

"Knowing how to read and write is very important, especially in tontines, so that you can calculate your shares. It also helps to combat shyness. They can read signs and notices.

Peer exchange sessions with member organizations of the “Train to Transform” collective enabled the Récasé team to identify the need to rely on people who already had teaching experience. 24 farmer trainers were therefore selected for the 8 project zones and took part in a two-day refresher course to familiarize themselves with the literacy program and design a training sequence. In addition to their experience in literacy, these trainers are themselves farmers or stockbreeders, who are therefore familiar with the situation of the participants in the training courses.

Farmers trainers
14 women and 10 men
Aged between 29 and 64 years old (average age : 53 years)
Farmers with teaching experience

Learners profile
Learners aged between 21 and 81. Average age: around 48
Most farmers are members of GCOs or PEGs
First literacy course for the vast majority

How the class run

A functional literacy program in Kinyarwanda

The program followed by the Pafos is a Rwandan government program, which includes lessons in reading, writing and arithmetic. The program covers a wide range of topics, including :

- Management
- Health
- Environmental protection
- Community life
- Citizenship

These themes correspond to the context of the OCBs, as well as to the other activities of the Recasé project. To follow this programme, the Récasé project has distributed a trainer's booklet for each trainers, as well as booklets for the learners.



Two-hour sessions, twice a week

Each week, learners benefit from two two-hour afternoon classes. On average, each class has 25 participants. The sessions take place in a variety of venues, depending on availability in each area, such as school halls, church spaces and local authority offices.

To ensure that lessons run smoothly, the Récasé project has provided the trainers with a set of essential equipment, including pens, coloured chalk, a lesson preparation book, a call book, an apron and boots suitable for rainy conditions.

Difficulties for learners

Late arrivals and absences by learners affect the smooth running of classes. During the rainy season, learners have to work harder in their fields to avoid production losses. Journeys between the trainers' homes and the classrooms vary, with some taking less than 30 minutes and others more than 1.5 hours. Despite these challenges, the trainers make regular visits to understand the reasons for late arrivals or absences.

The trainers also encounter difficulties due to the heterogeneous level of the learners, which requires personalised follow-up. Learners with difficulties are often the ones who are absent the most, and the trainers will often talk more with these learners and visit them at home to find solutions with them.

Generally speaking, the trainers maintain friendly relations with the learners and try to motivate them to attend classes. The best practices of the trainers can be consulted on the following page <https://atelier.fdh.org/en/take-action/our-experiences/support-and-alliance/article/best-practices-of-an-adult-literacy-trainer-the-recase-experience?lang=en>, which is also available on the Social Transformation Workshop.

A monitoring tool inspired by the practices of other members of the “Train to Transform” collective

Based on exchanges with UGPM, CONCEPT and APEF, class monitoring sheets have been drawn up. These sheets show the participation of the learners in the classes, as well as the courses that have been given, the successes and difficulties linked to school performance. This tool is structured as follows :

- - A list of learner attendance:
 - o o The number of attendances and absences for each person, as well as the reason for absences
 - o o Information about each learner, such as village, sector, ID number and year of birth
- - Questions about the month's classes:
 - o o News about school performance and achievements:
 - o o Classes of the month (which part of the curriculum was covered):
 - Reading and writing
 - Mathematics
 - Conversation
 - o o Overall school performance
 - Achievements of the month :
 - Difficulties of the month:
 - Measures taken to improve school performance:

Link to the article : http://atelier.fdh.org/en/take-action/our-experiences/emancipatory-trainings/article/literacy-training-in-the-recase-project?lang=en&var_mode=preview

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