

DVV International Jordan

A GUIDE TO
POPULAR EDUCATION APPROACHES
FOR
**LEARNING BASED ON DAILY
URGENT NEEDS EDUCATION**
(DUNE)

Learning – Awareness - Empowerment

Concepts and Approaches



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Authored by

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Preface

This conceptual and practical guide is designed as an introduction for trainers, facilitators, and others within the field of learning and development, namely those involved in programs intended for creating a shift from passive to critical thinking.

This is a very challenging task, especially that “we are accustomed to what is called the “passive mind” whether at the level of curricula or at the level of translating western models developed and delivered to us by western organizations. The “passive” mind accepts curricula and training methods as they are, ruling out any space for personal initiatives in all forms and dimensions, and thus, invalidating the entire educational process. This elimination of “contextualism” and cessation of all participation by the local community – except for some “marginal” contributions – is also an elimination of the treasured “cultural”, “human” and “national” heritage that is part of every human being. The “passive” mind goes hand in hand with rote learning, and there is no doubt that just like the case of the learner, the teacher also gradually develops a passive mind...thus impacting all aspects of life at the educational, societal, economic and political levels”⁽¹⁾. Establishing a shift from a passive to a critical mind requires operating within approaches that are likely to enhance this process of transition from negative adaptation to a state of action and perception of opportunities. This can be described as a qualitative leap forward from passive thinking towards emancipatory learning that is based on a culture of questioning and dialogue that fosters critical awareness and thinking.



This guide was prepared and developed based on the work experiences of two authors of two different generations in the fields of education for development, one with professional experience exceeding 25 years of experience, and one representing a youthful experience that puts all popular education approaches into practice. Put together, these experiences constitute a wealth



(1) Dr. Zahi Azar, Adult learning in the Arab world (reasons behind failure and a new future), a paper on the “failure and renewal in adult education” seminar, Amman 2016

of information within a development-related, conceptual, educational and practical context. Adding to this wealth of information were the outputs of the regional workshop held from 25 - 29 August 2019 in Jordan, which brought together two groups from Jordan and Palestine and was intended for looking into mechanisms that enrich the concepts and applications of Daily Urgent Needs Education (DUNE). The outputs of the workshop presented a number of topics which delved deeper into such concepts and applications that would enhance the process of learning for development.

It is worth noting that whoever wishes to use this material should bear in mind the following considerations:

-  having a solid understanding of popular education concepts based on dialogue and emancipatory learning.
-  having a deep understanding of the essence of participatory rapid appraisal (PRA) as a process for learning from and with members of society, mastering the application of its tools, and being fully aware of its role in the development and learning process.





Jawad Adel Al Gousous

Born in 1961, Jawad holds a master's degree in social work from the University of Jordan and a B.A in Philosophy and Sociology from Comenius University in Slovakia (former Czechoslovakia).

Jawad has vast experience in social development and non-formal and informal education and is an expert in participatory learning and popular education. He started his professional career at the Jordan Ministry of Social Development in the field of local community development, and later continued his work with international organizations. Throughout his career, he contributed to the development of many projects and programs that were related to education for development. Jawad also has many contributions locally, regionally and internationally, in the fields of training and development of guides and curricula. He was selected as a literacy and adult education consultant at the UNESCO office in the Republic of Iraq where he designed the national strategic framework for literacy and adult education.

Since 2012, Jawad has been working as a country director at DVV International in Jordan and has published many articles related to education for development both locally and internationally.



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Born in 1992, Ekhlas holds a B.A in Chemical Engineering from the University of Balqaa. She worked as a project coordinator at Al-Bereh Charity Organization, after which she worked as a facilitator in the Adult Education for Development project at the Local Community Development Center in Ira and Yarqa in the governorate of Balqaa. Ekhlas participated in several workshops and holds an internationally accredited Training of Trainers (TOT) Certificate from the Institute of Leadership and Management (ILM). In 2019, she designed the “TAFAKUR (REFLECTION) GUIDE FOR DEVELOPMENT AND SOCIAL EMPOWERMENT”, a guide that draws on her practical experiences in the fields of education for development.

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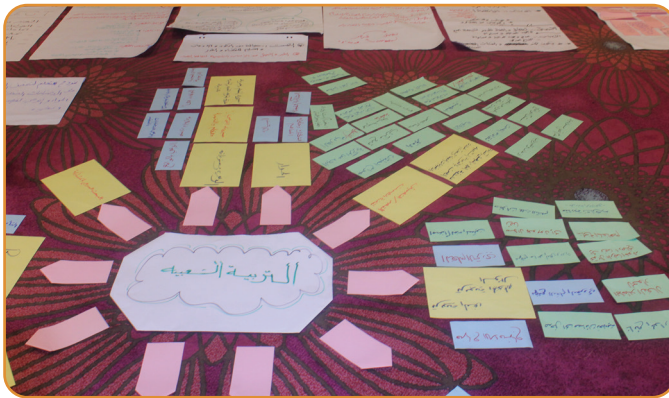
01

Introduction

1.1

THE CONCEPT OF POPULAR EDUCATION AND ITS RELATION TO THE PARTICIPATORY RAPID APPRAISAL (PRA)

The concepts and approaches of popular education are grounded in the legacy of Brazilian educator Paulo Freire, more specifically in what he conveyed in his book: *Pedagogy of the Oppressed* - a work which represents the culmination of his experiences and reflections on reality. In his book, Freire talks about the process of oppression and the relationship between the oppressor and the oppressed. He elaborates on the process of analyzing this relationship to arrive at the forms of consciousness and ways in which systematic oppression and marginalization function.



Freire's approach is based on dialogue as the most effective learning tool and the most democratic and humane way. It is through dialogue that we not only learn from others (i.e. those with whom we are communicating) but we also learn about ourselves, and this makes us more conscious and more aware of our "selves" and our realities. As a result, we come to realize the state of marginalization, where awareness acts as the catalyst and the driver for the strife towards change. This is because "only dialogue, which requires critical thinking, is also capable of generating critical thinking. Without

dialogue there is no communication, and without communication there can be no true education”⁽¹⁾.

Freire sees that: “Once the investigators have determined the area in which they will work and have acquired a preliminary acquaintance with the area through secondary sources, they initiate the first stage of the investigation. This beginning (like any beginning in any human activity) involves difficulties and risks which are to a certain point normal, although they are not always evident in the first contact with the individuals of the area. In this first contact, the investigators need to get a significant number of persons to agree to an informal meeting during which they can talk about the objectives of their presence in the area. In this meeting they explain the reason for the investigation, how it is to be carried out, and to what use it will be put; they further explain that the investigation will be impossible without a relation of mutual understanding and trust. If the participants agree both to the investigation and to the subsequent process, the investigators should call for volunteers among the participants to serve as assistants”⁽²⁾. That is, the investigation process must follow a participatory approach with the local community which leads to identifying the shape and contents of the literacy programs.

This is exactly what the participatory rural appraisal (also called the participatory rapid appraisal) draws on. For Freire, his learning theory constitutes one of the most important sources for PRA, as it is a tool of intensive learning from and with the local community that relies on a range of instruments in the research process. These instruments contribute to facilitating a better understanding of the dimensions and complications of existing problems, and to enhancing and reframing dialogues with effective and suitable development-related interventions that lead towards social and economic empowerment based on actual needs.

Therefore, the learning process in both approaches is based on dialogue with the community, forming a unique and realistic learning experience. It reflects reality together with a state of knowledge that is responsible for achieving awareness of actual needs, thus paving the way for a clearer vision of the future.



(1) Paulo Freire, *Pedagogy of the Oppressed*, Continuum 2000, New York.

(2) Paulo Freire, *Pedagogy of the Oppressed*, Continuum 2000, New York.

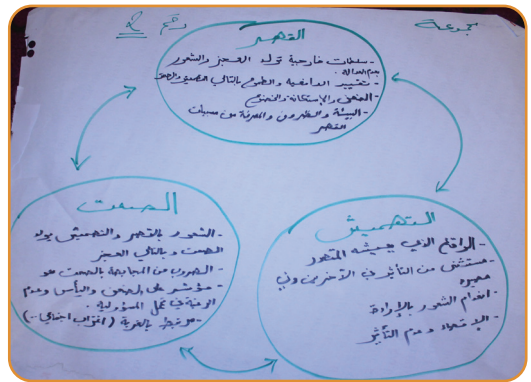
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DESCRIPTION OF APPROACHES FOR DAILY URGENT NEEDS EDUCATION (DUNE)

INNOVATION AS A HUMAN AND SOCIAL CONDUCT

The concept of education for development is not a new one. It has been put into practice by many institutions and individuals concerned with learning and development, but the challenge - that has been and continues to present itself - lies in the manner in which learning approaches are being implemented in order to achieve development.

Whether educated or not, many social groups – described as marginalized groups –do not have the competitive skills necessary for helping them achieve a life of better quality. Their state of marginalization has also been made worse by their limited ability to invest in what they have learned or have been trained in.



Field work results with various social groups indicated that the main problem was with the form of learning or the training programs those same groups took part in, most of which reintroduced soft and life skills linked to the self and critical thinking skills. On the one hand, reintroducing such skills is good. On the other hand, however, due to the overemphasis of such programs on personal development within an individualistic context that encourages distinction/leadership, it therefore extolled individualism, and built more barriers between the participant and the reality surrounding him/her. This in turn may later foster social alienation wherein society is no longer capable of embracing this distinguished individual/leader, and neither does the very same distinguished

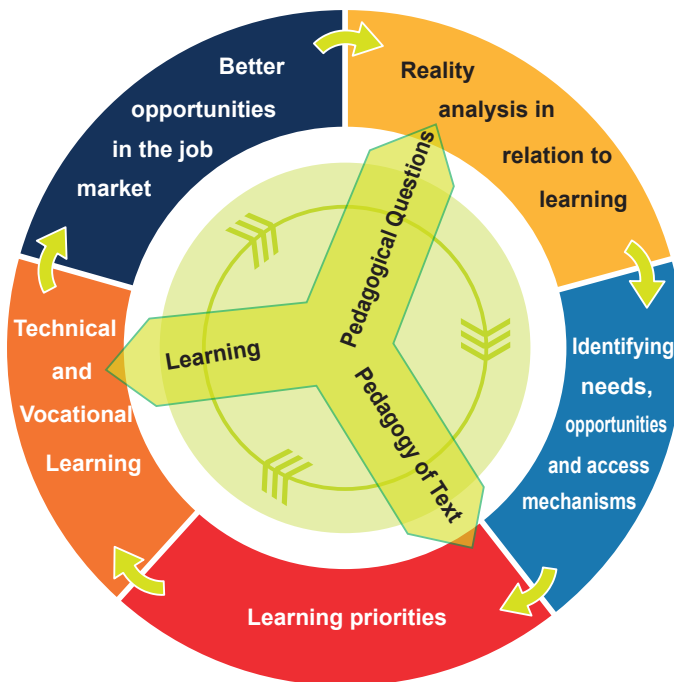
individual feel like he/she naturally belongs to this society nor capable of interacting with it within an objective development-related and learning context.

The approaches we are talking about here aim at driving the learning process within an environment of dialogue, which includes topics that address learners' daily urgent needs, and which the learners regard as burdensome basic problems that cause stress and pain. Therefore, subjecting such needs to inquiry and dialogue calls for broadening our perspectives and analyzing needs within a learning context that is consistent with the reality assessment (using PRA tools,) and relevant to the reality of the local community. This, in turn, generates awareness and recognition of the causes of problems and the ability to turn them into opportunities.

This process does not put the learner in a paradoxical context or that of competitiveness with society, but rather seeks to strengthen interconnectedness with society to achieve mutual benefit. Since the discussion here is about leadership and innovation as human and social acts, it can therefore be argued that what contributes to the development of the individual would inevitably do the same for society.

DUNE Approach Sample

Learning – Awareness - Empowerment





02

**CONCEPTUAL
FRAMEWORK**



EDUCATION FOR DEVELOPMENT

Education in its broad terms means an ongoing lifelong learning process that constantly brings out people's potential both as individuals and as members of society. Lifelong education is based on five pillars: Learning to know / Learning to do / Learning to live / Learning to live together / Learning to be. These five pillars come together to achieve an integrated development of an individual (i.e. Personal, Social, Cognitive, and Emotional). Such integrated development is based on the acquisition of practical life skills and intellectual development in line with a needs-based system that enhances the role of an individual within society, and consequently, society at large. This form of learning is what we call adult education.

Members of societies constantly seek to improve their living conditions, and to advance the quality of their lives through the acquisition of skills. It is therefore the individual that is considered the backbone of development, and lifelong learning and education are the bases through which comprehensive and sustainable development are achieved.

Defining the general framework for education for development enriches those taking part in the learning process with higher levels of awareness in what they do and why they do it. This also enables them to set standards that allow them to skillfully identify the dimensions of the learning process and to recognize the challenges they may be exposed to throughout the learning and education process. It also equips them with awareness on how to deal with the daily life challenges individuals go through by using the right interventions. Defining the general framework helps those engaged in the learning process to choose learning approaches that drive societies towards progress and innovation, and serves to renew concepts related to adult education and learning, such as education for development and anything related to the community of practice. Defining the general framework also helps individuals to recognize the differences between the concepts that make the learning process more efficient such as the difference between learning and education, between teacher and facilitator...etc.

Education for development needs to break free from the “banking model of education”, a term used by Freire in his *Pedagogy of the Oppressed* and defined as “education in schools and universities that seeks to control the mind by treating it like a bank where knowledge is being deposited”. Freire sees that in this model, the teacher is the only one who possesses knowledge while the students are ignorant. This form of education is still widely practiced – whether intentionally or unintentionally – by those working in education for development in our societies. It downplays the role of individuals as active members in the learning process and in society by imparting limited and ready-made knowledge that restricts their ability to use it in new situations. As such, these individuals receive and store information unconsciously due to the lack of space for reflection and thinking; hence resulting in misapprehension of reality.

The learner’s role is no less important than that of the facilitator particularly that learners form the basis of the learning process. As such, a facilitator is a learner and a learner a facilitator (knowledge-wise, they are born together). The type of learning societies need is that which leads to an awakened consciousness and an awareness of the learner’s reality and of the obstacles he/she is surrounded by. This is so because learners would in no way regard any problems raised within the learning process as real unless they revolve around fundamental issues related to their familial, social and economic life, and touch upon daily urgent needs in a manner that is consistent with the capaciousness and unity of life as whole.





TRAINING NEEDS AND ADULT EDUCATION PROGRAMS

Training needs identification is a fundamental element that ensures benefit from training programs. Its importance lies in the need for solving problems and removing obstacles that individuals and societies face; meaning that it is an ongoing process.

Challenges vary from one person to another, even from one society to another, and they may be of multiple sources; be it financial or lack of skills, knowledge and attitudes. It could also be due to a lack of confidence in one's abilities which leads to adaptation to that which is available and acceptance of reality as it is. It is for these very reasons that identification of training needs is the first step in planning a training program.

Some may overlook the fact that community members are experts in adapting to their own communities/societies, but this does not necessarily mean that they are aware of their true needs. Therefore, a training needs identification process that emanates from society and its members is considered an educational process for all parties, and the training needs are considered the core starting point for defining the general and specific goals of a training program. Ready-made programs are not suitable for individuals and societies, neither do they meet their actual needs. Moreover, continuous changes result in random and ineffective training in addition to a waste in both time and resources.

It is essential to engage different groups of society in the training needs identification process, take gender into consideration and bring on board experts with various experiences. This would facilitate the identification of training needs through the application of different tools and means; such as the participatory rapid appraisal (PRA) which includes interviews, maps, direct observation, secondary sources...etc. These tools are a way to finding out the different relations within a society and the behaviors, lifestyles, and daily habits and roles of its individuals.

Moreover, these tools can enable individuals to see their needs and problems from their own perspectives and provide an opportunity to learn from participants and facilitators alike. Consequently, this minimizes facilitators' sense of alienation and

maintains a state of fundamental interaction. This also enables participants to gain better and deeper insight into their reality, which reflects on their ability to identify and prioritize needs more realistically. This means setting comprehensive conceptualization of the training program with the agreement of all parties.





PREMISES OF ADULT EDUCATION AND LEARNING

The rapid and constant changes and developments the world is going through call on individuals to keep pace by developing and enhancing their knowledge, capacities and skills in line with these new developments and in a manner that enables them to actively and effectively participate in society. This would enable the individual to direct his/her energy towards change, leave behind their state of oppression and marginalization, make physical and intellectual efforts to meet challenges and understand how events are interrelated, and come up with alternatives and options to solve problems. In due course, this creates enough space for the individual to critique his/her situations and circumstances by making a shift from a passive to a critical mind.

In light of the current reality, critical thinking has become crucial for interacting with and adapting to change and its scientific, social and economic ramifications. This requires the utilization of appropriate tools and methods in education for development so that the individual is able to live, work and assess his/her reality.

The reflection stage for assessing reality can be described as the most important stage that precedes any ensuing learning process. It contributes directly to change and motivates individuals to hold on to lifelong learning. This enables individuals to understand the causal link between the problems they are facing and notice the contradictions.

Learning programs also seek to benefit individuals by helping them acquire new skills that enable them to live and work. These skills vary from vocational skills for reducing poverty and increasing income to skills that help them keep pace with the rapidly changing events. Also, learning programs seek to build individuals' life-skills and help them in gaining access to and engaging in the labor market easily.

Reflection for reality assessment is based on participation between individuals and practitioners of the learning process to create knowledge and change. It assists individuals to shift from passive thinking and imitation to a stage of deep critical thinking,

which is achieved through dialogue. What is meant here is an exchange of horizontal speaking between all parties. This form of dialogue enables individuals to identify their urgent needs and the real obstacles that keep them from reaching their goals. As such, dialogue liberates individuals' thoughts and enables them to rediscover themselves.

What must be avoided then is a no dialogue method that is based on haughtiness and the undermining of others' confidence, and where one only stores knowledge. The type of dialogue learning for development lacks is an honest and open dialogue that is based on complete trust between facilitators and individuals and on individuals' confidence in themselves and their abilities. Such dialogue promotes modesty, love and lasting hope through the application of critical approaches.

Learning that aims to develop individuals and societies is based on learning through dialogue and practice. These are the two routes to change and innovation, which cannot be achieved through the "banking model of education." One cannot exercise his/her role(s) in society without thinking or doing; for awareness is the relationship between a person and his/her external environment. It is what makes a person more capable of applying approaches and differentiating between facts and events, as well as becoming more capable of making decisions about life issues.

Learning for development is in need of persons who are qualified and equipped with knowledge, who keep themselves abreast of new developments in the field of adult education and learning, and who possess insight and skills in popular education approaches - an emancipatory method of learning that aims at promoting a critical mind and the life skills necessary to interact with the learning environment and its components, like communication, dialogue, analysis...etc. Another factor that impacts the outputs of learning programs and their development goals is differences in facilitators' characters, capacities, skills and opinions, as well as their level of awareness of the philosophies of popular education and participatory learning.

The selection of tools and methods that meet the needs of individuals is based on the facilitator's knowledge of their psychological and social characteristics, taking into consideration that each learner has his/her own experiences and knowledge that he/she brings to the learning environment. Therefore, to focus and refine the quality of the learning process, it becomes important to master the application of the PRA tools.



03

**POPULAR
EDUCATION**



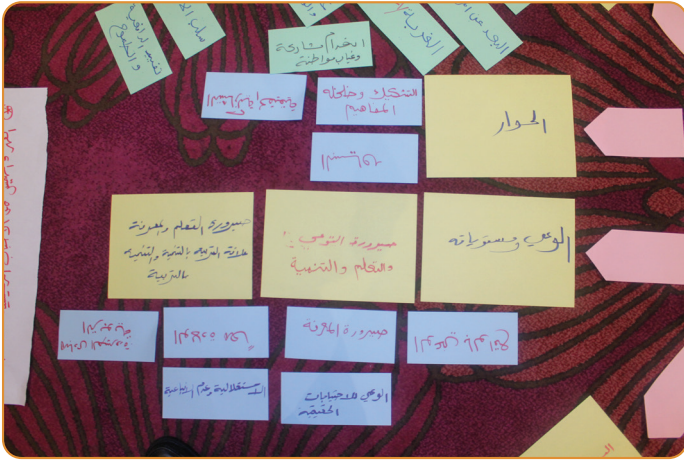
DIALOGUE IN EDUCATION

Education takes on one of two directions: the first seeks to maintain the status quo by imposing certain values and principles on people; in other words, taming them and teaching them obedience and superficiality. The second aims at liberating people and helping them to achieve critical thinking, innovation, liberty, initiative-taking, and to be responsible individuals in their societies. Education emphasizes the importance of an individual's initiative and his/her right to choose what he/she needs to learn and manage his/her circumstances. In order to achieve this, it is important to have a close relationship between emotions and the motivations behind actions/behaviors.

Social and humanitarian projects are most beneficial when they begin to identify the issues and topics that people find interesting and which they talk about in excitement, exhilaration, hope, fear, anxiety or anger . Here lies the importance of identifying approaches to learning that are based on daily urgent needs.

Hence, the work of the facilitator stems from the fact that all learners are capable of thinking, working and innovating. The facilitator's role is therefore to assist the learners in identifying the problems they would like to change and their underlying causes, and work together to find practical ways that can help them bring about the desired change. Here, dialogue is the main tool for learning.

Learning through dialogue is an interpersonal process wherein persons learn from and teach others. Educated individuals should learn from others as they most likely were taught within specific educational frameworks. Every person has his/her own observations drawn from their own experiences. As such, group dialogue is considered an open learning process that differs from all other educational approaches in that the questions raised during the dialogue have no predetermined answers, and there is no expert who has all the answers and conveys his knowledge to others. This means that the facilitator must identify with and be aware of the local reality. Therefore, each teacher is expected to be a facilitator and not a lecturer. A facilitator avoids offering his/her personal views because others may simply respond with "yes".



It is important that the facilitator be capable of providing an environment where learners are able to critically reflect on what they will do, identify the information and skills they need, receive the required knowledge and training and plan for action. So, there is no predetermined curriculum. Rather, it is the learners who determine their own curricula with the assistance of the facilitator. This is what is referred to as 'the pedagogical curriculum.' It is important that the curricula simulate the learners' reality and daily urgent needs, which will then be subject to examination and critique.

The first action plan often solves part of the problem, but it does not address it fundamentally. Here, the learners re-reflect and work in a more structured manner. Ongoing reflection and action enable progress and analyses of the reasons behind "failure" with the aim of effectively improving daily life.





WHY PARTICIPATORY RAPID APPRAISAL (PRA)?

The need for societies and institutions to know more about their reality and to know how to develop a deep understanding of the dimensions and complexities of their problems requires tools that are both suitable and effective. PRA tools are one of those instruments as it is a “a growing family of approaches and methods to enable local people to share, enhance and analyze their knowledge of life and conditions, to plan and to act”⁽³⁾. In other words, it is an intensive method of learning from and with members of society in order to discover, analyze and assess problems and solutions that can be implemented through development projects and programs.

The use of participatory tools during the reflection sessions enables beneficiaries (learners) to begin questioning the reality they live in, making them more aware of opportunities and more capable of discussing options for the training they need. It also helps them to learn the necessary life skills that respond to their true needs according to their reality. In other words, being engaged in the learning process contributes to the awareness-raising process itself.

This takes place within a context of pedagogical dialogue that aims to transform reality and draws on learners’ knowledge of their culture and daily lives. This is achieved through collaborative work by a group of learners who interact with one another, since after all, bringing about change begins with the individual’s understanding of his/herself and his/her social role(s).

Awareness of oneself and the recognition of one’s capacities as well as one’s understanding of the existing difficulties, are what make an individual more capable of foreseeing opportunities and taking action. This is what is referred to as “dialogue-based emancipatory learning,” which allows learners and facilitators to build their

(3) Robert Chambers, July 1994, The Origins and Practice of Participatory Rural Appraisal, World Development Volume 22, Issue 7, Pages 953-969

knowledge together. It is one of the methods for bringing out people's innovative and creative potentials.

The uniqueness of this approach is that it employs PRA tools within dialogue-based popular education approaches, which includes all concerned individuals in the learning process. Therefore, the results of the learning process are reflective of actual needs. Moreover, this approach contributes to creating a state of congruence regarding expectations, rendering them more realistic and hence, more achievable.



04

**APPROACHES
FOR DAILY
URGENT NEEDS
EDUCATION
(DUNE)**



PEDAGOGY OF TEXT

Participatory Learning and Action (PLA) is based on a wide range of methods and tools that can be used in a number of learning conditions. In order to find the best solutions, the approach focuses on engaging learners to benefit from their knowledge and experiences in analyzing their problems and identifying their needs. Simply put, it is a learning process in which the circumstances of society and individuals are studied in the lead-up to making life and development decisions that are based on new knowledge.

Popular education approaches, or what is called emancipatory learning, were designed not only to emancipate the illiterate from their inability to read and write, but also to enable them to read life itself through raising awareness by use of dialogue. Awareness-raising is considered a process through which humans can learn the truth about their circumstances so that they can shift from a state of negative adaptation to a state of action and anticipation of opportunities.

Even though popular education is applied in traditional literacy programs, its tools are still applicable in any learning process, especially that any sort of deficiency in knowledge and skills in any area is a form of illiteracy. Therefore, the important stages in preparing a pedagogical curriculum side by side with the learners can be summarized as follows:

First Stage: Writing The Pedagogical Text With The Learner

Dialogue: the facilitator sparks off a discussion among the learners by asking questions (by “questions” we mean ‘didactic,’ that is, introducing those fundamental questions that are of meaning for the learners and contribute to building mutual knowledge). In order to come up with a pedagogical text, the facilitator runs the dialogue and encourages all learners to participate by asking them questions that reflect and develop a certain stance. Since dialogue generates different opinions, it becomes possible for the facilitator and the learner to exchange knowledge.

Summary: the facilitator writes a text expressing issues related to daily life and reality. At the start, the text may only be one or several sentences. This is referred to as the “generated text”, which means that the text was “generated” as a result of the dialogue.

Tailoring the text: to continue building the generated text, the facilitator asks more questions that are based on a single idea. This is called the “input text,” that is, supplementing the generated text by expanding and adding to it more content related to the original topic and to other subjects that echo the needs and wishes of the learners.

Refining the text: together with the learners, the facilitator analyzes the text. Here, the content can be placed within a set of components that represent different areas of life and so on.

We notice here that the text begins to expand. To recapitulate, we start with the “generated” text, then we introduce additional texts through constructive dialogue in which everyone participates. After that, we start the process of summarizing the texts by using PRA tools. In other words, we transition from ‘text expansion’ to ‘text consolidation’ in alignment with the learning needs and reality. Herein lies the importance of mastering the use of PRA tools.

Second Stage: From Pedagogy To Revision Of Texts

For the sake of clarity, it should be noted that the two stages have been divided, as it is possible for these stages to overlap depending on what the learning process requires.

What is meant by text consolidation is the re-examination and re-questioning of generated and input texts. But this time, the focus is on using several tools intended to delve deeper into analyzing reality and linking the text and its outputs to represent and better understand such reality, hence acquiring the ability to make decisions and set future life plans. Below, are some of those tools, listed in random order, that can be useful and can contribute to deepening the concept of learning for development:

Problem Tree

This is a tool that enables identification of problems and the causal relationship between them. It offers a deeper understanding of the concepts of phenomenon and substance, hence the ability to analyze a problem and its complexities, leading to suitable solutions.

Using this tool, learners will have the opportunity to view their reality objectively and free from their daily life stresses. At first, this tool can be used in with learners most of the time, while maintaining a logical synergy with other tools in order to achieve the learning process.

Community Resource Mapping

The learners are asked to draw a map of all available resources, services and opportunities in the local community to be used in the dialogue process. Such an activity allows the learners to explore their reality and local community from perspectives they have not known before. As is the case with all other tools, it is important here to link the dialogue that resulted from the map to the text(s) that has been written earlier. This is where the process of summarizing and refining the text begins.

Time Trend Analysis

This tool assists in understanding the manner in which changes in society took place within a certain period of time. It also sheds light on the general trends of that period, its associated impacts and any changes that are likely to occur in the future.

Preference Ranking

This tool lists in order of preference the needs of groups and individuals, and how to respond to such needs logically away from wishful thinking. This tool also assists in identifying and prioritizing problems/solutions and deepens and organizes the reflection process in order to come up with reliable results.

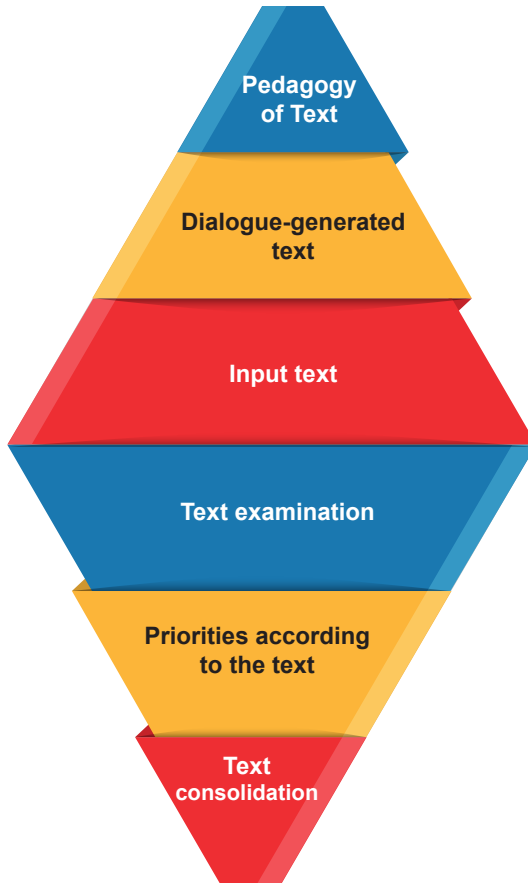
Diagramming

What distinguishes this tool and makes it of utmost significance in the learning process is that it is based on a set of standards that the learners agree upon during the process of preference ranking. This means that in this tool, setting preferences is not subject to learners' desires, but is based on a set of agreed upon standards, making it a rational and reasonable selection process.

This tool allows an advanced level of reflection by neutralizing biases and personal and emotional motives. Therefore, decision-making becomes more realistic and objective.

There are also other tools that can be used such as; flowcharts, daily routine charts... etc.

From pedagogical to consolidated texts





BASIC DIALOGUE APPROACHES

The following are approaches that must be taken into consideration during the dialogue process:

- Showing empathy and an understanding of life, the world, and people;
- No bragging, showing off, or acting superior to the learners;
- Dialogue must foster hope in learning and goal-achieving, as hopelessness encourages a culture of silence;
- A strong belief in humans and their potential, mutual trust, belief in the notion that each individual in the group has knowledge and experience and that awareness-building is everyone's objective;
- The dialogue must include critical thinking and must not separate the individual from the world or separate thinking from acting. Learning is viewed as an ongoing and expanding process;
- Dialogue is a multidimensional and multi-party process. The facilitator plays a major role in the dialogue process by helping other parties acquire some tools and methods of dialogue;
- Pedagogical questions pave the way for the dialogue process, which will lead to the pedagogical text; and
- A dialogue must not go in one direction (i.e., from speaker to recipient), as learning is an ongoing, cumulative and participatory process.





4.3

THE FACILITATOR'S ROLE IN DIALOGUE PROCESSES

Facilitators play a fundamental role in setting up a dialogue-based learning process, and it would be of great benefit to take the following into consideration:

- Providing a learning environment that is suitable for conducting an effective dialogue that contributes to the learning process;
- Creating the space for exchanging ideas and experiences, thus offering learners an atmosphere of comfort and democracy where personal ideas can be expressed comfortably;
- It is vital not only to create space for everyone to participate, but also to encourage participants to take part in the dialogue;
- Fundamental questions help learners discover their personal worlds and see their surrounding environments as something that can be changed;
- Listening attentively and understanding learners' ideas and problems, from which a facilitator should draw dialogue topics especially that learners often begin expressing their needs without stating the problem. Therefore, the process of dialogue and of questioning paradigms changes conventional ways of thinking and opens room for critical thinking;
- Drawing out the main ideas which learners find interesting and which they often repeat over and over again (this does not mean that these ideas should not be questioned);
- Paying attention to communication skills and dialect in the dialogue. These can indicate the speaker's emotions and give clues to hidden messages in his/her words.



05

**SUGGESTIONS
FOR FURTHER
READING**

- Pedagogy of the Oppressed, Paulo Freire.
- Rural Development: Putting the Last First, Robert Chambers.
- Social Backwardness: An Introduction to the Psychology of the Oppressed Man, Mustafa Hijazi.
- Learning: The Treasure Within: UNESCO 1996.
- Solidarity in the Arab World, Adib Neamah.
- Participatory Rapid Appraisal for Community Development: A Training Manual Based on Experiences in the Middle East and North Africa, Heather M. Grady and Joachim Theis.
- The Nature of Despotism, Abd al-Rahman al-Kawakibi.
- Victims of Development, Jeremy Seabrook.
- The Wretched of the Earth, Frantz Fanon.
- Mediocracy, Alain Deneault.
- Robert Chambers, July 1994, The Origins and Practice of Participatory Rural Appraisal, World Development Volume 22, Issue 7, Pages 953-969.
- Whose Reality Counts? Putting the First Last, Robert Chambers.