

Global Policymakers Conclave

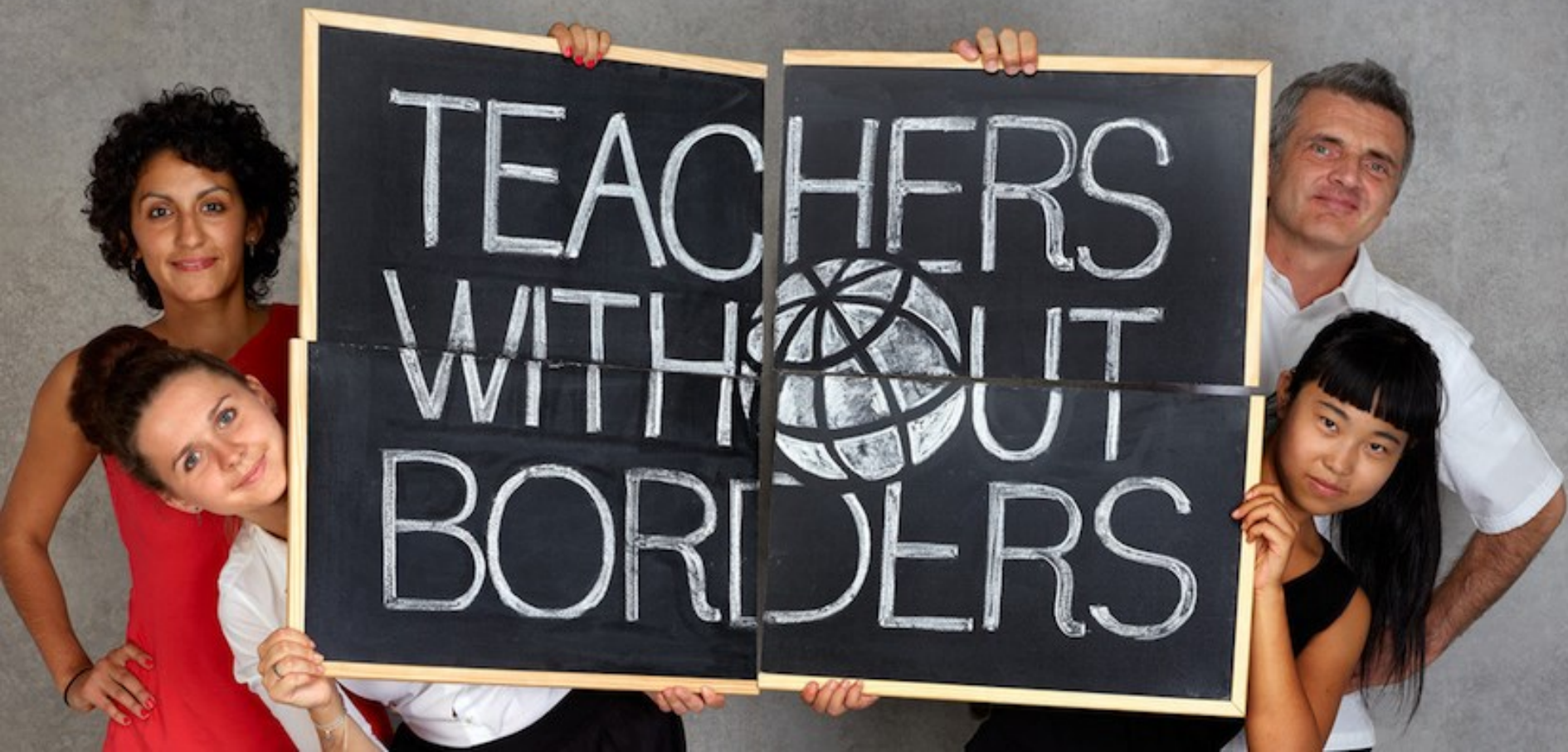


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Accelerating a Mass Movement for Foundational Literacy & Numeracy

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Human Rights and Equality



Emergencies



Girls



Peace

“Shall We Stay The Same?”





"TEACHERS WITHOUT BORDERS GIVES ME HOPE"

— DR. JANE GOODALL

IN THE SMALL PLACES

STORIES OF TEACHER CHANGEMAKERS AND
THE POWER OF HUMAN AGENCY



FRED MEDNICK
FOUNDER: TEACHERS WITHOUT BORDERS

Available
December 2023

Research that Matches Global Dream Practice

1. Evidence for creating a country-specific strategy for an FLN mass movement
2. Components of that strategy
3. A way to get started today



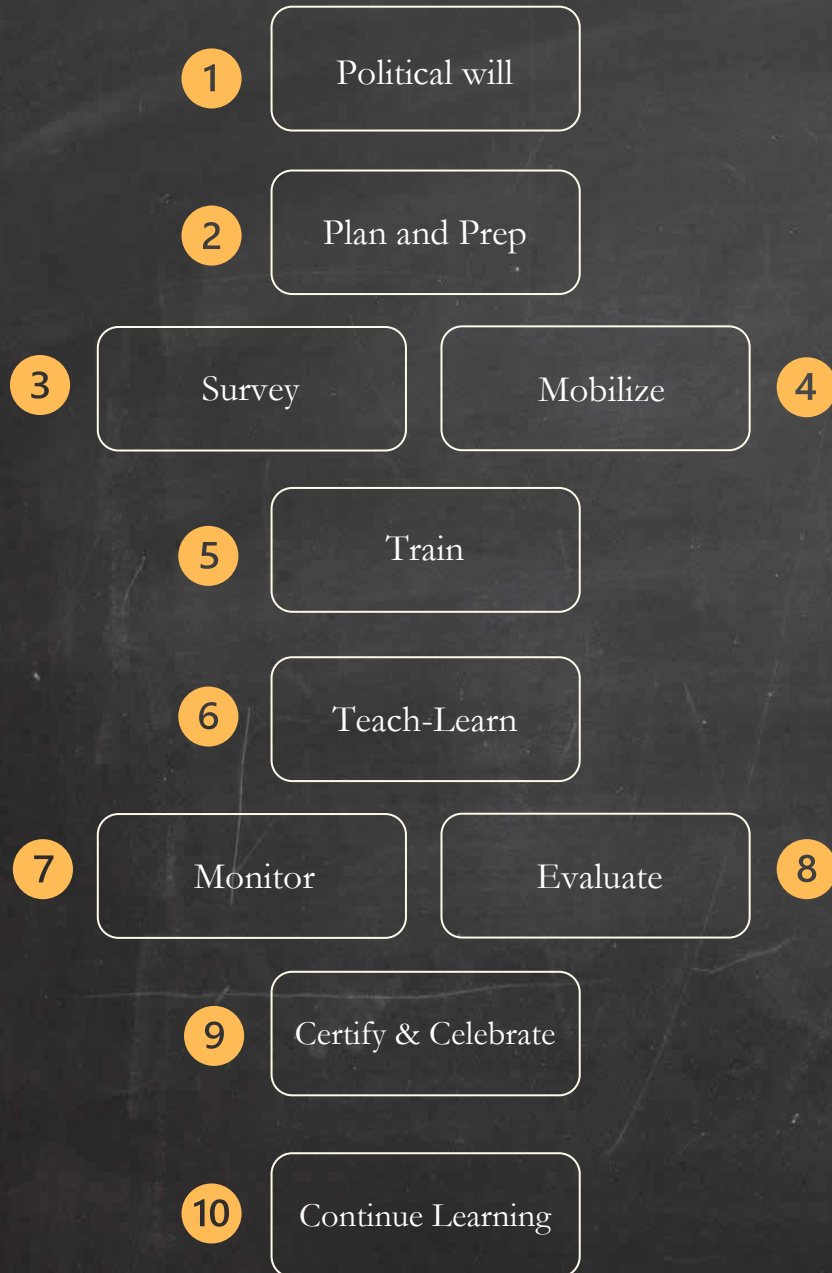
FLN is a Global Emergency, but...

A mass FLN movement does **NOT** have to be expensive...

...or time-consuming

...or blocked by political in-fighting and disarray





Hopscotch Strategy

*Clear, practical, logical,
SIMPLE, and joyful*



Literacy accelerates ALL
SDGs

Examples of Successful Mass Literacy Campaigns

Stakeholdership, no excuses, clear-cut targets

- **Vietnam and South Korea** focused on literacy by connecting it to liberation...and involved *every* department, even during war.
- **Tanzania** connected adult literacy to national economic development
- **Kerala, India** focused on true inclusion, egalitarianism through literacy
- **Nicaragua** built networks of unions, media, churches, businesses to focus on literacy, decentralize their system, and demand accountability and transparency
- **Cuba** even closed schools to focus on literacy!

You are only as strong as your weakest link

Identify the **population**. Identify the **challenge**

Discussion

What is **your** focus population?

Your biggest challenge?

What does your country love? Believe in? Consider sacred?

What image or challenge resonates with *everyone*?

2

Plan and Prep

A Literacy Pedagogy with a Purpose

- Locus of control on students, not centralized on teacher
- From familiar to unfamiliar — sequentially
- A teacher is anyone “with valuable information to share.”
- Foundational literacy and numeracy must be culturally accessible

2

Plan and Prep

Example: Connect FLN to public health

A young child, likely a girl, is shown from the chest up. She is wearing a white surgical-style face mask that covers her nose and mouth. She is also wearing an orange polo shirt and a dark blue backpack. The background is slightly blurred, showing green foliage and a wooden structure, suggesting an outdoor setting in a rural or developing area.

COVID-19 Global Education Recovery Tracker

Monitoring the impact of the COVID-19 pandemic on response and recovery for students across the globe

[Maps, Graphs, and Tables](#)


[Methodology](#)



Example: Connect FLN to climate change

Focus on girls



A wooden board with numbered circles (0-10) at the top. Below the numbers, various small, smooth stones of different colors (grey, white, yellow, brown, red, blue) are arranged in a grid-like pattern, demonstrating their use as props.

Use local materials as props
...they're free and anyone can use them

Use the most reasonable technology available

Radio, newspaper, churches, barber shops, perform street plays, organize marches and competitions, integrate traditional folklore to generate excitement.

...for access and scalability



Do you know who can and who cannot read?

Identify illiteracy hotspots. Engage volunteers to help

- Identify talented leaders in every corner of the country, but focus on two or three areas to conduct comparative study
- Mobilize *everyone*: even a 10-year-old can teach reading.
- Don't buy expensive textbooks or cumbersome teacher development programs.
- Connect evaluation with rapid feedback. Teach people how to observe and detect learning problems, health issues, et al

3

Survey

Mobilize

4

Reach the people who reach the people



5

Train

6

Teach-Learn

Networks of teachers and volunteers can do the heavy lifting

Strategic Focus for Policy Redesign

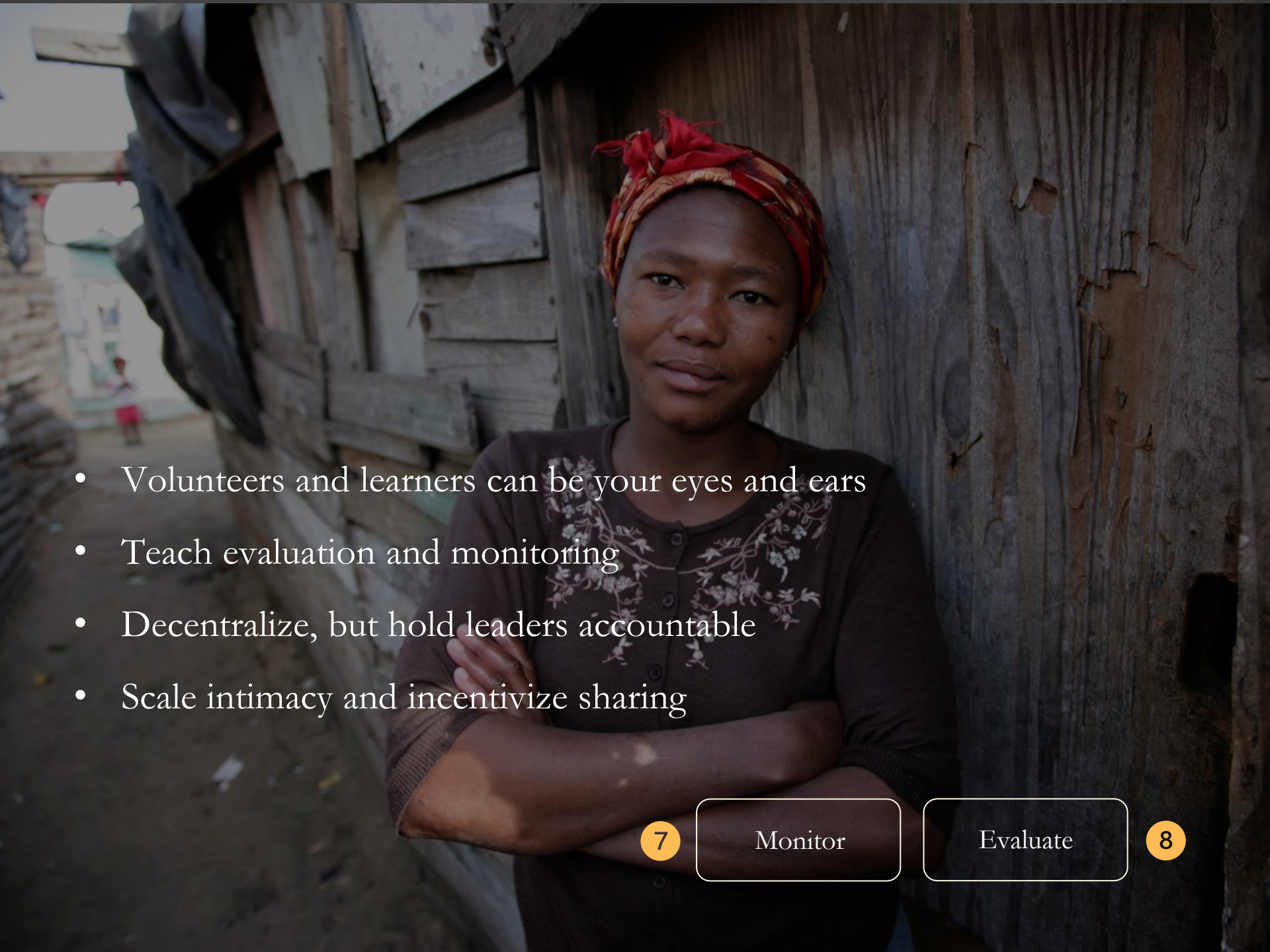
What the research has shown

Create a **large-scale media campaign** to recruit and incentivize volunteers *and* provide proof connecting literacy and economic development/health, i.e. – **what matters**

Consider **family literacy** programs

Create **realistic and focused** targets:

1. **Adults**: consider inexpensive, yet valuable **incentives**
2. **Children IN school**: mobilize **teachers, union, parents**
3. **Children NOT IN school**: mobilize **NGOs, health, safety, climate orgs**

- 
- A woman with a red headscarf and a brown shirt with floral patterns stands with her arms crossed against a weathered wooden wall. The background shows a narrow alleyway in a slum with other buildings and a person in the distance.
- Volunteers and learners can be your eyes and ears
 - Teach evaluation and monitoring
 - Decentralize, but hold leaders accountable
 - Scale intimacy and incentivize sharing

7

Monitor

Evaluate

8

Given what has been articulated so far...

1. What are *your* suspicions?
2. What are some government-initiated campaigns in your state/country?
3. How do people in your area usually respond to these efforts?
4. What might be more effective in mobilizing people for widespread literacy?

Discussion

FLN must work anywhere, everywhere



9

Certify & Celebrate

10

Continue Learning



...for children *and* adults...
in times of peace



...as well as a *national* disaster

...to (1) prepare for (2) continue
education amidst, and (3) rebuild after a
a *natural* disaster

Let's Step Up the Act



Stamp Issued in International Literacy Year, 1990, to Commemorate Ernakulam's Remarkable Mass Movement

1

Political will

2

Plan and Prep

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Continue Learning

DISRUPTIVE LITERACY

A ROADMAP FOR URGENT GLOBAL ACTION



DR SUNITA GANDHI

TOM DELANEY, JONATHAN HAKIM AND MASHHOOD BHAT

BLOOMSBURY

Highly Recommended!