IFAD-UNESCO project as a member of the country's research team. Her research interest areas include adult literacy, informal learning, gender, and education.

### Panel discussion

**Ms Catherine Kell** is an Associate Professor of Language and Literacy Education in the School of Education at the University of Cape Town and recently completed a term as Director of the School. She has been involved in literacy education since the early 1980s and has worked across the fields of adult literacy, children's literacy, and workplace literacy through teaching, research, and development projects in South Africa, New Zealand, and the United Republic of Tanzania. Recent projects examine digital technologies in literacy teaching and Grade 1 literacy learning.

**Ms Cecilia (Thea) V. Soriano** is the Regional Policy and Advocacy Coordinator of the Asia South Pacific Association for Basic and Adult Education (ASPBAE). She coordinates ASPBAE's engagements in intergovernmental meetings and supports the national education coalitions in Bangladesh, Nepal, Sri Lanka, Pakistan, and Indonesia. Thea worked with trade unions, Indigenous communities, and NGOs in popular education from 1986 to 2006. She is a founding member of the Civil Society Network for Education Reforms (E-Net Philippines) established in 2000 and served as its National Coordinator from 2006 to 2012. Working on education in conflict areas, Thea took up a master's in Public Management in Development and Security.

**Ms Antuía Mogne Soverano** is National Director of Literacy and Adult Education in Mozambique and an education specialist. She has worked in the curriculum development of primary education, assessment, and research in education. She has performed as Provincial Director of Education and Culture, Primary Education and Planning and Cooperation in Mozambique, and participated as coordinator of the Strategy for the Integral Development of Pre-School Children, the Strategic Education Plan, and the Action Plan for the Acceleration of Literacy for Youth and Adults. She has an interest in early childhood development and a passion for education.

### Day 2

**Ms Catherine Jere**, PhD, is Associate Professor in Education and Development at the University of East Anglia, with teaching and research interests in gender and education, youth literacy, and flexible learning. In addition to policy-related research with UNESCO's flagship Global Education Monitoring Report, Catherine worked for almost a decade at the University of Malawi, where she coordinated educational research, training, and innovation for government and donor programmes. She is Joint Deputy-Chair of the UK Education and Development Forum (UKFIET).

**Ms Yumiko Yokozeki** is a specialist in education. She started her career as a science and mathematics teacher in Kenya and Zimbabwe in the 1980s before joining UNICEF as an education officer and then

the Japan International Cooperation Agency (JICA), where she played a leading role in Japan's educational cooperation. After 17 years with JICA, Ms Yokozeki moved back to UNICEF to work as Education Chief in two regional offices in Africa. Since 2015, she has been the Director of UNESCO-IICBA, based in Addis Ababa, Ethiopia. She has an Ed.M from Harvard Graduate School of Education and a PhD from the Institute of Education, University of London.

**Mr Symon Chiziwa** is a Senior Lecturer at the School of Education, University of Malawi. He holds a PhD in Teacher Education. He is an expert in curriculum design, development and implementation, ECCE, intergenerational learning and literacy, pedagogical and assessment practices, teacher education, and outcomes. He is the UNESCO Chair coordinator at Chancellor College. Dr Chiziwa has served as Head of Education Foundations Department and the Dean of the School of Education at Chancellor College.

Appendix 4: Jamboards

**Q1: What ideas around family literacy and indigenous learning can you take from this event into your own context?**

integrate learning part of daily and real life contexts

How to look at school/higher education from the perspective of family literacy and indigenous learning?

The dichotomy between early childhood education and adult education artificial. We need to work towards integrating the two

Despite the recognition of the diversity of knowledges and learning cultures, the tension seems to remain.

Summary FL: 1) parents and children get involved together in literacy; 2) integrate learning part of daily and real-life contexts; 3) engaging children for developing their reading ability through fun reading and curriculum-based

the link between the formal education and the family literacy is important. prior learning recognition is important

Indigenous learning is embedded in all aspects of indigenous peoples' way of life - encompassing history, economy, governance, identity and so on. It should be a model for interconnection of the SDGs.

Family Literacy is a glue that holds early childhood education, primary education, secondary education and adult education together.

Family literacy, indigenous learning, and intergenerational learning might link well with refugees' education programmes. (and other areas)

Ethnographic approach is a very good approach to explore family learning experiences and indigenous learning

Understanding the impact of COVID-19 on how we look at learning and the role of family in that.

Build a repository of stories and ethnographic researches - a database for family and indigenous learning which can inform policy and program development.

Family literacy and indigenous language as a way to tackle climate change

Family and indigenous learning can be promoted as a strategy for community participation, social cohesion and implementation of government programs such as in public health. Local

Becoming aware of inequalities within the communities.

motivation is addressed in Family literacy programme

family literacy and indigenous learning can be handy in specific times

Family and indigenous learning can be promoted as a strategy for community participation, social cohesion and implementation of government programs such as in public health. Local

Logos: unesco, UCL, UEA University of East Angles, GCRF Global Challenges Research Fund, UK Research and Innovation

**Q2: How can research findings - such as those that we have heard about today - contribute to improve adult literacy policy and practice?**

interesting to see concrete examples of indigenous learning - it gives evidence to a) how to complement indigenous learning to enhance school learning; b) how to bring the communities; c) make adult programmes

holistic learning initiative but govt for mainstreaming - but whole identity is lost so important recognition of indigenous learning, use ethnographic findings

experts are often in rural areas, experts in urban areas: challenge no financial funding to bring them together! how to ensure that voices are heard?

need for local govt (more than at national level) to make policy to make indigenous learning an asset for schools - give freedom and agency to local govt

By communicating these research findings at local and national levels and engaging with policymakers and providers.

This question is a big one for our research team. Policy makers have to listen to many different voices, and research doesn't always make it onto the table.

Research as a way to make people aware of the relevance of family literacy and indigenous learning

Such research helps to issue a prior learning assessment and recognition where such policies are lacking

mediation, translation: top-down and bottom-up and a more systematic way, translate the executive summary and take it back as it was in fieldwork + integrated to training material for facilitators

its researchers' responsibility to make their findings accessible for the local communities as well as the institutions.

When non-state actors (e.g. NGOs) take up research findings and use them to improve their own programming, they make those findings much more visible to both state and non-state actors.

shared learning experience can improve relationships within the family while motivating all parts.

In our context, adult literacy is mainly a matter of government's business.

needs to raise the awareness for family literacy and indigenous learning, we need to organise more events like this that we can introduce these approaches while discussing with policymakers.

important to recognize the different forms of learning: indigenous learning, technological learning

By doing research with local universities, you are already expanding the notions of your country. It's easy to highlight the importance of these programmes but a challenge to recognize while

Relevance of local and national level research (Bottom-up) to influence policies

Research findings such as those we heard make policy and practice relevant and evidence-based. I believe basing policy and practice on research is very important for the success of the policy and practice

Logos: unesco, UCL, UEA University of East Angles, GCRF Global Challenges Research Fund, UK Research and Innovation



### Q3: How can indigenous learning and family literacy be used by other sectors (e.g. health, agriculture) to achieve different SDGs?

early childhood, health and nutrition: clear links that FL can support

Address discrimination as it may be present within different sectors, policies and related institutions

important approach: start with their own context, discuss what kind of issues, seek people's knowledge, find solutions at the local level

prepare materials to speak to children and parents (not only adults) so use FLL approach

Create awareness for health extension workers and agricultural extension workers.

Other sectors can consider how they present literature - by using a family literacy approach to literature and information dissemination, this could be addressed both adults and children. - it will be more likely to be

Summary 1) literacy is connected to other sectors, such as health in Nepal 2) how language and texts are functioning in a world? how literacy and language connected to people's lives? The western education system is

The challenge would be to demonstrate the value of indigenous learning and family literacy, which might be solved by the dialogue with different sectors.

collaboration across sectors

Communities collectively have knowledge and skills on several issues that matter in life including health, agriculture, livelihood, etc. Thus, these sectors will benefit if they tap these indigenous and local

research can help to better understand and communicate with community, can find best solutions for agriculture preservation as well, so need more collaboration among sectors

family backyard garden to address SDG zero hunger

document indigenous knowledge to address climate change challenges, education can support document using intergenerational learning, how can this contribute to more sustainable dvpt

can be integrated with local development planning.

working on the value of family literacy and indigenous learning is crucial!

Sectors such as health and agriculture could benefit by understanding the most common modes of learning new information at the family and community level, including story-based learning.

Story-based learning materials can convey important information, but they do it in a culturally recognized (and more interesting) way.



### UNESCO – a global leader in education

Education is UNESCO's top priority because it is a basic human right and the foundation for peace and sustainable development. UNESCO is the United Nations' specialized agency for education, providing global and regional leadership to drive progress, strengthening the resilience and capacity of national systems to serve all learners and responding to contemporary global challenges through transformative learning, with special focus on gender equality and Africa across all actions.



### The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to **“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”** The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.

