



Dispurse Guidelines

Information and guidance for partners to work with
Dispurse Literacy Program

Preface

This document is addressed to partners interested in working with the Dispurse Literacy Program.

At the Dispurse Foundation, we are steadfast in the belief that all people are entitled to education and the empowerment that quality education brings to the individual's life project. Our vision is a world without poverty where all people are given equal opportunities to shape their lives. Our contribution in the fight against poverty is our literacy program, the foundations and content of which are described in this document.

Initially, as a partner, you will receive information about the Dispurse Foundation, its vision, mission, history and target group. Thereafter, the code of conduct for collaborating partners and our requirements profile for the facilitators who will be working with the literacy program are presented. Our watchwords are then described including how they have been made specific and manifested in our work with the participants. For us, it is of the utmost importance that our watchwords are shared among our partners as these form the basis for our activities, the collaborations we enter into and the success we want to achieve for our participants.

The literacy program, its three components and overarching goals are described in Section 5. Section 6 contains in-depth information about the theoretical premise of the literacy program, the Resource Model, current research in reading and writing development for adults and the key element of our methodology. The concept of literacy and its effects on an individual's income, health and empowerment are also presented in this in-depth section.

Our hope is that the document will provide a useful overview of our literacy program, its theoretical grounding, content and overarching goals, as well as how our watchwords are formulated internally and also form the basis of the collaborations we choose to enter into.

If you would like to know more, you will find all the contact details and much more on our website www.dispurse.org or by emailing kontakt@dispurse.org

Gothenburg, 24 January 2022

Beatrice Johansson, (COO)

Minor update made in March 2023

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1. The Dispurse Foundation

Vision

The Dispurse Foundation is a Swedish charity whose aim is to become a force in combating poverty across the world. We are steadfast in our belief that education is one of the most important prerequisites for the individual to acquire the tools and empowerment to pull them out of their poverty. We build networks that engage operators to promote the construction of a sustainable society free from poverty.

Being able to read, write and count is not just a human right, it is a prerequisite for being able to live an independent life and become a positive force that can help influence and develop society.

Mission

Dispurse now operates in northwestern South America, where the need for basic reading, writing and numeracy skills is high, particularly among women.

We want to provide the opportunity for women, who for various reasons have not previously had the chance to learn to read and write, to develop a basic literacy that is functional, digital and critical.

We base our work on proven experience and current research in pedagogy, literacy and adult education. This work includes developing innovative, individualised and cost-effective learning materials for adults. Learning materials that can give participants the opportunity to better cope with their everyday lives, improve their financial situation and make them capable of, and willing to actively participate in developing the society in which they live.

Target group

Our primary target group is adult women aged 20-44 who live in vulnerable areas in Latin America but we do not exclude anyone who is in need of basic literacy skills. As people in our target group lack their own means to purchase our products and services, we collaborate with non-profit organisations, authorities, cooperatives and companies to be able to offer our program to as many people as possible.

2. Code of conduct for partners

1. Knowledge of vision and mission

You must have a good knowledge of our vision and our mission, who we interact with and the values that guide us.

2. Treat everyone with respect and dignity

We will not accept any forms of discrimination, harassment or abusive treatment. As a representative of Dispurse, you must treat all people with respect and not show prejudice or discriminate against any individual or group on the basis of gender, ethnic origin, nationality, religion, other beliefs or sexual orientation. You must show respect for their integrity, culture and lifestyle. This is particularly important when interacting with people in vulnerable situations.

3. Manage resources properly

You must be cost-conscious and use the resources responsibly and for the purposes for which they are intended. All equipment provided by Dispurse must be used in accordance with existing guidelines and returned after completion of the assignment.

4. Combat all forms of corruption

You must not participate in corruption by giving or receiving bribes in the form of money, gifts or other benefits. In addition, you must never hand out gifts or benefits to individuals or groups in exchange for services. If people or groups still want to show their appreciation in the form of flowers, chocolates or other small gifts, these can be accepted provided they are reasonable.

5. Always be alcohol and drug-free at work

We demand that no alcohol and drugs are consumed at work. For our various assignments where you represent us, you are always expected to behave moderately in contexts where alcohol is served.

6. Take the environment into account and make conscious purchases

We strive to minimise our environmental footprint and are a climate-conscious organisation. We must lead by example through the way we conduct our activities. You should therefore strive to save energy and, for example, send used material for recycling. Telephone meetings and video conferences are recommended to avoid unnecessary travel. When purchasing, you should choose a supplier that has taken the environment and human rights into account in its production.

3. Requirements profile for facilitators

Facilitators in the Dispurse Literacy Program have a key role for the experiences of, and success in, the literacy program for the participants. It is therefore of the utmost importance that the facilitators at our partners comply with the requirements profile below.

As a facilitator in the Dispurse Literacy Program

1. you share our vision, mission, watchwords and overarching resource perspective on the participants and the teaching
2. you observe our code of conduct
3. you are socially committed and locally grounded
4. you possess good knowledge of the local languages spoken in the area in question
5. you possess good knowledge of our material (FOCUS and teaching material) and our methodology.
6. you have reading and writing skills at a good level (upper-secondary school level)
7. you are able to set aside time for the facilitator assignment
8. you possess good IT knowledge?

4. Watchwords in our work with the participants

For Dispurse, it is of the utmost importance that our watchwords are shared among our partners as these form the basis for our activities, the collaborations we enter into and the success of our participants. The watchwords below permeate our activities and literacy program and are specified below.

1. Respect and equality

Our work is characterised by mutual respect and a conviction that all people are equal. We are genuinely interested in our participants, their history, their everyday lives and their dreams. When registering, it is important to take time with each participant to get to know them and the linguistic, social and literacy-related resources they possess.

We value all languages equally, which means that wherever possible we collaborate with mother tongue teachers (if the participants have a mother tongue other than Spanish) to ensure that our participants are able to benefit from their linguistic resources.

We highlight the literacies the participants have and build on the strategies they have developed. Questions that interest us are, for example: What literacy events/literacy situations does the participant usually engage in and what strategies do they use.

2. Responsibility and participation

We regard our participants as competent adults, who are used to taking responsibility for their families and work which also applies to their learning. This approach means that we use teaching material targeted at adults where we have high expectations in their ability to assume responsibility and be willing to immerse themselves in their learning.

3. Meaningfulness and usability

We start from each participant's everyday lives and needs, and our goal is for our participants to feel that the content of our program is also useful "outside the school walls". We are sensitive to the needs of our participants and, whenever possible, we work actively to integrate different types of texts that our participants pinpoint as important to master. As part of this work, it is crucial that the facilitator works actively, as far as possible, to collect useful texts that can benefit the program. As a continuation to this, our concept includes offering further education together with local operators in areas where it is possible, that is based on the local context and that matches the student's needs and interests.

4. Individualisation

Our participants must be able to start and finish their education at the pace and in the place they choose. We endeavour to satisfy each of the participants and their needs to the greatest possible extent. In practical terms this could mean adapting the place and scope of study to suit the participant's needs, and listening to the participant's preferences and, when possible, accommodate these. FOCUS is individualised and adapts the content in line with the participant's development.

5. A joyful learning

Our program must be a joyful experience and give the participant the opportunity to learn by using different senses. The local courses build on the student's knowledge and offer different types of learning such as sewing, crafts and other creative work

FOCUS offers multimodality in learning. Sounds, text and images interact throughout the program. The innovative content of "Maria's world" offers joyful learning with material that engages and stimulates.

5. Dispurse Literacy Program

The aim of the Dispurse Foundation is to contribute to more women having the opportunity to develop a basic literacy that is functional, digital and critical. We believe that simply learning to read, write and count is not enough, but that the learning should always be linked to our participants' needs and be applicable in their everyday lives with a focus on functional literacy.

In order to develop a functional literacy, you need to be given the freedom to use your knowledge in meaningful contexts in areas that you personally choose. Our literacy program therefore is made up of three components that complement each other. At Dispurse, we steadfastly believe that a literacy education based on these three components will provide a more secure foundation and contribute to lifelong learning.

The overarching goals of the literacy program are presented in the following Section (5.1). A description of the three components of the literacy program then follows. The teaching material is described in 5.2. FOCUS and reading spaces in 5.3. and finally in 5.4 there is a description of further education.

5.1. Overarching goals

Through FOCUS in combination with activities in reading spaces and further education based on the needs and interests of the participants, basic literacy is created which gives more women the opportunity for lifelong learning.

The program's eight overarching goals are based on the Resource Model's literacy practices and the concepts of functional literacy and numeracy. The first four goals are specifically rooted in the Resource Model and its *literacy practices* and where the focal point is the work with FOCUS and the associated learning material. The fifth, sixth and seventh goals are particularly rooted in the concept of *functional numeracy* and are focused, among other things, on the numeracy components of FOCUS and associated learning material. The eighth goal is specifically rooted in *functional literacy* and its primary focus is Further Education. In the Reading Spaces component, participants are given the opportunity to develop all the skills covered by the overarching goals.

The program's eight overarching goals

- 1) **The participant reads and understands the oral, written and visual texts that they need to be able to make active choices concerning their life situation.**

This includes, for example, reading and understanding correspondences from authorities and friends, or reading and understanding a receipt, a web page or a political message. In this meaning-making and code-breaking work with the content, structure, form and usefulness of the language used in texts encountered in everyday life, the participant must always be allowed to draw on their previous experiences across a range of subject matter.

- 2) **Participants read and write the texts, on paper, computer and mobile phone that they need to know in order to actively search for and take on board, assert influence and interact in writing with their surroundings.**

In this meaning-making and code-breaking work with everyday, practical texts, the participant must always be allowed to draw on their previous experiences from various kinds of writing. Among other aims, this goal means that the participant must be given the opportunity to read and write texts on an everyday basis in paper form, on computer and mobile phone, e.g. text messages that are useful for the participant. The participant must also be allowed to write by hand and on a keyboard and practice searching for and understanding important information.

- 3) **The participant critically analyses various oral, written and visual texts, and draws conclusions about who and why the text has been used. This helps enable the participant to sift through and analyse the texts in their everyday life environment and make active choices.**

In this analytical work, the participant must be allowed to draw on their previous experiences in the analysis of the texts they encounter. Among other things, this goal means that the participants must be given the opportunity to improve their awareness that texts are never neutral but always have a sender with a specific intention.

- 4) **The participant uses different types of texts and adapts them to suit the recipient.**

In this work, which focuses on text usage, the participant must be allowed to draw on their previous experiences in the use and creation of different types of their own texts. Among other things, this goal means that the participant must be given the opportunity to reflect on the purpose and scope of the texts that they use, or want to use, in their everyday lives.

- 5) **The participant feels confident in their own ability to buy and sell goods and then understand texts used in the context**

As part of the basic literacy work, which also includes numeracy, the participant must, among other goals, be given the opportunity to develop and apply their knowledge of how to use the four calculation methods and basic mathematical concepts across a range of everyday situations.

- 6) **The participant can plan their time and take part in various social activities using their knowledge of the clock and calendar**

In the basic literacy work, which also includes numeracy, the participant must, among other things, be allowed to develop and use their knowledge of how to use a calendar and clock in everyday situations.

7) **The participant has the opportunity to grow their earning potential and influence and control their personal finances by understanding and being able to manage simple mathematical calculations**

In the basic literacy work, which also includes numeracy, the participant must, among other things, be able to understand and use simple mathematical calculations that will provide them with tools to grow their earning potential.

8) **The participant is given the opportunity of further education in areas they personally choose as well as the chance to take part in formal adult education**

Following the completion of, or in parallel with, the program via FOCUS and its teaching material, the participant must, among other things, with the help of local operators, be allowed to study in areas that they personally choose. This could involve informal and/or formal education.

5.2. FOCUS and the learning material

Part of the literacy program consists of our digital application FOCUS which along with our in-house developed learning material allows our participants to develop a basic literacy that is functional, digital and critical.

The goal of the FOCUS application and its associated learning material is to offer an education where the participant learns to read, write and count by giving them the capability to develop a basic literacy that is functional, digital and analogue.

The learning material is developed to complement the work of the participants in FOCUS and its design therefore follows FOCUS and its content. The material offers the participant additional opportunities to consciously work with the four literacy practices both individually and together with others in a group in combination with the work in FOCUS.

The **individual material** focuses on paving the way for quantitative training and, based on a contextualised content, giving the participant the option of continuing their reading and writing development that began in FOCUS.

The group material aims to allow the participants to work in groups in an integrated manner across the four literacy practices, focusing on discussion and reflection around everyday texts and topics such as anaemia and men's violence towards women.

The app and the paper-based learning material therefore belong together and should be considered as an integrated whole. Both FOCUS and the associated learning material are continuously developed based on current research on the literacy development of adults and the experiences made in the field.

In FOCUS and our learning material, the participant is offered content that provides the option of working within the four different collaborative literacy practices. In the code-breaking practice, which focuses on the form side of the language, the participant gets to work on the connection between graphemes and phonemes together with work on words and sentences as well as syllables and basic grammar. In the meaning-making practice, the participant, among other things, gets to work actively on understanding what different texts are looking to convey, how their structure and vocabulary are adapted to the purpose and more. FOCUS includes a number of different text types that repeat in the learning material. In the analysing practice, the participant can, among other things, practice examining and

questioning the content of texts. Finally, in the text usage practice, the participants get to work on understanding and using everyday texts in their immediate environment. In FOCUS and the learning material, the participants work, for example, with a DNI (National Identity Document) and text messages.

The goal is therefore that the exercises and the content offered in FOCUS and the associated learning material must give the participant the opportunity to work within all four literacy practices in an integrated way. This is achieved by learning to read using contexts familiar to the participants and not detached from everyday life and work. The text material, words and content need to be familiar to the participants and be cultured and interesting for them. The written material can be used in everyday life and be of direct practical use. When reading and writing skills improve the understanding of the world, then your own identity as being literate is strengthened. Learning is then stimulated and experienced as valuable and important.

The participant also gets to understand basic mathematical concepts, learns to count using the four methods of calculation, and is able to navigate the calendar and digital and analogue clock.

Section 5.2.1. describes FOCUS, its structure and the protagonist Maria in more detail. Section 5.2.2. describes the associated teaching material in more depth.

5.2.1. FOCUS

FOCUS is an adaptive digital learning tool designed to give the participant the chance to develop a basic literacy that is functional, digital and critical.

FOCUS is designed for use on tablets and the program works off-line. As the program is individualised and capable of being used without teacher support, the facilitator needs to synchronise the progress of the participants at least once a week, and preferably more often. This means that the application monitors the current level of knowledge of the participant on a continuous basis and adapts the program accordingly. The progress of each participant is also visualised for facilitators and administrators in our tool, DispurseAdmin (for more information see the Admin Manual). The facilitator synchronises the progress of the participants using our DispurseSynch app (for more information see the Synch Manual) which enables local synchronisation in areas without internet access.

Structure in FOCUS

FOCUS is based around a number of work areas that are symbolised by different locations in the app's world. In the "Crossroads" location the participant works on learning to handle a tablet and to hold the pencil. On the way to "Senderos de Oso", the participant works with the vowels and the text type personal correspondence. In Altamayo, Maria's home village, the participant works with a selection of consonants and the recipe text type. At the lake in Altamayo, the participant works with the text messages text type. In the village of Huaqua, the participant works with the form text type. Pachavasi now contains older parts of FOCUS, which we plan to update to Maria's World in future versions.



Image: The program’s work areas are highlighted in the interactive map

We call the location “Senderos de Oso” in English “Viewpoint”. This name is a metaphor for how we hope this location will work for the participant. This location contains a personal module where we want to give the participant the option of taking a breather and get an overview of their learning progress and their path in the program. Here, the participant can decide how they want to proceed and they can use a range of resources such as a talking keyboard, which means that when you press a key you hear the sound of the letters. There are also exercises that give them the option to practice composing text messages, completing petitions or filling in their DNI. At this location, the participant sees an overview of how far they have progressed in the program and they can decide whether to continue the program by pressing on the map or remain a while longer and choose from all the available resources.



Image; Senderos de Oso. The participant’s personal location in the program.

Each work area in FOCUS has a common part where you work together with Maria and an individual one where you work together with the teacher Julia. The common part focuses on creating a preliminary understanding of the work area in question. In the individual part, which consists of modules, the participant gets to demonstrate and test their knowledge in order to progress. To enable individualisation, the participant can choose which path they want to take.

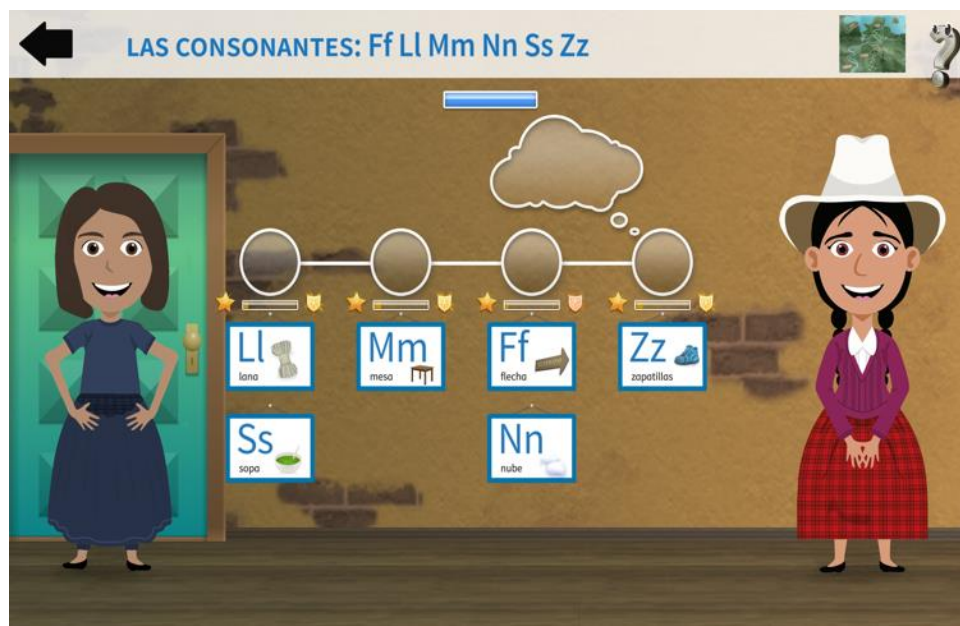


Image: Common and individual part in FOCUS

The participant must pass a module to unlock the next module. You cannot therefore skip a learning element in the program unless you have demonstrated, via a test in the individual part, that you have mastered the element in question. If the participant passes this test, the entire module with its associated exercises will unlock and the participant progresses to the next module. If the participant fails the test, they must practice more by doing exercises focused on the learning elements connected to the module, and then finish with the test.

For each exercise, the participant will be awarded stars. Five stars is the best result and means that the participant has mastered all the learning elements associated with the relevant exercise. Three stars are required for the participant to progress. If the participant is awarded one or two stars, they will be prompted to go back and repeat the exercise. You can always improve your results and it is always the latest results that count. This means that if a participant is awarded three stars for an exercise, they can go back and repeat the exercise. If the participant is then awarded five stars, this is the result that will be saved.

Maria's World in FOCUS

Version 16.2, which was released in early January 2020, sees the introduction of our protagonist Maria and her world. Maria represents our primary target group and will be the one the participants get to follow throughout the program. To enable the participant's active involvement, we have introduced an avatar to represent the participant in the program.

A story has been created that will enable us to address various topics within the most common domains such as family, society and work. The goal is that we must be able to offer meaningful and useful content through the story of Maria and her surroundings that enables work across all four literacy practices in the Resource Model, and where the participants are able to start out based on their linguistic, socio-cultural and literacy-related experiences.

In FOCUS 18, the participant gets to follow the lives of Maria and her friends in the village of Altamayo and the surrounding area. At the present time, all sections apart from Pachawasi have been updated. This

location will also be updated in future versions of FOCUS. The goal is for the entire FOCUS app to be updated in line with Maria's World.

5.2.2. Our learning material

Our in-house developed learning material consists of two overarching items of material, one for individual work and one for group work. The material mirrors and complements FOCUS and its content. The purpose of this learning material is to offer our participants an additional opportunity to work within the four literacy practices in combination with FOCUS.

The individual material is handed out to all participants, while the group material is only given to the facilitator. The facilitator uses the group material as support for the group meetings. During these group meetings, the participants work with specific and authentic material instead.

The individual material focuses on providing quantitative training and, based on a contextualised content, providing the option for the participant to continue their reading and writing development that began in FOCUS.

The group material aims to give the facilitator support when holding group meetings where our participants must be given the option of working in groups in an integrated manner across the four literacy practices, with a focus on discussion and reflection on everyday texts and topics such as anaemia and men's violence towards women.

5.3. Reading spaces

In all places where we are active, we strive to create what we call reading spaces locally to facilitate common discussions and exchange of experiences. In these reading spaces, texts are seen in an expanded perspective, which means that the text is not necessarily in written form but can just as well consist of oral readings, visual texts, posters, films, images and various other digital or creative expressions.

The purpose of these reading spaces is to give our participants the opportunity of discussing, together with others, current topics that are important for them, to highlight and discuss prevailing norms and traditions, and to be able to review texts, oral, visual and/or written in relation to this, all based on their own individual needs and interests. By participating in these reading spaces, the participants also have the opportunity to progress in their reading and writing development that has begun in FOCUS and its teaching material.

The creation of these reading spaces is based on a general desire on the part of local operators to enable a space for dialogue and collaboration to promote the personal and social development of the residents.

As these reading spaces are developed locally, it is incumbent on the local facilitators to choose suitable material together with the participants that is based on their needs and interests.

5.4. Further education

To underpin the functional perspective, Dispurse also assumes responsibility for coordinating local operators. This collaboration gives the participants the opportunity of using and grounding their new

knowledge in practice in various meaningful and useful contexts. This could be that participants, in parallel or after completing the work with FOCUS and the learning material, learn new ways of managing their agricultural practices by, for example, learning more about simple environmentally friendly ways of preventing pests, keeping a logbook of the work in the fields or learning more about guinea pig breeding or sewing. It could also be the case that participants, after completing the work with FOCUS and the teaching material, want to have the option of being certified in order to continue their learning in formal adult education.

Further education is therefore created based on the knowledge and needs of the residents, public institutions, civil society and other important local operators in the area in question with the goal of achieving a sustainable partnership that gives the residents the opportunity to educate themselves based on their own needs and interests.

As the options for further education are developed locally, the overarching goal can be broken down into sub-goals that differ according to context.

6. Theoretical grounding

In this in-depth section, the concept of literacy, our theoretical grounding and methodology are described in more detail.

6.1. What is literacy?

What is a basic literacy?

Basic literacy involves the development of abilities linked to both code-breaking and meaning-making as well as text usage and analysing practices (read more about literacy practices in Section 6.2.2).

We use our unique digital application FOCUS and our own teaching material (see Section 5.2) as stimulating teaching aids in the development of the basic literacy of the participants.

Both the FOCUS app and our own teaching material are linked to the four essential literacy practices. We have also developed a methodological guide for the facilitators with suggested exercises that the facilitators can use to underpin and supplement the reading and writing development of the participants (see “Methodological guide”).

What is functional literacy?

The participants must be given the opportunity to develop a basic literacy that is based on a functional perspective. Being literate does not only include being able to read and write in a formal school context, it also includes the ability to interpret symbols, logos, images and multi-modal texts and written-based spoken language, such as being able to understand a news presenter on TV (Franker 2018:20).

The functional perspective includes a focus on the fact that learning needs to be closely linked to the individual’s needs and be applicable in their everyday lives.

This is how functional literacy is defined by UNESCO:

“...functional literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. It involves a continuum of learning that empowers people to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society (UNESCO 2017).

Developing a functional literacy is therefore about developing abilities and skills that are linked to the social and cultural context in which the participant lives and works.

Individual societies demand different levels of literacy which means that a person may be considered literate in one society but not in another (Franker, 2013: 779). In the Dispurse Literacy Program, the content is adapted as closely as possible to the participant and the environment in question.

What distinguishes a digital and multi-modal literacy?

In today’s globalised and increasingly digitised world, you need to be able to navigate and manage digital information and digital tools in a variety of ways. Most texts that you encounter are multi-modal, i.e. where written text interacts with images and/or audio etc. to create content. A multi-modal text can be on a screen or on paper, and digital tools can offer multi-modal texts where, for example, you can combine a moving image with writing, which makes the digital tools compatible with multi-modal work (Danielsson 2013: 169–170).

Developing digital literacy therefore involves more than being able to handle a computer or a tablet. Just as with the concept of literacy, digital literacy is a concept that contains different types of skills such as searching and finding information, sharing information via social networks and more (UNESCO 2011:1).

What is critical literacy?

Developing a critical literacy is a process that, among other things, is included in the analysing practice in the Resource Model. This means that the participant must be made aware that language and texts, such as images and multi-modal texts, are not neutral but should always be related to issues of power. The goal of developing a critical literacy is that the participant develops their ability to question and understand inequality and power relations in society (The Swedish National Agency for Education 2016:1).

In the analytical practice, the reader analyses texts and their social impacts by focusing on how the texts are formulated to influence and advance the writer’s views. Critical questions that can be asked of texts are, for example:

- who is the text targeted at?
- who is included and who is excluded in the text?
- what seems obvious?
- what is made visible or hidden?

Power can influence texts through at least five different processes, in part by **legitimising** an issue through language by presenting it as logical and worthy of support. This can be achieved by, for example, referring to traditions or to laws.

Power can also operate through language by **disguising** the prevailing power structures. This can be achieved by relating only part of the truth or by rewriting events so that they are perceived in a particular way.

A third way that power can work in texts is by **uniting** people and groups, such as confirming a standard language that everyone must speak or using flags and other symbols.

Power can also be used in texts to **divide** people by placing them in individual groups and creating an “us” and “them” in texts where “the others” are often presented as dangerous and as a threat.

The fifth way that power can have an impact through texts is by **rectifying** actions to conceal agents. This can be achieved by, for example, converting verbs into nouns and using passive verbs. An example of how the agent is concealed is in formulations such as “The colonisation of Latin America” where it is unknown who it was that colonised Latin America (Janks 2014:27-32).

Basic numeracy

Basic numeracy is *included* in the basic literacy work. Basic numeracy can also be called basic mathematics, which is a natural part of everyday practical reading and writing. There may be situations where you have to manage money, plan trips, understand bills and payslips or use your DNI, but also the knowledge that is needed to be able to participate in topical discussions in society. Developing skills in basic mathematics is important to be able to understand your surroundings and be capable of influencing and reacting in them (Eek 2018:1-2).

Numeracy, like the term literacy, therefore includes skills that enable an individual to manage their everyday life. What is required in terms of numeracy also varies depending on the society in which the individual lives and works.

The parts of FOCUS that are targeted primarily on numeracy are planned to be updated, and both the content and therefore the goals linked to numeracy (see the Learning Goals for the Dispurse Literacy Program document for more information) will be developed further in the future.

In order for us to be able to offer our participants the opportunity to develop a functional literacy, we interact with local operators such as local school authorities and mayors to connect different educational pathways which means we can offer participants the option of choosing further education based on their interest and needs in a local context.

6.1.1. Literacy and its impacts

The right to education, in our case education to develop a basic literacy, is a human right and an unchallenged force to allow people to utilise their full potential. However, the international community has in the past often underestimated the power of education for development in other areas. It is important to emphasise that education in itself is not enough, it must be good quality education that all citizens can access to allow them to develop a basic literacy that gives them the foundation for lifelong learning (UNESCO 2014: 143).

Education plays a vital role in the following areas:

1. Combating poverty

Education is a key tool for combating poverty, see below. For people in vulnerable areas, education is an important tool for providing a route out of chronic poverty and prevents poverty from being passed down between generations.

2. Economic growth

Good quality education and learning as a result produces improved economic growth (UNESCO 2014: 144) and economic growth reduces poverty as it often leads to improved wages and more income from agricultural work and in the urban informal sector (UNESCO 2014: 144). Based on two studies, UNESCO estimates that if all students in low-income countries left school with basic literacy skills, 171 million people would leave a life of poverty behind them which corresponds to a 12% reduction in total world poverty.

3. Improved income and diversification

Education's most obvious impact is more income for the individual through improved wages for work in the formal sector and better conditions for those working in the informal sector and agriculture. People who lack education often work in the informal sector, but being educated will empower these people to start their own businesses and thereby improve their opportunities for a better income (UNESCO 2014: 146).

For people working in agriculture, literacy and numeracy gives them the opportunity to absorb new information, employ sustainable agricultural practices and diversify their range to bring about better profitability by growing more lucrative crops. Education also provides improved opportunities for employment in the formal sector, which usually offers better income than working in the agricultural sector. In Indonesia, for example, more than half the population lives in rural areas and for those who lack basic literacy and numeracy, only 15% of men and 17% of women work outside the agricultural sector, while among those with basic education, 61% of men and 72% of women work outside the agricultural sector (UNESCO 2014: 147).

4. Education affects people's employment prospects and working conditions

People in poverty risk working in precarious working conditions or not being employed at all because they lack basic education. People who have had the opportunity to be educated have greater chances of being employed and enjoy good working conditions, and for women the impact of education is extremely evident. For many women, education represents a real chance to enter the labour market and earn an income, provided that the society they live in has a positive view of women in the labour market. In middle-income countries in Latin America such as Argentina and Mexico, research shows that the number of women in employment increases when women's education levels are raised. This tendency is not as marked for men as they enjoy greater opportunities for employment, regardless of educational level. In this context, we should not overlook cultural and logistical obstacles (in many countries, access to childcare is inadequate or non-existent and a view of women that says they should not work outside the home may prevail) (UNESCO 2014:148).

5. Education contributes to better health

Education is a powerful tool for improving people's health for themselves and for future generations. Education saves the lives of millions of women and children, helps prevent the spread of disease and is key to combating malnutrition. Unfortunately, few people in power see education as an important measure, even though it is difficult to achieve success in initiatives for better health without investing in education. Research shows that there is a connection between health and level of education as more educated people often enjoy better health (UNESCO 2014:155). This is because educated people often possess knowledge about diseases and consequently act to prevent illness but also have better

preparedness to detect disease and act accordingly. Educated people often earn better than uneducated people and can then spend more money on health-promoting activities and often have jobs with better working conditions (UNESCO 2014:156).

6. Education promotes sustainable societies

Education promotes sustainable societies in three areas, among others; it promotes democratic participation, protects the environment and empowers women.

7. Increasing democratic participation and sustainable governance

Good quality education gives people the opportunity to make well-informed and active choices and allows them to get involved in issues that are close to them (UNESCO 2014: 170). Education also makes people more likely to support democracy and its underlying values of tolerance and respect. Educated people are often more likely to participate in society and its political processes such as going to vote and standing in elections (UNESCO 2014: 173). In Tunisia and Egypt, for example, there has been an expansion in educational opportunities for the population, which has meant that strong voices for democracy have been raised. Of those in the population who lacked a basic education, about 22% saw democracy as the best alternative, while of those with a basic education, 38% saw democracy as the best political governance. In Latin America, several states in recent years have gone through a shift from authoritarian to democratic rule and here statistics demonstrate that of those in the population who have a basic level of education, there was a 5% greater support for democracy among men while there was an 8% greater support among women (UNESCO 2014: 171).

8. Education engenders social cohesion and promotes tolerance

Education is a crucial tool in the fight against intolerance. In Latin America, where levels of tolerance among the population are much higher than in the Arab states, studies show that those who attended secondary school were less likely to show intolerance than those who only attended primary school. Education therefore plays an important role in promoting tolerance and in reversing negative attitudes that could lead to political change in the direction of democracy (UNESCO 2014: 173). By increasing tolerance and fostering respect, education can play a key role in building sustainable societies with active citizens. In order to create these sustainable societies, you need to establish trust by offering all citizens, both young and old, the same opportunities for an equal education (UNESCO 2014: 175).

9. Education helps to reduce corruption

A fair and accessible education system for all is an important factor in augmenting the foundations on which democracy rests by providing citizens, through education, with knowledge of the institutions that work for society and its citizens, their rights and obligations. This enhances the incentives to punish those in power who do not perform their work correctly and impairs the tolerance for corruption. A survey of 78 countries shows that higher levels of education are the most powerful indicator of low levels of corruption. (UNESCO 2014:178).

10. Education plays a key role in combating global environmental degradation

By improving knowledge about environmental problems and how to restrict them, changing attitudes and working to highlight the challenges facing the environment, education can play a key role in combating global environmental degradation. You don't simply need to know how to reduce emissions of greenhouse gases, etc. you also need to know how to adapt to the consequences of climate change, such as rising water levels and temperature changes. The very poorest are also the ones most affected by these climate changes (UNESCO 2014: 179).

11. Education enhances women's ability to make active life choices

If all people have access to equal education, vulnerable groups are given the opportunity to influence their lives and make active choices. Enabling access to equal education should be an important goal for governments around the world to ensure that all citizens have the chance of benefiting from education and its positive effects such as better health, improved finances and the ability to influence their lives. Education plays a particularly important role when it comes to women and their ability to overcome oppressive social attitudes that prevent equal access to education. Through access to education, women can find ways of breaking free from the shackles of these oppressive systems and make independent decisions concerning their own lives such as when/if they want to marry and with whom and when/if they will have children (UNESCO 2014: 181).

6.2. Pedagogy

The resource perspective is a key element of our work

In the meeting with our participants and in our teaching practices, we adopt a resource perspective, not a deficiency perspective. This specifically means that we focus on what our participants *can do*, not on what they *can't do* (Franks 2013:798–799).

We have the Resource Model, (see Section 6.2.1.), as the theoretical premise for the development of our education. This specifically means that

- We encourage diversity in terms of mother tongue usage, which means that we make use of all the participant's language skills while providing access to the dominant form, Spanish.
- We encourage and highlight the cultural, social and literacy-related experiences of our participants, which means that we start from their needs and interests in order to raise their motivation and commitment and always aim towards further education.

Our participants have not, for a variety of reasons, had the opportunity to develop a basic literacy. However, it is important that we do not equate this with our participants having no literacy experience at all. Hilary Janks (2010), a well-known reading researcher, highlights in this context how easy it can be to unconsciously regard the absence of school literacy as being equated with lacking literacy at all. SB Heath (1984, referenced in Janks 2010: 3) shows in a study, where she observed three societies and saw how the societies had different ways of handling text (both oral and written), how this resulted in the children who grew up in these areas developing individual skills) but that these skills were rewarded differently when these children then started school. In school, the written form took precedent over the oral form and the children who mainly developed oral practices ended up falling behind their peers who developed practices linked to this more technical autonomous school literacy (Janks 2010: 3). Language cannot be separated from power.

Reading and writing development for adults

As an adult, learning to read and write, including in a foreign language, is a challenging task that requires a lot of work and, in general, formal instruction in how to achieve this. As an adult, you possess a cognitive ability along with other important knowledge and resources that facilitate and give you the tools to tackle this learning process (The Swedish National Agency for Education 2016:27).

Examples of tools in addition to the adult's life experience and previous involvements, are the ability to see yourself from the outside, which allows the adult to plan and consciously train a range of skills to achieve a goal that is further along in the learning process. For the teacher, these conditions imply that the teaching should highlight the knowledge and experiences of the individual student by drawing on these. Giving the student the opportunity to use their mother tongue, a language that the student knows, is an example of this and is vital to adults when learning to read and write who have not previously learned to do so. This is because the student learns more easily in a language which they already know and this in turn makes it easier for the student to then learn a second language (The Swedish National Agency for Education 2016: 28).

Several of the participants in the Disperse Literacy Program have a first language other than Spanish, which means that they have to learn to read and write in a second language. However, they often have well-developed oral skills in Spanish, which we can take advantage of and build on when teaching. As we adopt a resource perspective in teaching, this specifically also means that our facilitators can offer multilingual participants to utilise their skills in their mother tongue in their reading and writing development in a second language. The easiest way is usually to learn to read and write in your first language, as you can then use a developed vocabulary and pronunciation when learning to read and write. Learning to read and write in a second language is facilitated if the learner has good oral ability and has developed a vocabulary in the second language as well as phonological and written language awareness, which includes the ability to reflect on the form of the language (Winlund 2021:21).

Winlund (2016) describes what reading development looks like for children and believes that the reading development of adults largely follows the same developmental path.

Logographic reading

Without having cracked the reading code, most adults can read logographically, especially the important and usable word images that the participant needs to manage their everyday life, for example their children's names, brands, signs etc.

Phonological reading

In order to crack the code and automate their reading, the reader needs to be able to connect and understand that each letter is represented by a linguistic sound and vice versa. The reader therefore needs to know that all sounds, phonemes, correspond to one or more graphemes. Once the reader realises this, it is called phonological reading where the reader succeeds through vocalising.

Orthographic reading

This phonological reading requires an enormous effort and is designed to ensure that the reader will automate their reading via orthographic reading which means that the reader stores words in their mental lexicon and can, when reading, read the whole word without having to vocalise the individual phonemes. This process frees up energy that can instead be put to use, for example, to understand the meaning of what you are reading (Winlund 2016:1–2).

6.2.1. A resource model for basic literacy

The Dispurse Foundation has chosen to use a specific model as the premise for its basic literacy work. This model provides a framework for the development of the literacy program, its content and implementation.

The model is didactic and was presented by Franker (2016). It was originally based on Freebody & Luke’s “The Four Resources Model” (1999) but has since been customised and supplemented with a clearer participant focus.

The work described in the Resource Model is consistently based on the individual’s linguistic, literacy-related and socio-cultural resources. These resources are always the premise for how the teaching is configured. By working in a theoretical and practical way across four different literacy practices, as well as on code-breaking skills, we develop the participant’s understanding and analysis of texts, their use of texts and their own text creation. Once these varied focuses are integrated into the daily work, it will provide the participants with a directly useful literacy that also provides a secure foundation for further studies (Franker 2016:7–8).

Franker highlights the Resource Model using the four literacy practices as a tool for the teacher to use, not only when planning and implementing their teaching but also when evaluating it together.

The model (see Figure 1) demonstrates how the resources the individual has already acquired can be a starting point for and influence the practical work across the four different literacy practices.



Figure 1: The Resource Model. Qarin Franker. 2016

6.2.2. The four literacy practices

Literacy practices

Literacy is something that is integral in all social activities that we humans share in our daily encounters, both within the school walls but also in our everyday lives (Barton 2007). These social activities, which

include reading and writing, are called literacy events, and people participate in several literacy events every day (Barton 2007: 26). In these literacy events, people use their literacy practices, which are the cultural and social way of using writing in specific social contexts (Barton 2007: 36).

When talking about literacy, it is important to remember that there are many different literacies linked to a range of roles that a person has, which means there is not just one type of literacy. In school, for example, you use certain practices linked to literacy but this literacy with its events and practices is not the only one. After the school day, the student takes part in other literacy events that feed other literacy practices that can be beneficial as well as valuable (Barton 2007: 39).

The four literacy practices that the Resource Model highlights as important to offer in the teaching of basic literacy are;

Meaning-making practice: Work with the content and structure of texts and images

Within the meaning-making practice, the focus is on the content and structure of texts and images. As part of this work, we connect our participants' previous personal experiences with writing and various kinds of texts. In order to create an opportunity for the participant to benefit from previous experiences and facilitate understanding and peace of mind when learning, it is advisable to start this work using the participant's personal experiences and base the work on their own texts and image material. Through meaning-making based on the participants, their personal experiences and texts and image material, they can more easily be made aware that written communication in school, just as oral communication, is about making yourself understood, understanding and communicating with others. If participants are given the opportunity to be active and feel that they have the chance to influence and that the same text can be understood in different ways based on their individual experiences, the interest and motivation to explore more texts and to participate in the creation of texts themselves often increases (Franks 2018:29–30).

The work within this practice therefore focuses on understanding what the texts and images are looking to convey by examining both the linguistic and the visual form that the creator of the text and images used to convey their message (Franks 2018: 29).

Code breaking practice: Work with the form of language in speech, images and writing

Within this practice, the focus is on the participant being given the opportunity to work with the form of the language and being made phonologically aware, i.e. the participant must, among other things, understand and be able to connect phonemes (sounds) and graphemes (letter forms), as well as understand how words are formed and written. This phonological awareness is extremely important and includes being conscious of how the phonemes, the spoken language and their individual linguistic sounds, build up the language and how they can be connected to the different letters that can then be combined in individual constellations that form words and texts. Being phonologically aware means, among other things, being able to connect sounds with their written equivalents (Franks 2016, Winlund 2016). Here we often start with well-known things or with the help of images and then increase the degree of abstraction.



Analytical practice: Work with questioning and reconstruction of texts

In this practice, the focus is on giving the participant the opportunity to question texts but also to deconstruct and reconstruct different types of texts. The goal of the work in this practice is to create awareness and understanding that no text is neutral,

as well as questioning the texts but also deconstructing and reconstructing different types of texts. By changing the text, that is replacing formulations and words, the text can speak to a different target group and also alter its purpose. The most important thing in this work is that the participants need to understand that no text is neutral. All texts represent opinions of various kinds, and it is important to be critical of what you read (Qarin Franker 2016: 11-12).

Text usage practice: Work with the function and social meaning of texts

In this practice, we work with the function of the text and its social significance.

The practice focuses on giving the participant the opportunity of working with both the formulation of texts that have a range of purposes and different social meanings and to examine how various texts in school, the local environment and in society are constructed in order to achieve their purposes. Here, the participants must be given the opportunity to use the texts that they encounter in their everyday lives in functional contexts. Which texts should I use in different contexts? This also includes comparing texts and their function (e.g. personal messages contra formal correspondences to authorities) (Qarin Franker 2016:11).

6.3. Methodology

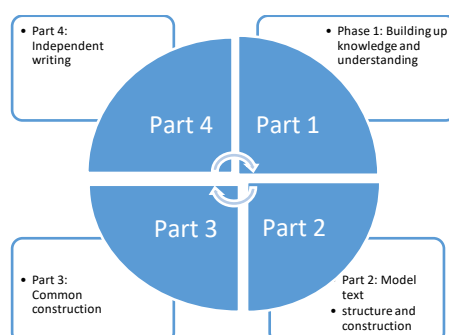
Our methodology is based on the circle model with its four phases and is described in more detail in the “Dispurse methodological guide” document.

As we adopt a major focus on meaningfulness and usefulness, we would like to encourage facilitators to ask the participants which texts they have a need and interest in understanding and being able to handle and ask them to, if possible, bring along these texts to the teaching sessions. In this way, you enable the teaching content to be meaningful and useful for the participant. Note that these texts can be both short

and long, and formal or informal, in Spanish or in another mother tongue. Use these texts as a foundation for the participant’s supplementary learning alongside FOCUS and the teaching material by working together with the four phases of the circle model.

6.3.1. The circle model – overarching description

The circle model allows the participants, through working together, to develop their knowledge of different types of everyday texts. The key premise for this model is utilising the participants’ resources and using model texts to highlight how different types of texts are structured.



The four phases are:

Phase 1: Building up knowledge of the text and its content

In this first phase, facilitators and participants work together to study the content of the text in question and draw benefits from the group’s previous experiences and knowledge in understanding and creating meaning from the text.

Phase 2: Modelling the genre

In the second phase, you examine together how the text in question is structured and when to use the text, i.e. the social contexts in which the text is used.

Phase 3: Formulating a common text

In this phase, you compose a text similar together to the one you worked on in the first two phases. In this work, how you got there, i.e. the process, is as important as the finished text, i.e. the product.

Phase 4: Writing independently

In this phase, the participant writes their own text within the same genre as the texts used in the previous phases.

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