

Groupes mixtes (lettrés-illettrés)- Constats et Conseils **Mixed groups (literate-illiterate) - Findings and Advice**

Lire et Ecrire en Communauté française

I. General information

Field :

Analysis of work experiences within mixed groups.

Theme(s) addressed

Collaborative work to explore an unknown or unrecognized area where differentials of knowledge are not an obstacle but an asset.

Target audience

Trainers / facilitators wishing to set up a workshop for a diversity of players within the world of literacy (i.e. literate / illiterate - teachers / learners).

Pursued objectives

- Identify and highlight the difficulties, challenges and advantages of working with 'mixed groups'.
- Invite all players in the world of adult education to experience this way of working, in order to discover new methods for knowledge production and recognition.

Method(s) used

Reflective analysis and social self-construction of knowledge.

II. Description

Practical modalities

This collective document was conceived within the context of a writing workshop designed and facilitated by Odette and Michel Neumayer.

The twelve people who have participated in this 'harvest of heritage' were all workers from different sections of Lire et Ecrire who had experience working with mixed groups of both literate and illiterate learners. They worked together for ten days in order to identify the steps to be proposed and compile the final document.

Description of the main stage

These are the findings and recommendations proposed by the creators of the document for a successful implementation of activities with 'mixed groups':

Findings and Advice: factsheets

3.1 - Reflecting beforehand

Before working in a mixed group, it is a good idea to give us time to reflect on ideas such as: the mixed group serves what purpose? For and with whom are we working? How? What does each one expect and what will be her or his contribution to the group?

3.2 - Stating the principles

From the beginning it is crucial to determine a set of principles, valid for each and everyone. These principles shall be the cornerstone of the group work and will be discussed and updated regularly according to implemented practices.

3.3 - Assessment that makes sense

Thinking about the assessment to be carried out before, during and after the activities of the mixed group contributes to giving it a purpose.

3.4 - Take the time to analyze and regulate

A reflective analysis is gained through spoken or written feedback on what has been done in order to learn from it, to state the difficulties found, to design future activities etc.

3.5 - Clarify activities, assuring everybody's agreement

Without a clear framework, without a collaborative goodwill and without collectively formulated indicators, no action or assessment will be possible.

Each actor shall support the framework in a different way.

3.6 - Keeping track of changes, harvesting heritage, thinking afterwards

Harvesting heritage means to identify, preserve, archive and organize what will afterwards become a communicable product.

3.7 - Living the process and creating

The challenges of working in a group include achieving a product collaboratively with each other—in spite of differences, in order to feel that each one is capable of contributing to both individual and collective transformations.

3.8 - Help or mutual aid?

For people to feel confident whilst working in a mixed group, it is important to create conditions for each member to (re)discover his/her capabilities and to feel recognition as a person.

Remarks

It is important to stress that this is not a 'classical' learning situation, as it might be used as part of a literacy training course.

III. Self-determination evidence

This approach allows participants to transform the image they have of themselves. Thanks to this experience they become aware of the fact that working in a mixed group contributes to the recognition and appreciation of all types of knowledge. This is a particularly rich experience and it nourishes from real democratic participation.

IV. Dissemination

This document can be downloaded from the website of Lire et Ecrire: http://communaute-francaise.lire-et-ecrire.be/images/documents/pdf/analyses2008/groupes_mixtes_lettres-illettres_constat_et_conseils.pdf

Format



It is a 12-page booklet that has been published in the following collection: *une collection pour l'alpha*

V. Contact

Name of the organisation Lire et Ecrire en Communauté française

Status Asbl (not profit organization)

Details

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http://communaute-francaise.lire-et-ecrire.be/images/documents/pdf/analyses2008/groupes_mixtes_lettres-illettres_constat_et_conseils.pdf

Short description

Association founded in 1983. The association claims the right of every adult to find quality literacy training which is close to his/her home and adapted to his/her needs. This training should allow the person not only to learn reading, writing and numeracy but also to gain access to effective participation in economic, social, cultural and political life. Without this outcome, there would find no reason to learn.

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Lifelong Learning Programme



Education and Culture DG

This project has been funded with support from the European Commission.

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