European network for adult literacy and numeracy
Réseau européen pour l'alphabétisation des adultes

Co–construction of training tools

AEFTI

I. General information

Field :
Co-construction of training aids based on previously acquired skills by the learners.

Theme(s) addressed
Training that targets professional life, social life and citizenship.

Target audience
Migrant adults with low literacy skills and people with literacy difficulties.

Pursued objectives
Working with trainers in the field and learners to create pertinent tools related to needs expressed by all. These tools are interactive and enable both the trainer and the learner (or group of learners) to make choices and organize the course/programme.

Practical modalities

The AEFTI (Association for Education and Training of Migrant workers and their families) Federation sets up Research-Action-Training Groups (GRAF) to jointly develop training aids based on the experience of the learners and tutors in the field. The members of GRAF are all tutors/players in the field who know and share the goal of self-determination with the trainees by using interactive, dynamic teaching aids.

When these tools are created, the volunteer tutors working with the various AEFTI sections take part in the work in 6 days of meetings per year plus interactive work between meetings. They start with a problem that arose in the field and a concrete need in terms of tools, approaches and teaching aids. These needs are expressed by learners and by tutors.

From that point, the group organizes a meeting to find what kind of teaching aid could meet the need. Then the necessary conditions to the creation of the tool are implemented. Many back-and-forths are done in the literacy classes to check the relevance of what has been produced. The tools are tried out by trainees. The teachers-authors give feed back to the GRAF with the comments from the field. The person in charge of coordination facilitates cooperation and collaboration among all and in the GRAF. Coherence is promoted by collective feedback on experience and sharing of practices.

This work entails experience, reflective analysis, pooling of ideas and resources, formalization and training using common production of knowledge.

RESULTS

GRAF (Research-Action-Training Group) has developed:

A **writing tool box**, offering a choice of activities based on previously acquired skills of learners and communication needs in daily life. Each learner or group of learners can build a suitable path. The tool includes 10 modules: **organizing learning, introducing yourself, shopping, managing life in the house, knowing where you are and how to get where you are going, communicating at work, preventing/solving problems, managing time, using public services.**

A Curricalbumvitae to highlight skills: This consists of a use guide, a set of photographic expressions and the learner's Curricalbumvitae that is developed gradually in the training course. This tool allows for oral expression, mainly dialogue, and increases awareness of experience by means of the images. The photographs were chosen for their suggestive power and their capacity to refer to a variety of situations. Finally, the tool kit also includes a guide for the teacher who should help the learner underline his/her skills in a personal document (photographs, CV, calling cards…).

This tool consists of several components: the guide, the image bank and the learner's booklet that the learner builds up himself as he uses the tool. He can add components that are useful in organizing his job hunt and components he can present to the employer.

Le droit en jeu (the game of law) is a game to better understand labour law. This is an interactive tool that enables trainees to know their rights when they are working, and who to apply to… it consists of an interactive map on which the trainees put the various places and people they deem helpful during the sessions, plus teacher's guide, a resource booklet, place cards and character cards.

The tools created are published and distributed throughout the network; they are also available from the federation.

The main aspect of all the above is that the tools are interactive – not only can they be used very flexibility, but they also belong to a structure in which the learners, as well as the tutors, are encouraged to build on these aids and to add data sheets, authentic documents, new ideas of activities, updates (particularly for the game of law)…

Consequently the tools can be adapted to different training situations and they encourage those involved in the training course (learners and teachers) to use authentic documents from daily life, insofar as possible, plus the resources of everyone involved.

Once the tools have been published, those involved in training (teams of teachers, teachers, learners) can appropriate these games and transform them as they please. Sharing opinions and proposals for modifications are strongly encouraged.

III.	**Self-determination evidence**

The learners take part in building the tool in that they express their needs for tools, they try them out and, by the way they use these tools, they can determine their own progress, the teachers aids they prefer to use, and how they want to use those aids; they can choose their approach, or co-build new data sheets with their group or their teachers. They can also do self assessments to see their own progress.

On 3 February 2012 at Expolangues, the AEFTI Federation received the European label (see doc, page 22: http://www.europe-education-formation.fr/docs/20120203_RECUEIL-LABEL-2.pdf).

IV.	**Contact**

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