

BALID Informal Literacy Discussion

Hidden Literacies and Numeracies

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Introduction

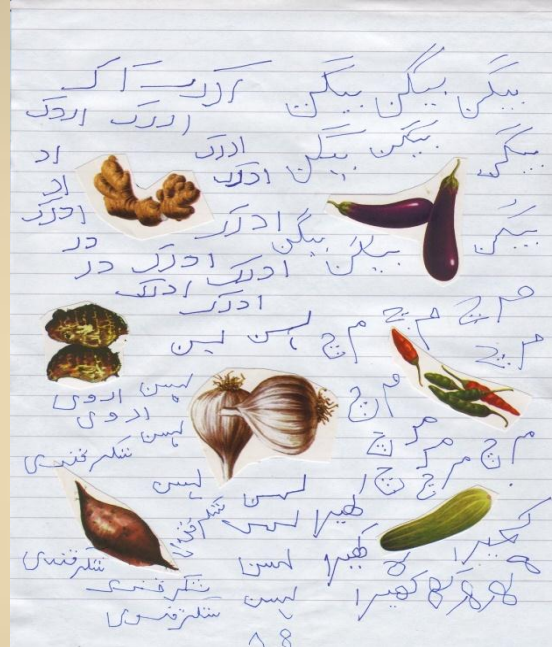
Who am I?

- ❖ **Why I came to UK**
 - ❖ (Researching Alternatives For Adult Teaching)
- ❖ **Shift in my thoughts**
- ❖ **Change of Ideas**
- ❖ **Search for Social Literacies**

Amen Baba's Six Steps of Learning

- ❖ **Who was Amen Baba?**
- ❖ **How did I come to know Amen Baba?**
- ❖ **How Amen Baba attracted my attention.**
- ❖ **Amen Baba's disappointment with educated people.**
- ❖ **What motivation did he have to learn?**
- ❖ **Who supported him?**

words



- ❖ **Step 1: He copied (in terms of drawing) the spelling of words (vegetable and fruits) in Urdu from the vegetable charts and practised them. Once he felt confident that he could write the names of fruits and vegetables without looking at the chart, he went on to the second step.**

Step 2; Writing Receipt

Step 2: Dates, names of fruits and vegetables, numbers. cost Mistakes and improvement.

امین سبزی فروش

تاریخ 8-2006

رقم	سبزی	تاریخ
12 روپے	آلو	1
7 روپے	ٹی ماٹر	2
3 روپے	پیاز	3
6 روپے	کدو	4
2 روپے	کرا مصالحہ	5
30 روپے	کل قیمت	

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تاریخ 8-12-2006

رقم	سبزی	تاریخ
R 20	میتھی	1
R 12	بزرگوں	2
R 32	آلو	3
R 18	کیرلی	4
R 10	الوجارہ	5
R 15	گامڑ	6
R 5	کرا مصالحہ	7
R 118	کل قیمت	

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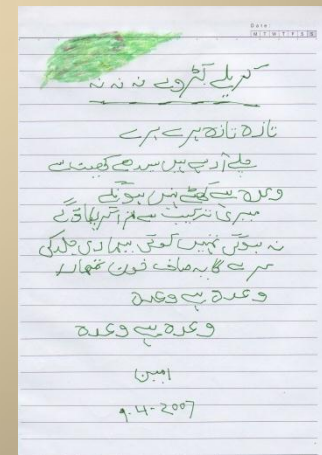
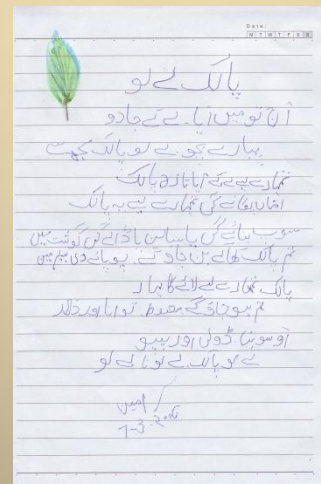
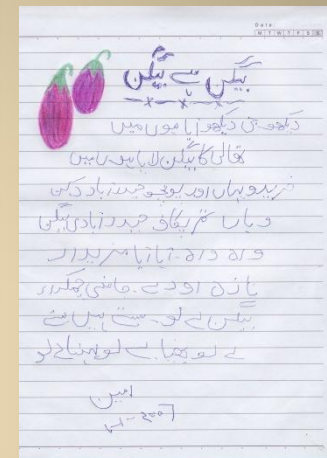
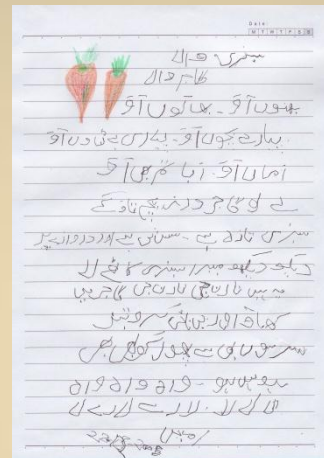
S-NO	سبزی	قیمت
1	کیرلی	R 32
2	اروں	R 18
3	آلو	R 90
4	کیرلی	RS 14
5	میتھی	RS 16
6	کدو	RS 15
7	ٹی ماٹر	R 30
8	کیرلی	RS 10
	کل قیمت	RS 175

Step 3; Tape Recorder

- ❖ ***He learned how to use the tape recorder.***
- ❖ ***He developed some poems and recorded them.***
- ❖ ***He listened again and again. He wrote down those words which he knew and left a blank for those which he could not write.***
- ❖ ***He gave the tape and notebook to Hamida.***
- ❖ ***Hamida listened to the tape, checked the notebook and filled in the blanks.***
- ❖ ***He visited Hamida once or twice a week.***
- ❖ ***Hamida explained the spelling of the words, breakdown of the syllables, and making new words.***

Step 4: Strong Features

- ❖ *Language*
- ❖ *Concepts*
- ❖ *Uses*
- ❖ *Remedies*
- ❖ *Drawing and Colours*



Step 5 and Step 6




- ❖ ***Step 5: Reading newspapers and completing forms.***
- ❖ ***Step 6: Opened an account in the bank so that, in the future, he could apply for a loan to buy a shop.***

Amen Baba lamplighter



Spring on Amen Baba's vegetable cart. He claims to bring fresh vegetables which gives a feeling of spring to the buyers. His six step learning plan will always guide me in my future literacy planning. This is a gift from Amen Baba for all of us.

Zia the Plumber's 10- sitting learning program

-  ***1st sitting: Five pictures of plumbing tools and five words.***
-  ***2nd sitting: Writing the five names of the plumbing tools.***
-  ***3rd sitting: Learned five more words and practised with ten words also played games.***

Learning program continued

4th sitting: Learned to write five more words (15 words). Now he could correctly read and write the names of 15 parts. He also learned the make-up of the words and how to make new words from the parts of the words. This was very interesting for him.

Learning program continued

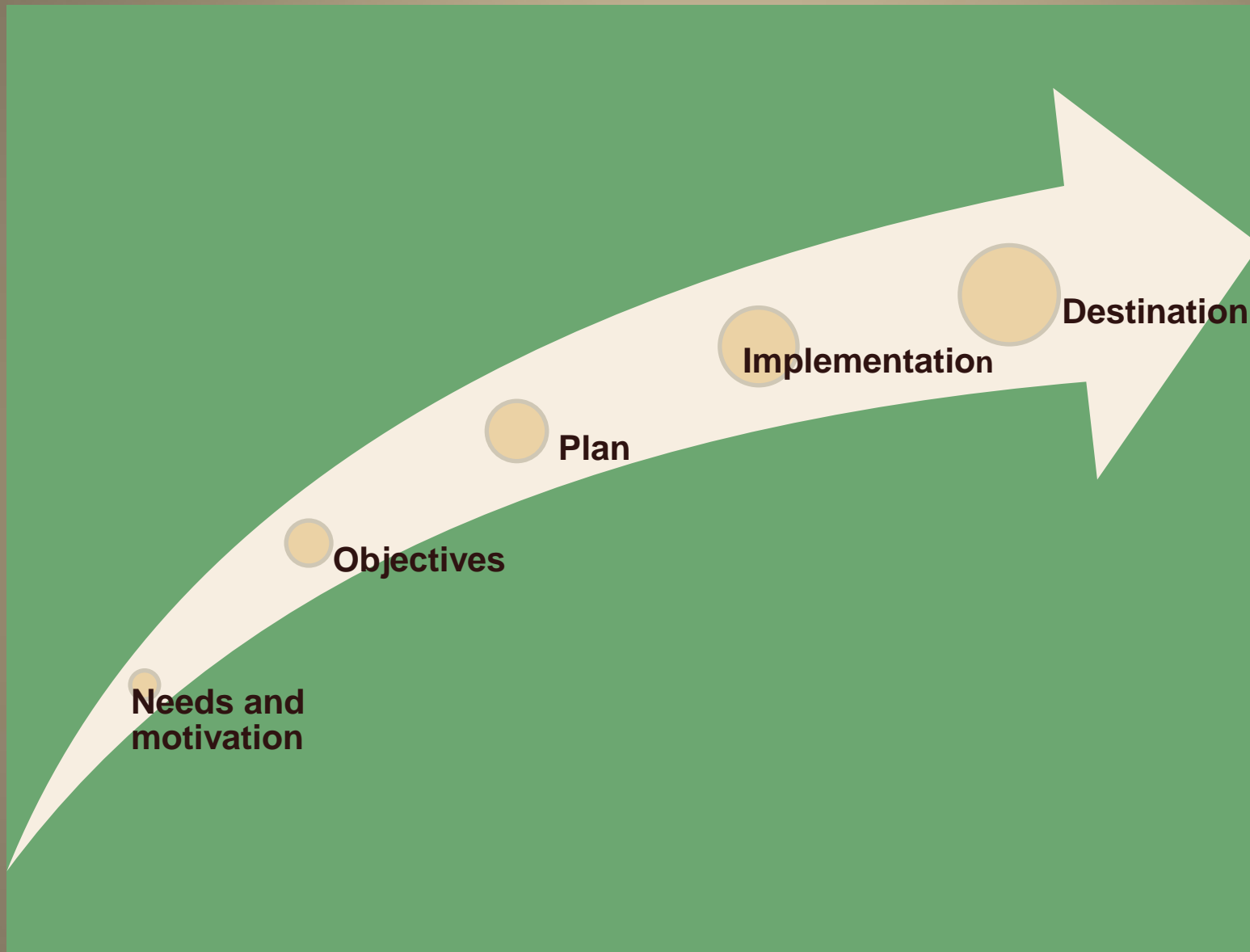
- ❖ 5th, 6th and 7th sittings: *He was able to write 45 to 50 words related to plumbing and was also able to make new words from these fifty words.*
- ❖ 8th sittings: *Taught him joining words to make a sentence. He started to write short sentences which were useful in his work.*

Learning program continued







- ❖ ***9th sitting: He learned to write a receipt.***
- ❖ ***10th sitting: Revised everything.***
- ❖ ***“Now I am not handicapped. I can do my job very well. With on-the-job practice, I am able to read and write.”***



Zia









What could be learned

-  **Motivation / Need**
-  **Clear Objectives**
-  **Multimodality**
-  **Relationship (informal, close, trust)**
-  **Built on learning**
-  **Relevance**

Continued

- Sources of learning (human, environmental and material sources, place of learning e.g. sea)
- Planning their own learning program
- Flexibility, less barriers

Continued

-  **Trust**
-  **Pace of learning**
-  **Control of the learning**
-  **Motivation for learning**
-  **Sharing Learning.**
-  **Learning and Practicing**

Continued

- **Learning in literacy centers and beyond literacy centers.**
- **Simple and not sophisticated but effective methods of learning.**
- **Imperfect literacy led to a fear of being laughed at.**
- **Attitude of educated people.**



WHY ?(Question to be addressed)

- **Our perceptions about so called illiterates. Why?**
- **Barrier free adult literacy programme.**
- **Relevant literacy programme.**
- **Primary formal literacy versus adult and youth literacy approach.**

continued

- **Accreditation of the literacy programme**
- **Sharing between the implementers**
- **More research-based pilot programmes**



Continued

- **What policy makers should learn:
One size cannot fit all.**
- **Working with learners is necessary.**
- **New Ideas may be difficult to conceive,
to plan, to implement, to manage, BUT
it is not impossible.**

What is required?

- **What is required – a little bit of openness towards new successful approaches, knowledge of adult learning patterns, flexibility, change in attitude and perception about so called illiterate people.**



Programs for adult literacy


- **Health Literacy**
- **Coastal area literacy**
- **Agriculture literacy**
- **Craft literacy**

Many successful examples in terms of programs and people are around us, just need to open our eyes, ears and learning attitude.



We are not children

- **We are adults with experience, wisdom, acknowledge this, respect it. For God's sake understand this - we are not children so do not treat us like kids.**
- **If you work for us and with us, Success is guaranteed. Donors, Gov and Implementers must understand this.**

 Thank you for your time .

