This working document reflects the point of view of literacy professionals assembled in this network. It is still a work in progress since we continue to gather and update information on literacy in Romania up to the year 2015. The contents of this publication may be reproduced in part, except for commercial purposes, provided the extract is preceded by a reference to “ELINET”, followed by the date of publication of the document.

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A PERFORMANCE IN LITERACY

As Belgium (French Community) did not take part in PIAAC the OECD’s Survey of Adult Skills, and has not carried out any recent national surveys of adult literacy there is no data available on levels of literacy among the adult population.
B LITERACY POLICY
1 Provision

1.1 What types of adult literacy provision are there? What do you consider to be adult literacy provision in your country?

In francophone Belgium (Federation Wallonie-Bruxelles) literacy provision training can be broadly divided into four types, defined by two criteria: 1) the previous education level of learners; 2) learners’ grasp of French.

**Literacy actions** aim to teach reading, writing, calculating to adults who have never been schooled or have never acquired a diploma in Belgium or abroad, or to schooled adults who have not acquired skills equivalent to the CEB (the Certificat d’Etudes de Base, affirming competencies in reading, writing, calculating, history, geography and science, mastered at the end of six years of primary school).

**Basic Training** or refresher actions target adults who have acquired the CEB (or equivalent) but no higher diploma.

By combining these criteria with that of the understanding of French, within **literacy training**, there is a distinction between those known as “Alpha written”, which are classified as Francophone adults (either as their usual language or one they have acquired) and “Alpha FLE” (French as a Foreign Language), which are classified as non francophone adults learning to speak, write, read, and calculate, in French. Similarly, **within basic training**, there is a distinction between “basic FLE” and “Basic training” (refresher for Francophone people), when the acquisition of the French language remains a dominant objective of the refresher.

This nomenclature was adopted by the Permanent Piloting Committee for Adult Literacy, a body created in 2005 to co-ordinate policies in the sector (see section 10.2). The double criteria in the nomenclature respects the desire to target audiences with more difficulty with writing, and in view of the fact that the sector’s audience is mostly constituted of people whose mother tongue is not French. Defined in this way, the nomenclature nevertheless only gives a general framework which permits the categorisation of the different cases in existence.

Effectively, “in Francophone Belgium, there is no specific and unique legislative mechanism for literacy (...) The mechanisms that supervise it generally have a wider goal and deal with questions as diverse as continuing education, socioprofessional insertion, or even cohesion or social action.” (Permanent Pilotage Committee for Adult Literacy, 2010-2011, p.11).

The diverse actors organising training in the domain of literacy which are aimed at “infrascolarised” groups are thus composed of different types:

- In the formal adult education sector: establishments for social promotion
- In the informal sector: non-profit organisations/NGOS\(^1\), which can be recognised in different ways, notably as organisations for socioprofessional insertion, or in the field of continuing education or social cohesion. Other non-profits or associations pursuing a different social goal can end up organising literacy programmes for a part of their audience.

\(^1\) Non-profits are NGOs – non-governmental organisations, in international parlance
In the informal sector: some public or parapublic bodies whose main aim is not training (Social aid centres, municipalities, cultural centres) also organise literacy programmes for a part of their audience.

Historically, literacy programmes emerged almost exclusively from the non-profit sector, starting (in the 1960s) on the basis of volunteering. Training aimed at those with little to no scolarisation was not developed in the formal sector (Schools of Social Promotion) until the end of the 1990s. A certificate can be obtained to acknowledge people who have followed a course of training in the informal sector by the Compulsory Education Inspector, which can organise a specific test for adults not subject to compulsory schooling (Piloting committee, 2010-2011, p.12).

Training dispensed by social promotion establishments gives rise to certification. Among other actors’ training, we can mention:

- Training organised by non-profits recognised as organisations/centres of socioprofessional insertion, which aim at the acquisition of competencies to permit access to the qualifying training or to employment
- Training organised by non-profits recognised under the framework of Continuing Education and/or Social Cohesion, and/or Social Action, which aim at citizen participation, the reduction of exclusions, more equality and justice in society.

Aside from formal and informal training programmes, informal approaches also exist, in locations such as libraries, cultural centres, etc.

“Another aspect of the integrated approach which characterises literacy in francophone Belgium is the frequency of partnerships between other associations or organisations such as regional integration centres, employment or training agencies, Public Social Action Centres (CPAS), schools, libraries, housing associations, etc. In the same vein, it is worth noting that operators often run courses in other locations than their own premises: neighbourhood homes, CPAS, schools, libraries, cultural centres, housing projects (...). One finds here the historic mode of development of literacy in Federation Wallonie-Bruxelles: a supply which develops where a demand, a need, emerges, a need, in places as varied as are the profiles of the people with difficulties with writing” (Bastyns, 2013, pp.94-95).

Questions/debates

The advantages of this diverse supply are:

- It does not limit illiterate people to a unique and inherently limiting apparatus, but on the contrary, takes into account people’s different needs and goals, from the most formal to the least.
- It avoids the risk of categorisation/stigmatisation of illiterate people. The status of illiteracy is never really mentioned. People take the training with an aim of professional or social insertion.
- It is coherent with a conception of literacy which covers all fields of life and places learning as a means to complete a project, not as a goal in and of itself.

The flaws of the situation are more linked to the funding of programmes, rendered more complex by the multiplicity of sources (see question 1.2).
1.2 How is adult literacy provision funded?

Literacy is plurally funded. In federal entities, several policies are implicated in its funding (Permanent Piloting Committee for Adult Literacy, 2010-2011, p.11)

- In Federation Wallonie-Bruxelles
  - Teaching of Social Promotion (EPS)
  - Continuing Education (EP)
  - Distance Learning (EAD)
  - Public reading

- In the region of Bruxelles-Capital
  - Socioprofessional Insertion (ISP – French Communautarian Commission and Training Brussels)
  - Social Cohesion
  - Actiris (Public service for employment in the Brussels region) for the subsidy of personnel in the form of employment aids within the framework of unemployment reduction programmes (RPC)

- In the Wallonian regional
  - Socioprofessional insertion
  - Transversal Wallonie-Federation/Wallonie-Bruxelles policies
  - The Forem (Public Employment and Training Service in the Walloonian region) intervenes in the subsidy of operators and programmes, as well as in that of personnel in the form of employment aid in the framework of the RPCs
  - Social Action and Social Cohesion

Other bodies participating in the financing of literacy:

- Communes and provinces
- The Federal state
- Europe (FSE, FER, FEI, Grundtvig)

In the informal sector, a number of associations are “poly-subsidised”

Questions/debates

The disadvantages of this situation are:

- The different policies are sometimes unaware of each other. Decisions aren’t taken in concert, which prevents a global and coherent approach to literacy.
- The approach of audiences is segmented and carries risks of exclusion. Audiences are specific to each policy line and certain groups are not taken into account.
- Instability: most policies don’t mention literacy at the level of a decree. They can therefore change their orientation and decide not to finance policies in favour of the illiterate public.
- Complexity: each policy has its own system of reporting and evaluation. The management of administrative and financial dossiers for organisations which are subsidised by several policies is very complicated.

Since the 1990s, as the literacy sector has become more structured and benefited from more support from public authorities, there have been calls for an “alpha decree”, which would assemble all these
policies into one. “Actors from the non-profit sector have analysed the topic and are opposed to it for one key reason: literacy being organised [as it is] permits a large diversity in the supply of formation and taking into account illiterate people’s specificity of needs and projects.” (Stercq, 2010).

NB: this broadly replies to question 10.4 of the questionnaire.

1.3 Is there a statutory entitlement to literacy provision up to a certain level?

Obligatory schooling continues until 18 in Belgium. The right to education (and to literacy) is supposed to be guaranteed within this context. Beyond 18, there is no specific legislation: there is neither an obligation for public authorities to put in place means for organising literacy classes, nor is there an obligation for people to undertake such training processes. Only with regard to foreigners or people born abroad arriving on Belgian soil is the obligation to follow a ‘welcome course’ (notably including a language section) considered: this obligation exists in the Flemish part of the country, but not in Brussels, and does not necessarily include language training in Wallonie.

These policies, which concern regional powers, are being put in place in Wallonie as well as Brussels.

Questions/debates

The right to education and literacy of children and young people is not always respected. School produces illiteracy. The publication of PISA study results regularly attracts public and political attention to the alarming rates of failure in schools. In Francophone Belgium, in recent years the failure rate on the CB has been between 8 and 10%. Bearing in mind that delays in schooling accumulate and that lapses are not recovered over time, it isn’t difficult to link this figure to the tenth of the Francophone Belgian adult population who are illiterate—a proportion regularly recalled by awareness campaigns carried out by “Lire et Ecrire” (Read and Write).

The non-profit sector, which defends literacy as a lifelong right for all, has organised a platform to fight against early school-leaving to defend the idea of a re-foundation of school, in a more egalitarian perspective.

As to adults’ right to literacy, there is a growing imbalance between the political desire to make training obligatory for some populations (in the application of decrees relating to socioprofessional insertion or the welcoming of recently-arrived migrants) and the incapacity, in a context of tight budgets, to guarantee a sufficient supply to meet the demand for training. Meanwhile, the non-profit sector emphasises the right to literacy and considers it a positive thing that the right does not become an obligation, as many pedagogues have demonstrated that learning under constraints is inefficient. However, it considers the obligation to guarantee this right for all as a responsibility of politicians in charge of literacy.

1.4 What is the rate of participation in adult learning, workplace training, liberal adult education?

NB: We do not respond here to the question concerning overall participation of adults in training, but view the question only with regard to illiterate adults in different types of training.

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2 Lire et Ecrire is a non-profit recognised as a permanent education organisation, whose goal is to “promote and develop literacy with a view to emancipate people and to promote social change and greater equality”. It is composed (in the whole Wallonie-Brussels federation) of three coordination structures and 14 regional and local entities (http://communaute-francaise.lire-et-ecrire.be)
In 2010, according to the labour force survey, 700,000 people over 15 are “infrascolarised” (having attained at most, the CEB) in Francophone Belgium. The literacy Summary presents the results of a survey conducted by Lire et Ecrire among literacy actors in the informal sector. This survey revealed that in 2010, in the informal sector, there were 16,551 learners in Francophone Belgium, distributed as follows: 50% in Brussels-Capital, 45% in the Wallonian region, and 5% in a prison setting in Brussels or Wallonia (Permanent Piloting Committee for Adult Literacy, 2010-2011, pp.51-68).

According to the same source, still in 2010-11, around half the learners in the Walloonian region were with an organisation in the socioprofessional insertion (ISP) sector, and the other half were in organisations from other sectors (Continuing Education, social cohesion, or other). In Brussels, the situation was very different: around 10% of learners were in an ISP organisation, while 90% took their training in organisations with other aims. In this regard, it is worth noting that learners with an ISP training contract benefited from hourly remuneration and reimbursement from costs incurred because of training (childcare, travel...).

Still according to the same source, training is also organised for salaried learners, as part of their work contract or outside it. This section of the public is nevertheless not large – 7% of learners in both Brussels and Walloonia. Their proportion has diminished with time and the deterioration of the socio-economic situation, going from 16% in 1990 to 7% in 2000, at which point it stopped varying.

The survey of literacy also presents the number of establishments reported in 2010-2011 in the teaching of social promotion, in training units (UF) aimed at a public with little to no scholarisation. These units are as follows:

- UF in literacy (levels 1 to 4)
- UF in FLE beginners (levels A and B)
- UF basic training in the French language (levels 1 to 3)
- UF refresher, general competencies
- UF remediation in French
- UF CEB-French-Maths
- UF CEB-Citizenship

78 Social Promotion establishments organising such units were counted: 18 in Brussels, and 60 in Walloonia.

Questions/debates

Lire et Ecrire’s study revealed that almost 5,000 candidates for training had to be “refused” in 2010 – reoriented, put on a waiting list, etc., due to lack of spaces. The majority of alpha operators in the informal sector deplore the lack of means, trainers, and spaces to meet demand.

It also became clear from the data presented below that the supply of training for socioprofessional insertion was insufficient in the Brussels-Capital region. On the other hand, in the Wallonian Region, it was the inverse.

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3 This survey did not receive the participation of all literacy organisations, but of 211 surveyed, 168 responded, or 80% of those supplying training (not counting Social Promotion establishments)
1.5 Are studies available on factors that inhibit or prevent participation in literacy education and in using literacy outside educational contexts? If yes, what are the factors?

Some studies/analyses to highlight:


Analyses are mostly focused on the difficulties encountered by two sections of the general public:

- Belgians who struggle to fit into training sessions which are otherwise mostly attended by foreigners or people of foreign origin;
- Salaried people who encounter a number of difficulties when entering into literacy training as part of their professional environment. The reasons identified were, for individuals, a lack of information, a lack of availability, the fear of revealing their illiteracy in a professional environment; for companies, there was a lack of knowledge of the problem of illiteracy, the economic aims of the business, and in unions, the taboo around illiteracy in the union sector.

Three factors impeding access to training were also mentioned with frequency, independently of people’s economic or cultural status:

- Poverty: when some primary needs are unmet. How could you even think of entering training when you don’t know if you’ll have a home, food to eat at the end of the week, or if you can get healthcare?
- Repeated failures: for many learners schooled in the country, school was a painful experience, and failure left scars, creating a sense of rejection and loss of self-confidence. How to find the strength to undertake learning, change, and transformation again? How to serenely undertake the trial and error which is indispensable to any learning when failure was the cause of stigmatisation or guilt?
- Loyalty conflicts: for some learners, (particularly those from traveller origins, families from countries with oral cultures), teaching is lived as a betrayal of family traditions of oral transmission. How to respect one’s cultural values in learning which engages another process of knowledge and relation to the world?

1.6 What progression routes are there from adult basic education courses to VET/HE courses?

Social promotion establishments, as well as the non-profit sector, offer training which leads to the acquisition of the CEB, which participants can take by presenting a “Pedagogic masterwork” – candidates produce a thirty-page document on a subject that interests them, which allows them to show they have acquired the required skills. They then defend their work in front of an external jury. People can also undergo training for the acquisition of the CE2D (Certificate of Second-Degree Study), uniquely in a Social Promotion or distance learning framework.
Questions/debates

In the socioprofessional insertion (ISP) sector, there are questions about the links between the acquisition of basic skills and professional skills. Though it is common to conceive of the move from one to the other as a progression, in a linear perspective, some associations argue in favour of developing so-called “concomitant” programmes, alternating professional training and basic training. Most illiterate people wishing to acquire a professional qualification don’t necessarily want to be “stuck” for several years in a process of learning basic skills, linguistic, digital and mathematical. This alternative to a linear vision has become the subject of political demands from an administrative and financial point of view, and of pedagogical reflections.

1.7 Does a right to advice and guidance regarding educational opportunities exist? If yes, who provides this advice?

People seeking training or professional orientation can direct themselves to different organisations:

- With regards to employment policy, the unemployed and beneficiaries of Social Integration Revenue are supported to navigate the supply of training
- In Walloonia, Regional Integration Centres (CRI) receive foreigners and direct them according to their needs and following their administrative status
- In Brussels, the Recent Arrival Reception Offices (BAPA) receive this specific public and in particular, have the mission of guiding the recently arrived towards training.

Questions/debates

The support offered as part of employment policies is not always respectful. Beneficiaries are sometimes suspected of abusing the social solidarity system. People in training therefore have to justify their absences with medical certificates or proof of an administrative meeting, placing them under the obligation to reveal a private life that the training centre isn’t supposed to know about.

The non-profit sector has mostly positioned itself against a proposal contained in future decrees, relating to the recently-arrived: the obligation to follow a welcome course and language training, including skills evaluation. This obligation, in a controlling and suspicious context (it places in doubt the good faith of people who don’t take training, following these highly subjective and unmeasurable criteria) has led to fears of abuse. The obligatory language training was not retained in decrees, but it is reappearing in Walloonia in the declaration of regional policy (Région Wallonne, 2014).

2 Quality monitoring

2.1 Is there an inspection service to monitor the quality of adult literacy providers (including classroom practice)?

Non-profits which receive public funding are accountable and their programmes are evaluated in terms of the requirements of different policies by each public authority following its own specificity and modalities (see section 2.4). Non-profits are equally inspected on their financial management and by the supervision of calls for projects they use to carry out their tasks.

Social Promotion institutions have their own inspection service.
2.2 Are there national quality standards for the quality of adult literacy providers?

In the non-profit sector, each association organises training according to its public, taking into account general objectives of professional insertion, permanent education or social cohesion. Certain associations define the contents of the training with learners, taking into account their objectives.

Social Promotion training follows programmes defined by the different Training Units (see section 1.4)

2.3 Are there national benchmarks/standards for adult literacy performance? How are adults? Progress in reading and writing assessed/monitored?

There is no nationally (regionally) defined literacy level to be attained.

In Social Promotion schools, modules finish with exams or evaluations: for the linguistic training units, the level attained is evaluated following the European Language Framework.

For socioprofessional Insertion, language skills are required. Non-profits sometimes refer to the European Language Framework. A reference for literacy skills is being composed as part of a new decree on socioprofessional insertion centres.

As to Continuing education training, literacy is both an objective and a means to personal and collective emancipation, and aiming to permit people to access their rights: social, political, cultural rights, the right of access to information and to knowledge. The citizenship dimension and its content, the critical approach and the active participation of the public are key to this approach. Reading and writing projects are evaluated in light of their success with regard to these objectives.

The question of evaluation is in perpetual reflection. From a pedagogical point of view, different methods are tested so that the learner may measure their progress, their advances, and if training allows them to realise their life goals.

Questions/debates

For the reception of the recently arrived, there is an assessment of linguistic skills at the end of the training course, using a skill test. Piet van Avermaet, of the University of Gand, argues against such practices, questioning their validity and whether they may actually be counterproductive (Van Avermaet, 2015, forthcoming).

He adds that the European Language Framework, which is often cited as a reference for the measurement of language knowledge in reception programmes, was conceived for learning foreign languages (after education in a first language). The descriptions of this framework assume prerequisites in language and literacy that are not met by a large part of integration programme’s public. Again, illiterate people are discriminated against (Storme & Godenir, 2015, forthcoming).

2.4 What accountability measures are in place for adult education institutions?

These measures depend on the policies which finance literacy, for example:

- Socioprofessional insertion centres: non-profits have to supply an annual report indicating, in particular, the number of trainees having taken the training, the number of hours offered, and where they were headed after training.
• Continuing Education organisations: non-profits supply an annual report on their training activities, then a five-yearly overall evaluation of their activities (sometimes including the training of trainers, raising awareness among the public, etc.), based on the directions and objectives they have chosen.

**Questions/debates**

The use of measurement in literacy training is debated.

It is undeniably necessary for the learner to be able to measure the journey undertaken, and to be able to imagine the remaining steps necessary to meet their objectives. Equally, for a training organisation, it is important to be able to assess their policies in terms of progress made by the learners, but also in terms of the values and social aims it wants to achieve.

However, the subsidising power seeks measures which try to assess the efficiency of programmes from an economic point of view. In doing so, focusing on the evolution of linguistic skills or on criteria of job acquisition or entry into qualifying training, other gains from training are often neglected: reinforced autonomy and sociability, improvement in the understanding of the social environment, regaining of confidence and improved self-image...

Tensions increase when objectives differ. Alpha learning goes well beyond the learning of language, this learning or this knowledge act in terms of changing lives. Taking advantage of study to leave one’s life situation, improve one’s social standing or personal development demands time and gains which go beyond language.

Measuring learning is beneficial when it allows learners to feel encouraged to continue learning, with or without training organisations, and for non-profits to identify social questions to which they can respond with literacy. Measuring learning is negative when it becomes a tool of control and pressure, casting doubt on the motivation of the learner or the programme of a non-profit, because objectives which are ill-adapted to the public, taking into account socioeconomic realities, were imposed.

### 3 Literacy Curricula/reading instruction

#### 3.1 Is there a national literacy curriculum for adults? How is this linked to school curricula?

There is no homogenous literacy programme set at a “national” level (which is to say, of the federal entities of francophone Belgium), precisely because the chosen option is to take account of people in a global sense, placing their learning in the context of a life project and not just as the objective of acquiring school-type skills in written and oral language, maths, and/or basic skills. Social promotion education envisages a curriculum based on levels specified in the reference documents equivalent to each training unit.

As an example of the diversity of responses offered, please refer to the types of programmes put in place as part of actions of the Social Cohesion Plan (Appendix 1)

#### 3.2 What is the accepted methodology for the teaching of literacy to adults?

Just as alpha projects vary, so do methodologies. In theory, the teaching offered in social promotion schools resembles a more school-like model.
There is a large variety of literacy projects and consequently a large variety of operators, which also influences methodologies (Lire et Écrire Communauté française, 2013a).

Alongside this training in a strict sense, and often directly in connection with them, a number of alpha operators develop a host of other activities with learning: visits (museums, public spaces...) outings in the neighbourhood or beyond, encounters with useful people, diverse workshops. Many of these workshops explore different forms of expression (writing, painting, photo, theatre, tale, song, mime, rap...). Others aim at specific learning (driving license groups, ICT, maths, even pottery workshops) or the reinforcement of learning (games workshops, reading circles...), health and wellbeing (health workshops, gym, cookery...), daily life (parenting workshops, administrative documents, job-hunting...), etc. (Bastyns, 2013, p.94).

Some non-profits, which view literacy as a means to emancipate people and reduce social inequality, opt for methods that place an emphasis on the active participation of learners, and on a cooperate teaching attitude instead of a dominating one. One can cite the following as key pedagogic inspirations for literacy practices:

- Self-socio-construction of knowledge
- Pedagogy of the project
- Reflect-Action methodology
- Mental training methodology

These different pedagogies are briefly presented in Appendix 2.

3.3 How do curricula and learning materials cater for diversity of learner groups and learning needs?

The methodologies listed in 3.2 have proven themselves in different sites of popular education – neighbourhoods in big cities, isolated rural areas – and in different countries. They are efficient means to put in relation pedagogical practices and the values to which continuing education and literacy non-profits are attached.

They also correspond to the diversity of the general public, and motivations which may lead a person to enter training.

One of the fundamental values at the heart of a number of literacy actions is to consider that every person is capable of learning, whatever their age, their origin, their history, and that they should be able to access training whatever their means or general aims.

3.4 Is there a specific focus on literacy in VET provision for adults?

Both in the Wallonian region and in Brussels, the entry to employment policies through which training operators are funded distinguish between job paths, orientation paths and basic skills paths; the latter includes adult literacy.
4 Screenings/assessments/support

4.1 How are adults with literacy needs identified?

People with reading and writing difficulties can be identified through interviews with representatives from job offices, or social workers from Public Social Action Centres (CPAS), in the context of an entry into socio-professional insertion training, or the reception of the recently arrived, or in any number of other situations. These are multiplied, by awareness programmes organised most notably by Lire et Ecrire in reception centres for children, communal services, unions, mutuals, etc. in order for “relay agents” to be utilised to identify situations of illiteracy and to discuss them tactfully with the person in question. Nevertheless, according to a study carried out by Lire and Ecrire Wallonie, most people come to training on their own initiative, or following the advice of those close to them, and know where to find training via word of mouth (Lire et Ecrire Wallonie, 2013).

A considerable proportion of the public passed through special education (which is aimed at disadvantaged students) – these persons were sometimes even directly sent by these establishments with the view to maintaining their still-fragile basic gains, or to continue training with a view to professional insertion.

For a number of years, Lire et Ecrire has published (with successive editions and augmentations) a small volume titled “Questions sur l’illiteracy... et reponses aux questions les plus frequentes” (“Questions on literacy... and answers to frequently asked questions”) (Lire et Ecrire Communauté française, 2013b) which is used to inform relay agents and give them some elements to be on the lookout for:

Illiterate people don’t always have the courage to speak of their situation and there aren’t always visible signs and behaviour permitting recognition of an illiterate. However, there are a series of clues:

- a chaotic schooling history and absence of a diploma
- difficulties with expression and producing a cohering account (chronology and use of tenses, logical connectors, approximate syntax and vocabulary)
- reticence, even refusal, for different reasons, to fill out or read documents (“I forgot my glasses” “I’ll fill them out at home” “Can you tell me what the job offers are” “I’m dyslexic”…)
- Rejection of professional training, a job, an increase in responsibility
- Laborious writing of name and address...

Another tool has been used by Lire and Ecrire to help professionals potentially in touch with illiterate people to hypothesise someone is in this situation and find the words to help them: “Des relais pour l’Alpha” (“Relays for the Alpha”) (Lire et Ecrire Communauté française, 2009b).

Questions/debates

On the one hand, more and more people are entering training because they have been obliged to do so by an organisation accompanying jobseekers or related to social action. Training operators are confronted with the need to carry out an initial effort to gain the confidence of people, then to transform an obligation to learn into a need, or even a desire to learn.

On the other hand, links with socio-professional insertion are insufficient, because they do not reach all of the public. In Walloonia, over half the people in training are jobseekers. In the region of Brussels-Capital, the large majority of learners are immigrants who depend on social welfare. However, both in Walloonia and Brussels, a large number of people who are Belgian and/or salaried have poor literacy
skills. We know that 10% of the native adult population is in this situation, and half of these people work. Consequently, learners whose mother tongue is French are under-represented, as are working learners.

Reflections and different pilot projects are being carried out to reach these under-represented groups.

4.2 How are adults’ prior literacy knowledge and skills recognised and validated?

People’s aptitudes when they enter training are evaluated from a pedagogic point of view by trainers. In some associations, people pass a placement test, either when they arrive or at the start of training (see 4.3).

4.3 Are there any standard tests to assess literacy needs or learning progress in literacy programmes?

For training in the informal sector, there is no standard test confirming skills on entry and progress in established programmes, but a reference for skills has been designed by Lire et Ecrire to permit the positioning of people in terms of their oral and written skills. This makes it possible to guarantee priority access to people the furthest from writing and to orient those with a better level towards Social Promotion studies, better adapted to their needs. This reference enables the establishment of skill levels in reading, writing, and oral language, on a 5-point scale. The person is informed of their result, as is the trainer (Lire et Ecrire Bruxelles, 2009).

4.4 How are adults with dyslexia identified and supported?

There is no specific provision for people with dyslexia-linked difficulties in the context of literacy training.

5 Special support for second-language learners/migrants

5.1 Is there provision for adult migrants whose home language is not the official language of the host country?

Immigrants who do not speak French are classified depending on their mastery of their own language. Those who have mastered writing in their own language have access to FLE classes (French as a Foreign Language). Those who struggle with literacy skills in any language have access to literacy programmes, which (see section 1.1), are split into “Alpha francophones” (or Alpha written) and “Alpha-FLE”.

It should be said, however, that in practice, a number of alpha operators also offer FLE training for educated people, since they have developed an expertise in the area of teaching French – this is true as much for stakeholders in the formal sector as in the informal sector. Participants in “educated FLE” training are not taken into account, however, when counting the public of the literacy sector, except when operators cannot distinguish between these different cohorts, for example when groups are heterogeneous with regard to the level of previous training, which can exist within the structure of small providers.
5.2 **Who pays for this provision?**

For non-francophone migrants who don’t have mastery of written language in any language:

- These people have access to literacy training for which financing is described in section 1.2. (NB: Belgians and Belgians of foreign origin who, even though their schooling was in Belgium, lack written mastery, also have access to this training.)

For non-francophone migrants who have mastery of written language in their mother tongue:

- FLE classes organised by Social Promotion teaching are financed by the Ministry of Education (Federation Wallonie-Bruxelles). FLE training organised by Socio-professional Insertion Centres or Regional Integration Centres are financed, respectively, by the regional ministers for professional training and of social action in Walloonia. In Brussels, the French communitarian commission subsidises FLE operators. European funding (FEI-FSE) also exists.

5.3 **Does this provision employ specialist teachers?**

In non-profit organisations, non-francophone people with little to no grasp of writing are taught in the same training groups as illiterate Belgian. Trainers have no specific initial training but can follow different continuous training programmes, notably in language teaching⁴.

In Social Promotion teaching, teachers must hold the qualifications required by the administration.

NB: the training programme for trainers in literacy organised by social Promotion (see 9.2) contains a module dedicated to teaching the French language.

5.4 **Is there specialist provision for those who have poor literacy skills in their L1?**

As explained above (see 1.1), the supply of training for foreigners without full mastery of reading or writing skills in any language tends to be distinguished from supply aimed at schooled foreigners with mastery of writing in their own language.

In non-profit organisations with the social object of literacy, the former quickly join the same training in literacy as Belgians or Belgians of foreign origin.

5.5 **Is there a separate curriculum for this type of provision?**

In literacy associations, foreigners who speak no French start with exclusively oral training. Next, when basic communication is possible, they join those who are in “alpha written” training.

⁴See for example, the Training for Adult Training in FLE: http://www.cricharleroi.be/2012/09/formation-pour-formateurs-dadultes-en-fle, accessed on 05.10.2015
6 Reading environments to stimulate reading motivations

6.1 Are there schemes to promote reading for pleasure among adults?

In all literacy centres, reading for pleasure is an integral part of training. Reading for pleasure encourages learners to practice reading out of training hours.

Every year, as part of their work in continuing Education, Lire et Ecrire organises an event based around reading, inviting all literacy training operators: *Le Printemps d’Alpha* (The spring of Alpha). Groups choose a book and come to present it to other groups. At the end of the day, each group receives a catalogue of the chosen books with a short written presentation on each, sometimes produced by learners.

In Luxembourg province, learners from the regional branch of Lire et Ecrire have worked in collaboration with writers to write simple and readable books for beginner adult readers, now published in a collection entitled *“La traversée” (The Crossing)*.

6.2 Is there systematic cooperation with civil society – e.g. libraries, bookstores, literature institutions, theatres, media, newspapers, publishers, etc. in reading promotion for adults?

In the non-profit sector, there are frequent partnerships with libraries. Sometimes, training takes place in a library. The decree on public reading integrates a working project relating to the welcoming of infrequent readers, notably those with poor literacy.

The physical arts and oral language/speech also occupy an important place in pedagogic practices. It is a question of creating opportunities to bring learners to cultural spaces they do not usually attend, often because they underestimate themselves, but also to use these modes of expression to deal with questions that interest them. Groups regularly present exhibitions, sometimes in prestigious spaces, others work with action-theatre techniques.

Since 2007, as part of the Continuing Education framework, a call for “Alpha-Culture” projects favours cultural partnerships between literacy operators supported by public authorities and artistic operators or performers.

Questions/debates

Partnerships with libraries are a work in progress. The library can be perceived by people in literacy training as a typical cultural space from which they feel distant. Feelings of discomfort can then reappear, particularly among Belgian learners, as the library is always tightly linked to the school world and academic learning. Nevertheless, partnerships are attempting to work on reading for pleasure and these tensions are generally overcome. Library personnel are often very open to collaboration with literacy groups.

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5 See Lire et Ecrire en Communauté’s Française’s site: http://communaute-francaise.lire-et-ecrire.be/content/view/271/86/, accessed on 05.10.2015
6 See Lire et Ecrire Luxembourg’s website: http://luxembourg.lire-et-ecrire.be/content/view/44/5/, accessed on 05.10.2015
7 Law of the 30th of April 2009
On the French Community’s initiative, the Collectif Alpha and the Miroir Vagabond, two leading associations in the literacy sector, created a “Outil Bibliothèque qui favorise l’intégration des personnes éloignées de l’écriture et de la lecture et des populations étrangères dans les bibliothèques”8 (Library tool for integration of people distanced from writing and reading and foreign populations into libraries)

Recently, collaboration between the non-profit Lire et Ecrire and the libraries allowed the development of a repertory of partnership practices and its diffusion via the site: “Bibliothèques publiques et alphabétisation: des outils pour développer les partenariats”9 (Public libraries and literacy: tools to develop partnerships).

6.3 Are there family literacy programmes with a focus on supporting adult literacy?

A number of training organisations organise parental or family literacy, notably supported by the Social Cohesion in Brussels and Continuing Education sectors.

The Roi Baudouin Foundation, in association with the la Poste fund for literacy appeals for projects based around the support of reading with families and its preventive role10

7 Digital environments/use of technology in education

7.1 Is there a digital gap? How are adults supported in acquiring digital skills/digital literacy?

Yes, there is a digital gap. To act and reduce this inequality, digital spaces exist in cultural centres, libraries, and sometimes in Regional Integration Centres (CRI). In the Brussels-Capital region, non-profit Lire et Ecrire runs a project supported by the European Social Fund to combat the digital gap. On the website dedicated to this theme, they specify: “All fringes of the population who lack access to digital material and to the Internet find themselves excluded from society, from information, and from knowledge. People with poor education do not have a sufficient grasp of language are particularly weakened in this regard.”11

Young people between 16 and 25 are targeted as a population at risk of exclusion – they use ICT, but more for entertainment and gaming purposes: downloading videos or music, chatting in text-speak, using Facebook, without making steps towards uses which are more interactive or useful to their socioeconomic integration (Valenduc, 2012).

7.2 Which population groups are excluded from access to ICTs?

No information provided

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9 See http://www.alphabibliothèque.be/, accessed on 05.10.2015
10 See http://www.bpost.be/site/fr/postgroup/prestations/social/sponsoring.html, accessed on 05.10.2015
11 See http://www.alpha-tic.be/, accessed on 05.10.2015
7.3 Are there any web-based programmes for adults to improve their literacy and numeracy skills?

The Wallangues programme put in place by Walloonia is accessible to people able to use rudimentary digital tools. It consists of an initiative permitting all residents to access free Dutch, French and German training. The programme is accessible to people who are beginners in reading, with a companion.

Other IT that enable individual learning are used in training: for example, Rosetta stone, Assimo and Ideographix (Maes, 2012).

In FSE, some pilot projects that ran in the 2007-2013 programme use IT for individualised language learning and literacy.

7.4 What classroom resources (E-books, notebooks, internet, mobile phones...) are used to support the development of adults' literacy?

As far as equipment is concerned, access remains difficult, including for non-profit organisations which are constantly on the lookout for means to invest in effective equipment and to maintain it. Non-profit organisations act in solidarity and cooperate to place computers at the disposition of training groups.

Practically all learners own a mobile phone, an important means of contact for them with those close to them, but also to be contacted by the administrations in their life. Tablets and E-books are still little used. As stated in 7.1, different projects are ongoing to develop the use of these tools and reflect on their usage.

8 Teachers

8.1 What are the professional roles within adult education?

Professionals intervening in the field of literacy have different statuses and functions. In the formal sector social Promotion teachers run this type of training.

In the informal sector:

- Trainers run oral and/or written training.
- Coordinators or pedagogic counsellors maintain the coordination of all training programmes, pedagogic support for trainers, the creation of pedagogic material, and the reflexive analysis of pedagogic practices.
- Reception staff receive people who come seeking training and test people using a skills reference permitting them to place and orient them better.
- Guidance staff who provide the learner with the psycho-social support which they need to facilitate their literacy training. Sometimes this role is undertaken by the reception staff.
- Awareness staff and managers of awareness and R&D projects.
- Administrative staff.
8.2 What is the status/reputation of teachers and other professionals who work in adult education?

In Social Promotion teaching, trainers have the same status as teachers.

In non-profit organisations, trainers and other workers are employees. But there are also a number of volunteer workers. In 2010, volunteers made up 36% of the total personnel and contributed the equivalent of 10% of the total time worked in the informal sector. For a number of years, there has been a professionalisation of the literacy sector.

As a rule, those working in the sector have a relatively high level of education:

- Two-thirds of paid personnel have at least A1 level (short higher education), 40% hold diplomas from non-university higher education institutions, 26% are university graduates.
- As to the specialisation of this initial training, 31% start with pedagogic training, 21% of a social nature, and a minority (5%) with a psychological intervention. 43% studied other things or stopped their course before choosing a specialisation.
- Among those people whose training level is low, there are notably former learners working on training or awareness and the reception of new learners, where their experience and motivation have proven particularly stimulating.

The initial level of training of volunteers is even higher than that of paid staff (Permanent Piloting Committee for Adult Literacy, 2010-2011).

Questions/debates

Volunteers allow an increased supply to better meet demand. Volunteering adds an advantage to literacy programmes by permitting citizens to join collective action.

The importance of volunteering in literacy should not, however, lead public authorities to disengage from their responsibilities. Literacy is an essential right whose financing must be supported by the State.

8.3 What are their working conditions?

In associations (mostly non-profit), staff (trainers, pedagogic coordinators, reception staff) working conditions are defined by the collective bargaining agreements the associations are based on. These agreements define working conditions and salaries based on status and the programme.

8.4 How do salaries compare to the national average?

In social Promotion teaching, teachers are salaried employees of the Education sector. In associations, workers’ salaries are established based on criteria defined for the whole sector.

At this stage, we do not have information allowing us to compare these salaries to the average.
9 Teacher education

9.1 What are the statutory qualification requirements for adult literacy teachers?

In Social Promotion teaching, teachers must at least be holders of the Pedagogic Aptitude Certificate. In the associative sector, there is no statutory qualification requirement.

9.2 Are there specialist qualification routes for adult literacy teachers?

Social Promotion teaching organises (in collaboration with Lire et Ecrire) 1,400 hours of training for literacy trainers which allows the learner to obtain a Brevet of Higher Education (BES).

Lire et Ecrire and other organisations organise basic training modules of varying durations (from 12 to more than 20 hours depending on objectives and content).

As to socio-professional insertion, Lire et Ecrire organises training for trainer-operators in literacy for 600 hours, for jobseekers who have attained, at most, the Certificate of Lower Secondary Education (CE2D): this training, co-organised with various regional branches of Lire et Ecrire, was operated in several locations in Walloonia and Brussels to encourage access.

Most volunteers have a pedagogic diploma. Like salaried trainers, volunteers are strongly encouraged to take training modules (Lire et Ecrire Communauté française, 2014, questions 40 and 41).

9.3 What are the entry requirements for Initial Teacher Education?

With regard to the long training for literacy trainers organised by social Promotion teaching, entry requirements are very broad, as is explained in the presentation brochure. This training targets a wide population, whether qualified or not, or whether working in the field or not! This desire for openness is very important because contrary to common opinion, the best trainers aren’t necessarily holders of higher education diplomas (...) Candidates for training must at least hold a Certificate of Superior Secondary Education (CESS) or of an equivalent foreign title. Otherwise, candidates over 18 years of age can participate in an admission test which will be organised during the registration period. Participation in this test is entirely free.

In the associative sector, there are no particular conditions to join basic training, other than sharing the values and objectives of the institution.

Training for trainer-operators in literacy for people with, at most, the CE2D aims itself at jobseekers.

9.4 Who pays for training?

Training for social Promotion teachers depends on the Ministry of the Federation of Wallonie-Brussels for Education, which funds it.

Training for trainers in the non-profit sector is funded by the Ministry of the Federation of Wallonie-Brussels, the general administration of culture, under the Continuing Education decree.

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Training for literacy trainer-operators aimed at jobseekers with no more than the CE2D is co-financed by the European Social Fund.

9.5 Is there a curriculum for initial teacher training?

There is no shared curriculum. The programme of literacy trainer training organised by social Promotion Teaching is available online. Success gives the right to a certificate of higher education in literacy training, which is recognised by the Federation of Wallonie-Brussels.

In the associative world, trainers can be trained with the methodologies cited in point 3.2 and with others, in long or short training programmes, depending on the sought objectives, in the context of basic training or in continuous training modules organised by Lire et Ecrire.

9.6 Are there compulsory (or optional) language and literacy modules in all adult education Initial Teacher Education?

Some universities have introduced classes or modules relating to literacy into their Education Sciences programmes. The Catholic University of Louvain organises a Masters in Education Science which includes a literacy module.

9.7 What is the length of the required training

The programme for literacy trainer training organised by Teaching of Social Promotion consists of 1,400 hours of training over three years.

9.8 Is there a curriculum/quality standards?

See 9.5

9.9 Is there continuous professional development (in-service training) for teachers which focuses on literacy development?

Read and Write organises a yearly Spring University open to the whole literacy sector. Professionals can take part in different workshops allowing them to link literacy to social questions, like interculturality, citizenship, democracy...

Continuous training is also organised in Brussels and Walloonie by Lire et Ecrire’s regional non-profits.

Lire et Ecrire also organises a “Exchanged glances” training, which is aimed at “all those interested in alpha: learners, workers, volunteers...”. This training is particularly innovative because of the heterogeneity of participants.

9.10 What is the take-up among teachers?

A recent evaluation report for continuous training (unpublished) highlights that a majority of non-profits attend the Spring University and the training organised by Lire et Ecrire. However, their participation is not systematic (not yearly), and usually, it is one person from the association who registers.

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14 Idem note 13
15 See the Journal de l’Alpha n°192 (1er trim 2014) dedicated to the Spring University 2013 at http://publications.literacy.be/content/view/363/82/ , accessed on 05.10.2015
Questions/debates

The problem of methodical accompaniment of workers in the non-profit sector, notably in small organisations, is not solely one of supply of training (unequally spread out over the country), but also in terms of availability of workers. There is a lack of time and resources to get involved in continuous training.

9.11 Who delivers this training?

See 9.2

9.12 How is quality assured?

Quality is assured:

- Through annually-produced activity reports delivered to subsidising powers, as well as multiannual contract-programme evaluations given to the relevant administrations (continuing Education, FSE...)
- As well as through evaluations carried out with all participants, which allow an appreciation of their degree of satisfaction and their gains

Questions/debates

There is currently reflection in the non-profit Lire et Ecrire to try and evaluate learning transfers (the degree to which learning from the course is used in professional practice) following attendance at continuous training.

10 Policy-making

10.1 Who is involved in policy-making for adult literacy education?

As specified in 1.1, literacy in Francophone Belgium is supported by a range of policies relating to the spheres of teaching, culture, social affairs, professional training, and employment.

10.2 How is inter-sectoral and interministerial cooperation promoted and coordinated?

A cooperation agreement was signed in February 2005, between the different entities involved in literacy policies. It aims to concert and coordinate literacy policies, starting a permanent process of concertation and collaboration between different levels of power. To combat functional illiteracy, it envisages:

- The annual inter-ministerial Conference on adult literacy, whose mission is notably to evaluate the carrying out of the objectives agreed in the cooperation agreement, and to examine proposals and analysis submitted by the piloting Committee;
- The permanent piloting Committee on adult literacy, composed of representatives from relevant public authorities and the specialised non-profit sector;
- A review of adult literacy, coordinated by the Secretariat of the piloting Committee, reuniting information on regulatory frameworks, budgets, types of programmes, financing, and jobs (Bodson, 2005).
The piloting committee's missions consist of:

- communicating its analyses and recommendations with regard to articulation and coordination of literacy policy, to members of the interministerial Conference;
- making recommendations to the interministerial conference relating to the coordination of trainer training policies and the articulation of qualifying and prequalifying training systems;
- evaluating the number of beneficiaries of literacy programmes in an integrated policy;
- proposing new systems and programmes or their improvement;
- formulating proposals for the visibility and the development of questions relating to literacy.

Questions/debates

The permanent piloting committee is active and regularly produces analyses and studies, as well as the Review. Their publications can be downloaded from their site (http://alpha-fle.be) as well as from Lire et Ecrire's, a non-profit acknowledged as a spokesperson for the literacy sector in the French Community in Belgium.

On the other hand, the interministerial conference has never met under this parliament. Recommendations and proposals made by the piloting committee for literacy to support and develop programmes have found little political response.

Lire et Ecrire demands the activation of the interministerial conference to establish a stable framework for a concerted policy, involving the different levels of power for the length of a legislature. They also insist on the accompaniment and updating of this transversal legislative policy by the piloting Committee for literacy (Lire et Ecrire, 2014).

10.3 What financing mechanisms exist that facilitate inter-sectoral cooperation?

The Presidency and the secretariat of the Piloting Committee are guaranteed by the Ministry of the Federation of Wallonie-Brussels (general Administration for Culture).

10.4 Which policies promote for the provision of broad and varied access to adult literacy education?

As stated in point 1.1, literacy is supported by a range of policies permitting a diverse and wide supply of training responding to people's needs.

10.5 How are the motivation, interests, and needs of adults taken into account in the policy-making processes?

The permanent Piloting committee for adult literacy includes representatives from the main administrations of the three federal entities involved in literacy policies (Federation of Wallonie-Brussels, French communautarian commission from the Region of Brussels-Capital, and Walloon Region), representatives of the different cabinets of relevant ministers, representatives of Lire et Ecrire, as well as experts. This is an occasion for discussion and concertation, which listens to actors in the field to become aware of projects and/or difficulties encountered, particularly in terms of supply. The Review reflects the situation and the Piloting committee sends its recommendations and suggestions to the interministerial conference.

Questions of illiterate adults' motivation, interest, and needs are constantly relayed by Lire et Ecrire to public powers, but also to the public at large. For a decade, awareness agents have been carrying out a
project of citizen information and political awakening regarding illiteracy and literacy in the French community of Belgium. Every year, on the 8th of September, the International day for the right to literacy for all, they organise a national awareness campaign in the media as part of campaigns supported by the continuing Education sector.

10.6 Does government promote adult literacy in its lifelong learning policy?

At the level of school:

- The government desires to promote quality schooling by reinforcing the role of parents in the educational dynamic, by encouraging partnerships with literacy or French as a Foreign Language associations in order to reinforce the skills of parents with a poor grasp of French as part of the support for their child’s schooling (Federation Wallonie Bruxelles, 2014, p.17).
- The mastery of basic skills remains the most effective way to access employment and fight against social and cultural inequalities. The government also wishes to develop a reference for skills to be acquired throughout obligatory training, in the ICT field with constant interaction with the acquisition of basic skills in other more specific disciplines.

At the level of adult training:

- The Wallonian government seems to have taken into account the importance of further developing literacy programmes for people in precarious situations. That said, there is no trace in political declarations after the may 2014 elections, of a plan for literacy or particular support for literacy programmes. Policies remain sectorised:
- Concerning social Promotion teaching, the government has committed itself to increasing the level of adult participation in lifelong training and to orient, as a priority, the supply of secondary-level training to infra-scholarised publics (Federation Wallonie Bruxelles, 2014, p.33). The government has reaffirmed the will to reduce social inequalities by supporting the access to culture for all publics. For this, it intends to value and reinforce continuing Education (Federation for Wallonie Bruxelles, 2014, p.15).
- The Wallonian government positions training from an economic point of view. It wishes to support socio-professional insertion training programmes from non-profit actors, and entrusts FOREM with ensuring the coherence of accompaniment missions with a view to everyone’s rights and duties, including job seekers, public operators, and employers (Wallonian region, 2014).

Questions/debates

The Wallonian regional government bases its policy on the improvement of communication and synergy between social actors and training/job actors, on an obligation to learn the language for non-Francophones and a specific categorisation of the population which tends to exclude people not within these categories from literacy training.

Furthermore, Lire et Ecrire, in its last Book of Demands, “demands a legislative text clearly indicating literacy and the taking into account of illiterate people are recognised as a priority by the Walloon government, taking into account their democratic (citizen participation), cultural (emancipation of people and social groups), social and economic (professional insertion and maintaining employment) relevance. Lire et Ecrire demands a Walloon plan for literacy” (Lire et Ecrire, 2014, p.21).
C  REFERENCES


D APPENDICES
Appendix 1 (question 3.1)

Types of programmes put in place as part of Social Cohesion Plan programmes (Source: Permanent piloting committee for adults, 2010-2011 data; p.27)

Direct training programmes:
- Oral literacy workshop
- FLE class (French as a Foreign Language)
- Familial literacy
- Reading and writing workshops
- Access to information and training

Refresher

Development of self-esteem and self-confidence

Social worker training in literacy and events in neighbourhoods

Creation of a group of experts with a view to sharing knowledge, to then organise a training process with received subsidies.

Public support programmes to facilitate training
- public writing workshop
- parenting support
- accompanying administrative procedures for daily life
- socioprofessional insertion of interns, jobseekers
- developing social links

Awareness-raising programmes for a better taking into account of the public by private or public organisations
- establishment of a literacy platform as a cultural and personal development tool using workshops and diverse activities.

Information campaigns
- Awareness-raising with public servants
- Facilitation of the emergence of demand from hard-to-reach audiences
Appendix 2 (question 3.2)

Main pedagogies inspiring literacy practices in Francophone Belgium.

Self-socio-construction of knowledge\(^\text{17}\): pedagogy resulting from the mixing of a few strong ideas:

- All knowledge is a construction by the subject in response to the solicitations of the environment (Piaget)
- All learning results from social interactions and depends on the culture in which the individual develops (Vygotsky)
- The role of the teacher is that of a mediator (Feuerstein): one who accompanies the student to supply him with the elements that will help on a cognitive level

Pedagogy of the project:\(^\text{18}\).

Any pedagogy which places the interest of learners as a fulcrum for educational practices is called a “functional pedagogy”. So, the pedagogy of the action can enter into this classification if it is part of the expression of student needs. DEWEY describes the pedagogy of the project in a precise manner. “In the first place, the student must find themselves in an authentic situation of experience, engaged in a continuing activity which interests them in itself; secondly, that a real problem emerges in this situation as a stimulus to reflection; thirdly, that they have information at their disposition and make the observations that are necessary to the solution; fourthly, that provisory solutions appear to them and that they are responsible for their ordered implementation; fifthly that the possibility and the occasion are left for them to put these ideas to the test to determine their range and discover for themselves whether they are valid.”

This method is centred on the spirit’s activity. Observation is a necessary tool in service of research. The solutions proposed by students must be understood as hypotheses to be verified. According to DEWEY, the method of projects has a double aim:

- supply content for teaching
- following the principle of a programme which is organised following a goal instead of imposing lessons on a student who understands nor their point or their utility.

Reflect Action methodology\(^\text{19}\)

Reflect is an approach to learning and social change born of the fusion between the political philosophy of Brazilian educator Paulo Freire and the tools of Active Methods of Participatory Research (MARP). This aims to create a convivial space, in which participants meet to freely discuss important subjects in their life. It consists of reinforcing populations’ communication capacities to permit them to participate more in decisions affecting their daily lives. Reflect was developed based on pilot programmes in Uganda, Bangladesh, and Salvador in between 1993 and 1995.

\(^{17}\) See http://www.lmg.ulg.ac.be/competences/chantier/methodo/meth_autosoc1.html (accessed September 2, 2014)


\(^{19}\) See http://www.reflect-action.org/fr (accessed September 2, 2014)
Mental training methodology

Developed in a pragmatic manner by the French Resistance during the Second World War, mental training was widened from 1945 as part of “popular education”, principally as “practical intellectual training” of militant leaders of associative, cooperative and union life [...] Mental Training encourages, through experiments and appropriate exercises, a thought dynamic putting “practice” and “theory” into active tension of reciprocal interrogation, therefore reducing the risk of usually binary thinking, which ends up privileging, faced with complexity, either the defensive retreat into practice (activism), or the retreat ahead into theory (intellectualism).

20 See http://www.entrainement-mental.info/ (accessed 2 September 2014)
### Abbreviations and acronyms

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<tr>
<th>Abbreviation</th>
<th>Full Form</th>
<th>Description</th>
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<tr>
<td>ASBL</td>
<td>Association Sans But Lucratif</td>
<td>Non-Profit Organisation</td>
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<td>BES</td>
<td>Brevet d’Enseignement Supérieur</td>
<td>Certificate of Higher Education</td>
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<td>CE2D</td>
<td>Certificat d’Études du Second Degré</td>
<td>Certificate of Secondary Education</td>
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<td>CEB</td>
<td>Certificat d’Études de Base</td>
<td>Certificate of Basic Study</td>
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<td>CESS</td>
<td>Certificat d’Enseignement Secondaire Supérieur</td>
<td>Certificate of Superior Secondary Education</td>
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<td>COCOF</td>
<td>Commission communautaire française de la Région de Bruxelles-Capitale</td>
<td>French Community Commission of the Brussels-Capital Region</td>
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<td>CPAS</td>
<td>Centres Publics d’Action Sociale</td>
<td>Public Centres for Social Action</td>
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<td>CRI</td>
<td>Centres Régionaux d’Intégration</td>
<td>Regional Integration Centres</td>
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<td>EAD</td>
<td>Enseignement à Distance</td>
<td>Distance Learning</td>
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<td>EP</td>
<td>Éducation Permanente</td>
<td>Continuing Education</td>
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<td>EPS</td>
<td>Enseignement de Promotion Sociale</td>
<td>Social Promotion Teaching</td>
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<td>FEI</td>
<td>Fonds Européen d’Intégration</td>
<td>European Integration Fund</td>
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<td>FER</td>
<td>Fonds Européen pour les Réfugiés</td>
<td>European Fund for Refugees</td>
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<td>FLE</td>
<td>Français Langue Etrangère</td>
<td>French as a Foreign Language</td>
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<td>FSE</td>
<td>Fonds Social Européen</td>
<td>European Social Fund</td>
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<td>ISP</td>
<td>Insertion Socioprofessionnelle</td>
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<td>Programmes de Résorption du Chômage</td>
<td>Unemployment programmes</td>
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<td>Technologies de l’Information et la Communication</td>
<td>Information and Communications Technology (ICT)</td>
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<td>UF</td>
<td>Unités de Formation</td>
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