LITERACY

FOR EMPOWERMENT AND EMANCIPATION

train to transform
CIVIL SOCIETY FOR SOCIAL CHANGE

WORKSHOP
for the SOCIAL TRANSFORMATION

s'émanciper

2021

THE POWER OF PEER-TO-PEER EXCHANGES

This synthesis was co-constructed after a time of peer-to-peer reinforcement organised in the framework of the Collectif Form pour Transformer around literacy. The following organisations participated: APEF in the Democratic Republic of Congo, Concept and UGPM in Senegal, and Duhamic Adri and Adenya in Rwanda.

For counsellors and education coordinators:

"The webinars brought new knowledge. The enriching exchanges inspired us at different levels: to define the profile of our future literacy educators, to prepare the delivery of our training courses and to consider post-literacy follow-up.

Fidèle and Juvénal, Recasé project coordinators in Rwanda

For literacy professionals:

"These different literacy training sessions have been very instructive for us. It has opened up different approaches and perspectives for me to work with, after a previous literacy experience.

Dorcas, APEF literacy educator in the DRC

"Thanks to these exchanges, I know what I can do to carry out the literacy programme... Before, I thought 'will we make it', and I tended to shy away from this activity. But now I know it is possible, because the other partners have succeeded.

Odile, Recasé project facilitator in Rwanda

INTERACTIVE OVERVIEW

Introduction
- Why is literacy important?

For counsellors and education coordinators: Structuring literacy pathways
- How can literacy pathways be structured?
- Structuring within teams
- Learners at the centre of the learning dynamic
- How do we train for literacy?

**For literacy practitioners: Facilitating literacy training**
- Co-facilitating to improve literacy? Or learning together?
- What stance should be taken to make learners literate?
- What methods and topics for consciousness literacy?
- What methods should be used to facilitate post-literacy monitoring?

WHY IS LITERACY IMPORTANT?

"I am an apprentice:
the alpha is important
to ...

To develop a life project
(entrepreneurship,
professional
integration).

CAPACITÉS de REFLEXION

projection DANS L'AVENIR
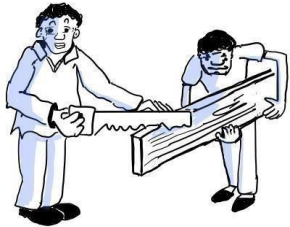
To participate
actively in the
community's vdideaun
(by becoming
secretary/ treasurer/

"For Concept, literacy help to empower young people; empowerment in the business training workshop, at home, the community, for their health. We took the young man as a whole, i.e. a sociable person, with dreams and aspirations.

Bigué - project coordinator at Concepto in Senegal

WHY IS LITERACY IMPORTANT?

"Among the members of community-based organisations, 40% are illiterate. Most of them are women. This makes it difficult for them to participate in the democratic life of their organisation or community. To be elected, to have a say in governing bodies, you have to be able to read and write. Literacy will enable them to gain confidence, to develop and to feel useful in order to contribute to the development of their community.

Odile - project facilitator
Recasé in
Rwanda

Working for an organisation in civil society: alpha is important for...

It aspires to autonomy and emancipation.

Pretext for political awareness (emancipatory popular education)

CAPACITÉS de REFLEXION

projection DANS L'AVENIR

Develop open-mindedness, skills, empowerment and thus limit the domination relations linked to illiteracy.

VOIR

réfléchir

AGIR

POUVOIR D'AGIR

POUVOIR D'AGIR

POUVOIR D'AGIR

HOW TO STRUCTURE LITERACY PATHWAYS?

Literacy functional Point

Aims to the →**empowerment**

- To **learn a trade.**
- **Participate in the activities of** a **group**

  or community where reading is part of the curriculum, writing and arithmetic are necessary.
- Promoting **socio-economic integration**

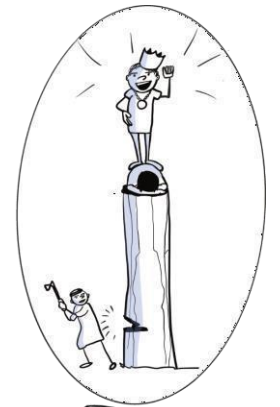*Choisir une méthode ou l'autre Ou bien les faire dialoguer*

Conscious teracy→

Context of learners

awarenessof one's own situation and to understand the relationships of domination suffered by people in situations of vulnerability.
- To feel able to to act.
- Inspired by Paulo Freire

Aims to emancipation

A team effort!

Within teams, facilitators are not isolated:

- **Multidisciplinary work** with all members of the training team (professional trainers, facilitators, etc.).
(e.g. local facilitators, central facilitators, etc.)

- **Pairs of facilitators** (central facilitators or endogenous trainers, technical trainers, etc.) **and literacy trainers** to better meet the expectations of the learners (exchanges, field visits, co-facilitations).

- **Regular updating of** literacy educators

- Regular **exchanges of practices** and **problem solving** among team members.
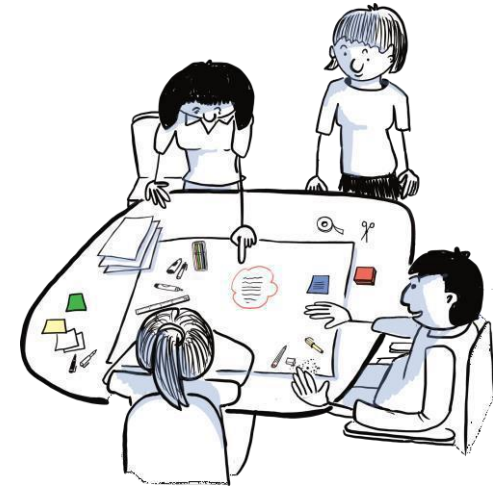
"The organisation of refresher courses for facilitators at the beginning and in the middle of the process Literacy is very important to harmonise learning practices, refreshing the approaches and methodologies to be used".

Fidèle and Juvénal of the Recasé project in Rwanda

Learners at the centre of the learning dynamic

"We believe that participatory and inclusive development of literacy activity with learners is the key to success. The participation of learners in the development of topics, in planning or within a management committee, is a dynamic that should be encouraged within the literacy programme.

Fidèle and Juvénal of the Recasé project

Diagnosis with the population on:
- The illiteracy rate
- Socio-economic difficulties encountered
- The needs of the population
- The location of literacy sites

Determine learning framework (days, hours, etc.) **and the themes and generative words** according to the context, the interests of the students and above all with them.

Collectively **assessing learning,** but also **of each individual's empowerment journey.**

Promote mentoring systems between alumni and new students
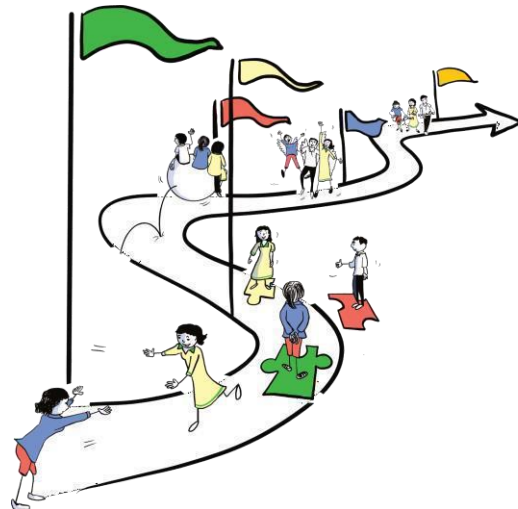
STRUCTURING LITERACY PATHWAYS?

How do we train for literacy?

Training punctually with a external organisation

Always encourage transmission within teams and even within supported groups: duplicate, train, support internally.

Recruit and integrate people with literacy training and strong community involvement into the team.

"The meetings between the project team and the farmer-trainers allow for good planning and efficient completion of the whole literacy process.

"Through the exchanges, we saw that certain strategies had to be changed. In particular, with regard to the recruitment of literacy teachers. Initially, we looked at training farmers who were members of community-based organisations. After discussion, we decided that it was better to work with experienced facilitators.

Fidèle and Juvénal of the Recasé project in Rwanda

HOW TO RUN A LITERACY COURSE?

Co-facilitating to improve literacy? Or learning together?

Working in pairs and sharing facilitation between literacy educators and commercial trainers or project facilitators.

Organise field visits to learn about students' expectations and thus be closer to them.

Valuing peer-to-peer exchanges through mentoring: a person with higher literacy/numeracy skills will help a person with lower literacy/numeracy skills to develop a more effective literacy/ numeracy skills.

Distribute responsibilities among students to empower them through a management committee: managing absences, finding solutions, moderating a WhatsApp group to get back to class.

"Organisations have highlighted the importance and benefits of involving older learners in mentoring or sponsoring new learners. We have also set up a WhatsApp group with alumni so they can share information and/or ask questions. - APEF

FACILITATING A LITERACY COURSE

What stance should be taken to make learners literate?

Demonstrating **humility, listening, horizontality** and to **catch up.**

Be a **facilitator/trainer** rather than a teacher.

Use appropriate vocabulary for the adult education and a circle literacy

Paying attention to pupils' **interests** to determine the issues
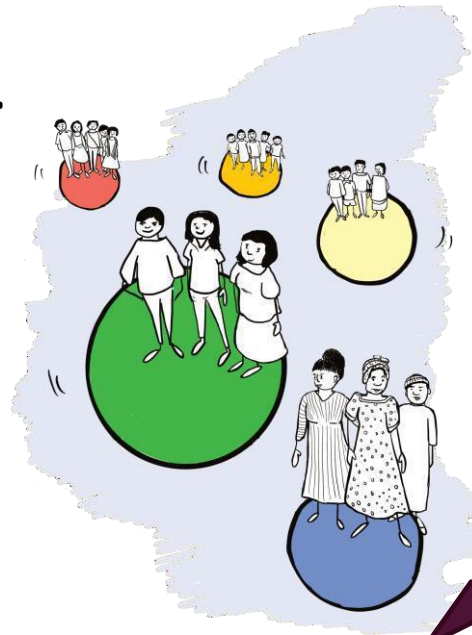
FACILITATING A LITERACY COURSE

Which pedagogical methods for conscious literacy?

Organising the training room: propose a circle or a U-shape.

Mobilising the senses5 of pupils: use of
of images, sketches and walks, stories, videos, meetings, field visits.

Methods

Generator word game: this is a word that beneficiaries are used to using. From this word: vowels or consonants are identified. From these letters, syllables and then words are created.

FACILITATING A LITERACY COURSE

What educational tools should be used to facilitate post-literacy?

Create a **literate environment**, organise **themed reading sessions**, a **reading corner or a library** with an older learner and facilitators.

Re-injection of some **emancipatory training content** in the post-alpha sessions: roles and responsibilities, relations of domination.
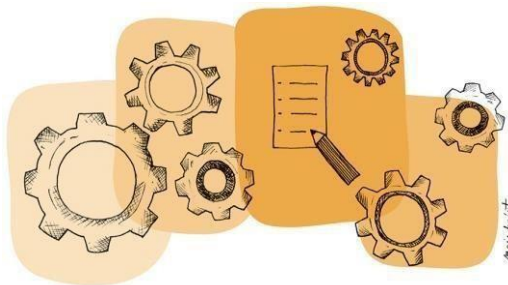
Facilitating an evaluation, in the form of a focus group, with **a grid of empowerment**: measuring the degree of the pupil's development of having, knowing, wanting and being able to

"The reading corners run by literate people who set up in the communities after the training courses seem to us to be a good idea: for post-literacy follow-up, but also for the appropriation by the learners and their empowerment of this activity within their community.
community.

Fidèle and Juvénal of the Recasé project

A peer-to-peer exchange involving the following partner organisations:
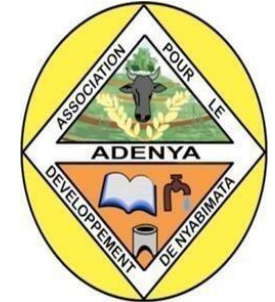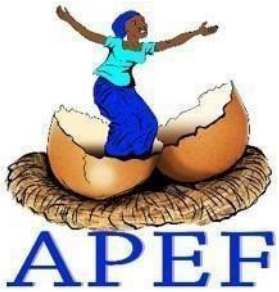
A facilitated exchange and synthesis coordinated by :

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