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Embodying change in literacy for women: Perspectives from northern Uganda

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The purpose of this symposium is to begin a conversation about the educational paradigms that ground approaches to literacy learning for women whose lives and access to education have been interrupted by conflict. Grounded in theories of indigenous ways of knowing (cf. Battiste, 2005), transformative activist stance (cf. Stetsenko, 2016), and postcolonial theory, we will argue that the current educational paradigm, especially for these women, supports conformity, violence, and competition rather than creativity, empowerment, and compassion. Using the format of *métissage*, the three authors will tell their stories of hope for change in education for women in northern Uganda. We will weave together a critique of the present system that supports the continuation of patriarchal norms, a study of how women participating in one literacy program for women understand learning within their own culture as well as their educational needs and wants, and a proposal for a curriculum and instructional processes grounded in women's ways of knowing, in lives, and in cultural identities. The symposium will conclude with opportunities for conversations around lifelong learning and social transformation.