



USAID | AFGHANISTAN
FROM THE AMERICAN PEOPLE

LEARNING FOR LIFE

DRAFT

Bridging Program



Facilitator Guide

English

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INTRODUCTION TO THE LEARNING FOR LIFE PROGRAM

Learning for Life is a health-focused accelerated adult literacy and learning initiative to prepare women and older girls in rural areas of 12 provinces¹ for Community Health Worker and Community Midwifery training. Learning for Life (LfL) was established in December 2004 in Kabul and Herat provinces. LfL will expand to over 7800 women in 12 provinces by summer 2005. Two tiers of classes are available to women: 1) the Foundations Program, multi-grade classes covering reading, writing and numeracy skills at the 1st through 6th grade levels to prepare women for CHW training or train current CHWs and 2) a Bridging Program covering skills required for eligibility in the community midwifery program. Bridging Program classes for prospective community midwifery candidates will be offered in the six provinces where community midwifery training, technically supported by the USAID-funded REACH program, is located: Paktia, Bamyan, Badakhshan, Khost, Takhar, and Jawzjan.

The goals of Bridging program are:

- to increase literacy and math skills among rural women
- to enhance women's understanding of health messages
- to increase women's sense of confidence and value
- to increase women's abilities to think creatively, take decisions
- women's be better qualified candidates for training as Community Midwives

This manual is designed to provide facilitators with the information to be able to accomplish these goals.

As this program is different from all the other available programs existing in Afghanistan, this manual will help you to understand and apply its methods successfully. Methods such as active learning, multi-grade classroom and milestone evaluation will be explained. Also, since the learning processes for children and adults are quite different, different approaches must be used to teach adults. Thus, this manual will introduce some principles of adult learning.

You learners will have at least a 6th grade education. They will have the motivation and interest to join the LfL Bridging Program classes and hopefully then go on to take further training in the Community Midwifery program

Your role is to be a Facilitator – not just a teacher. You will be there to guide the learners, to encourage them, to help them learn and become literate and gain skills that will benefit their lives as well as their families and the community. You will be giving them instruction, but as the Facilitator, your role is also to support the learners, and to make the LfL Center a place where women feel welcome and inspired.

¹ Badakhshan, Baghlan, Bamyan, Faryab, Ghazni, Herat, Jawzjan, Kabul, Khost, Paktika, Paktya and Takhar

Your LfL Center should be a place where women can meet, learn together, grow together, and solve problems together. Your center will be given teaching supplies and books, so that women can continue to practice and read and learn more, even after they finish their course.

It is hoped that this manual will support the work of you, the facilitator, so that your LFL course will be an enriching and educational experience for every learner and your LfL center will be a place of growth and enrichment for women. Your positive work as a facilitator is crucial for the success of the learners in your classes.

I. THE PRINCIPLES OF THE BRIDGING LEARNING FOR LIFE COURSE

What We Want Women to Know by the End of the Course

The Bridging course is a 6 months course that meets for 2.5 hours a day, 6 days a week. It gives women instruction and practice in the essential areas of **health, language** (literacy), **math, communication and analytical skills**. By the end of the course, the women should be able to understand and know more about how the body works, how to prevent illness and be healthy, how to help her family and understand what is healthy community means. She will also practice and do creative math, know more about how to write and express clearly in language. As well how to be skillful of sharing ideas, have good presentation skills, confidence and be creative to solving problems of self, family and community.

This is a lot of information and skill to learn in only 6 months, things might normally take several years to learn. This means that classes cannot be run like traditional school classes. Methods of accelerated learning and adult learning must be used so that learners can learn quickly and efficiently. Classrooms will have to be in one level (whole class) and multilevel (various level in one class). The whole class method will include all learners to work on similar activities.

The multi- level class will be mostly in Language and Math. All participants in class may not be exactly at the same level but should be close to each other. All learners will learn same unit. Depends to the ability of the learners the groups that completed work faster moves ahead to another unit/ milestone. The learner who need more study will continue to learn the same materials. The pace of each group then be different (e.g. one group will finish faster, second still need more work, and third may need more time to learn the same unit). The activities in the LFL course are designed to be self-directed when possible, so that the learners can teach themselves at their own rate with the help of the facilitator.

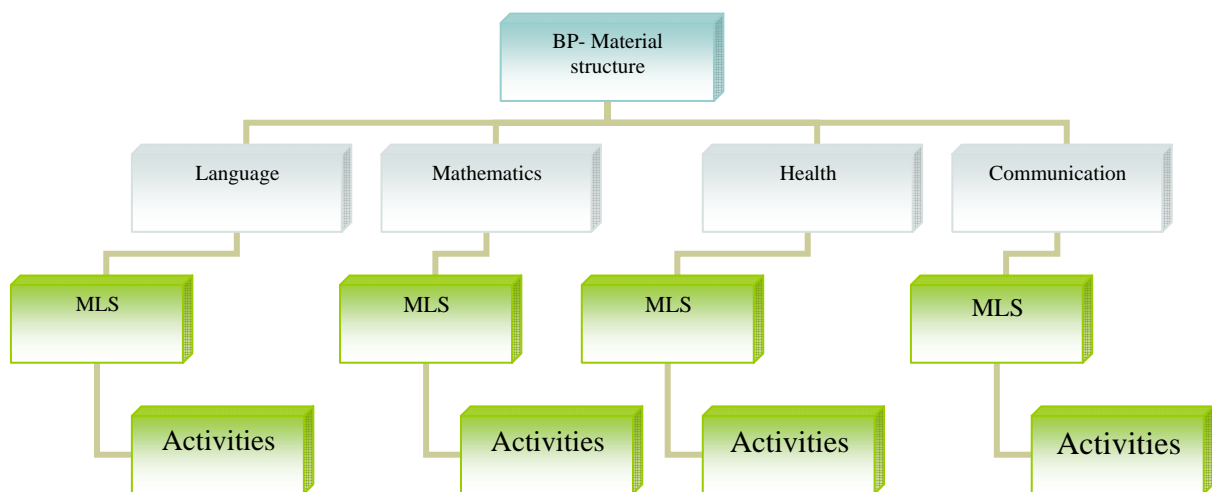
Structure of the course

Subjects

The course subjects are designed based on two approaches: a) multi level, and b) whole class practice. The structural diagrams, represents detail division of the subjects, approach and unit, which show below:

Chart.1 Material design for each subject

The materials for each subjects has been designed based on whole class approach. Language and Math structured on multi-level approach, however included in one milestone. Communication and Health are designed based on whole class teaching and learning. Level's are organized in Milestones.



Course materials

The course materials for each subject have milestone. Each milestone will have an overall milestone but will also indicate some sub milestone. The activities developed may address more then one milestone or sub milestone. At the end of each unit/milestone evaluation criteria's are presented so to determine how well the learners has understood the subject and milestone. Once the learners successfully performed in the Milestone, then she can progress to the next milestone. Facilitator keeps records of the students' performance.

Subject

→ Milestones

→ Learning Activities

- Evaluation Activities
- Next Milestone

Example structure:

Math,

- *MLS 2: Addition and subtraction.*
 - *Learning Activity: Experience with addition upto 1,00,000.*
 - *Evaluation at the end of MLS*
- *MLSt 3: Multiplication and division.*

Communication,

→ *MLS 1. Working as a team. Ability to participate with confidence in groups activities such as discussions, role plays and exercise.*

→ *Learning Activity: **Role play on topic of Building a family house (Biyoed Khona Bisozem)***

→ *Evaluation activity at end of MLS: Learner must be able to actively participate in role play and have clear presentation. Learners should be able to share 2-3 evidences to the statement made in group discussion. Clear voice, confidence, flow of language will be the criteria's for the role play activity.*

→ *MLS 2: Listening. Ability to listen to others with empathy and understanding.*

→ *Learning activity: **Working in groups and listening with empathy to the case story of Mariyam. (Gissai sadoi dili maryam)***

→ *Evaluation activity at end of MLS. Learners do get assessment form, which will include sharing of how good activity was, what the difficulties of learning of unit were? .*

Curriculum Chart and Instructional Materials Book for Facilitators

A curriculum chart is a summary of all the milestones, titles of activities and materials in each subject area. An instructional materials book for each subject describes each activity in detail. As facilitator, you will use these materials to plan your classes and guide the learners in doing activities that will help them learn according to their abilities and level.

Sample Curriculum Chart:

Communication and Analytical skills(no levels) . Unit/MLS 3. Ability to articulate with self confidence in the following areas		
<ol style="list-style-type: none"> 1. ability to describe an event, experience or situation 2. ability to debate and discuss issues and present coherent argument 3. ability to express oneself freely 		
Materials : charts, markers,		
Activities	Materials	Est. Time and Comments
Activity 1: Life story ‘ Hikoyati Ibrohim’	Charts, markers	1 class sessions (45 minutes)
Activity 2: Case discussions” Dostoni du gyrg”	Charts, markers	1 class sessions (45 minutes)
Activity 3: Debate and discussions on “ Arrusii tez”	Charts, markers	1 class session 45 min
Activity 4: Role play on “ Gizzai Abdul-u Nasrat”.	Charts, markers	1 class session 45 min
EVALUATION	Progress card Criteria: Ability to show confidence during role play presentation Ability to share opinion clearly, with evidences and with loud voice.	
The learners will begin to express themselves more freely in the class. All stories embedded in activities are driven from reality of Afghanistan. They indicate issues, problems, dilemmas, of women in real life. Debate and discussions will allow learners not only speak but share ideas with the supporting evidences. (i.e. bring example from own life, family experience etc).		
The L is given instructions on discussion of the case. The case is worked in the groups, sharing ideas in the groups, and later on the findings get presented in the whole class. The ideas and statements should be supportive from the learners. They also have to give examples; initiation for the class discussions and how they can be develop to be more confident in class. The arguments of learners need to consider other group members ideas, and build on more new ideas. Creativity will be asset to such activities and in presentation.		Flip chart for presentation.

METHODS OF INSTRUCTION FOR LFL:

- a. Adult Learning
- b. Active Learning
- c. Accelerated Learning
- d. Running Whole Classroom with group dynamic– Managing and Planning

First - A Classroom Atmosphere of Learning and Support

One of the most important aspects of a class that is often forgotten is the learning atmosphere of the class. There are three very important qualities of a classroom that will maximize the learning and positive growth of learners:

1. **Success:** Each learner must feel capable and successful. This is why the learning activities are organized in a smooth flow from easy to gradually more difficult. Each success that the learner has will make her stronger and stronger. But at first she might be nervous or a little worried about if she can learn. Once she sees her own success, she will know that she can learn!
2. **Interest:** The best way for people to learn is when they are very interested in what they are learning. So the activities we use to teach Language, Math, Communication and Health must be interesting and fun for the learners so they feel motivated and interested to learn more.
3. **Relevance:** Adult learners want to learn things that relate to their lives and their experiences. So the activities should be about topics that the learners can relate to, not distant or abstract from their lives.

Your classroom should have an atmosphere of support and respect. You as the facilitator will set this atmosphere by how you interact with your learners. If you are respectful and interested and enthusiastic and caring, your learners will feel this and they will have a much more positive experience than if the atmosphere is tense, bored, or not respectful.

In addition, when you first start your classes, talk about this with the women in your class and together you can make a list of qualities that you and they want your class to have. Write these on a large piece of paper, and gradually as your learners learn, they will be able to read the chart themselves. Some examples might be: *In our class we respect each other. We listen to each other. We help each other to learn and to solve problems. We do not make fun of each other.* These are just ideas. You should talk with the women in your class to find out what they need and want in their class. And you can always add more to the list later.

a. Principles of Adult Learning

Some principles of learning are the same regardless of the age of the learner. For example all of us, whether children or adults, learn best through experience and doing things ourselves, by interacting with people, by making mistakes and learning from them, by asking questions, and by practicing new skills.

However, in some ways adults learn differently than children and need different things in a classroom. Adults have lived for many years by the time they come to a class, so even though they might not know formal information about reading and writing or math, the things they have learned through the experiences they have had in life could fill thousands of textbooks. It is very important to remember that just because a woman is illiterate does NOT mean she is not intelligent! The women in your course will be intelligent, experienced women who have simply not had the opportunity to go to school.

- *Life Experiences:* In teaching adults we must draw upon their experiences. By relating new information to their past experiences, adults will learn quickly and efficiently and be much more interested in what they're learning. For example, in learning how to read and write, the learners should initially generate words that relate to aspects of their lives such as cooking, or children, or health, etc. Discussions about health issues that learners have experienced will
- *Relevant Learning:* Also, adults have more sense of what they need to learn. What they learn should be related to what they need in their lives as adults, and the learners should have input into what and how they learn. For example, the following questions discussed in a class will help the Facilitator know what things the Learners want and need to know about:

- (1)- What type of health problems and issues do you deal with?
- (2)- How these issues and problems affect the life of children and a family?
- (3)- If a child is sick, who suffers more hardship, the father or the mother?
- (4)- Which of the health problems are really important to be discussed in the class?
- (5)- how does our health care system works? What rights patient has?

- *Adult Environment:* The knowledge and experience of adult learners should be respected. The classroom should have an environment of learning together, not just one person teaching others. The environment should allow for sharing experiences, learning from each other, expressing opinions freely, and acceptance of differences.
- *Responsibility:* Adult learners need to see evidence of their progress and should take responsibility for their own work and their own progress. In LFL this is done by having the learners record their progress on a progress card so they and the facilitator can see how they are progressing through the curriculum.

The LFL program is designed for adult learners since education will enhance their lives; learning affects all life circumstances, and especially this program with its emphasis on literacy and health issues. So it can bring many positive changes in families' lives. As a facilitator, if you teach health, numeracy, literacy, communication skills, with the principles of adult learning, you will be helping the learners to grow and learn in ways that will enhance their lives and the lives of those around them.

b. Active Learning

Many of us were taught in school by a teacher who stood at the front of the room and talked, and we listened. Maybe we wrote some things in our notebooks, but we were not very active as we learned.

Active learning, however, is where students learn by doing activities related to a new concept or subject area. We do learn by just listening, but humans learn better through experiences such as making things, interacting with things, talking about things, and answering questions that make them think. In active learning, the learners learn by being active with the new things they're learning. In this approach the facilitator develops a learning environment where every learner actively learns through group activities, role playing, cooperative learning and other learner-interaction techniques.

Active learning uses more teaching materials than lecture teaching does, but these materials are usually low-cost supplies that can be found in the environment. The learning activities described in the Instructional Materials Books/ Activity guide books give activities for the learners to do which will help them learn. It often requires certain materials for the learners to use, such as letter cards for language, or small stones for math, etc.

The goal is for the learners to truly *understand* what they have learned, and not just memorize information. While this method might be new for you and the learners, it is a very interesting, effective and exciting way to teach and learn. In active learning, learners are no longer passive participants but become responsible for their own learning. Activities may be by individuals, partners, in small groups, or large group activities and whole class debate. This provides students many opportunities to collaborate and cooperate with others, rather than competing or just memorizing.

The following are some examples of active learning activities:

- (1) Write every student's name on separate cards. Mix up the cards and ask learners to come one by one and find the card in which her name is written. Ask her to copy it several times in her notebook.
- (2) Working with a picture: Draw a picture of a man having different qualities (e.g. over-weight, thin, funny or with a big belly etc.) Write a few letters on the board, and ask some students to come and write one quality of the man starting with one of the letters around the picture. Ex: F=fat, funny, foolish etc.
- (3) Group Activity: Divide the class into two groups. Divide the board into two parts as well. Stand the groups in lines in front of the board. The members of each group should run fast and write any word she knows on the board. The group that writes the most words in 2 minutes wins.
- (4) Role play: Ask two learners to come in front of the class and demonstrate what they would do if one of them had an injury, like a badly cut hand. Then the class should discuss the situation and as the group talks, the Facilitator writes the key words about first aid on the board and ask the learner to copy it in their notebooks.

- (5) Card Activity: Write the numbers 1-20 (different numbers depends on learner's level) on separate cards and mix them up. Give a card to each learner, and they must stand up and organize themselves in order of the numbers from 1-20.
- (6) Case study: Divide the class into groups. Provide each group with different case stories. Allow them to read. After encourage each group to share the reading, identify the important aspects of the case and present to whole class.
- (7) Project work in Health. Groups will have project - assignment to work on. Each project will have a different topics, objectives and different strategies to work on. As assignment given to the group, learners may develop the project outside the classroom, to approach family, community other source of information so to have interesting project paper presented to the class. Since, Bridging program support women's to enhance the skills to be eligible for the community midwife programs, encourage students to take project work and to visit community midwife training programs cite, which are close enough to the classes. As well encourage midwife of the area to visit your class and do some presentation.

Key-word Approach: This is for the early stages of learning to read and write, starting with letters and words. The Facilitator starts a discussion with the group about a topic. As key words about the topic are said, the Facilitator writes these key words on the board. The Facilitator uses the key words to teach about different letters, spelling and pronunciation. To practice, the learner writes the key words in her notebook. Example topic: How to make bread. Sample key words: wheat, tandoor, dough, water

Key-sentence Approach: Similar to the key-word approach, this is for learners who are comfortable with words are ready to learn sentences. The group discusses a topic and the Facilitator writes short sentences from the discussion. The learners then read the sentences and write them.

Skills: Learners gradually will develop skills of presentations, debate, supporting the statements with examples and evidences, free expression of thoughts and opinions, active participation in the class activities. Those skills require e very day practice and facilitator encouragements. The facilitator that uses observation skills shares constant feedback to the learners of how far the skills are improved.

c. Accelerated Learning

Accelerated learning techniques are used when learners are learning in a short time what would take a long time to learn in school. It does not mean just teaching everything faster. In some cases it means removing information that we might learn in school but that is not as useful for adult learners. It also means that the materials are designed to help the learners be successful so they feel motivated to learn and study. The materials are also designed so that learners can learn at their own speed.

e. Whole class - Classroom Teaching – Group work setting.

Classroom

Whole class with group work setting

Learners attending your class require strengthening the skills of articulating and expression own ideas freely and confidently to others, function effectively in groups by building sense of trust, cooperation. All this skills will be reinforced in the whole class discussion. As well learners require building understanding of the social realities of women life's and the problems facing the communities in which they live. This requires debates, discussions, questions answer sessions with whole class and presentation. As facilitator your role is to mentor. Your role will be on probing questions and mentoring the discussions. You are not only going to be in the class facilitating and mentoring, yet you also play a role of participant in the whole class discussions. Your feedback and summary to the group is very vital and important for learners. You not only have to summaries and paraphrase the learner's presentations but also to lift the learners understanding and confidence-building higher. Your classroom management's skills in groups and whole classroom discussion are also critical. Focus and clear questions can be helpful; other wise the whole class discussions can turn in to different directions and reveal many other topics that perhaps may not cover your lesson objective. Your observation notes, records of learners group work will be good tools for further assessment of learner's performance during group or whole class work.

Below are some strategies for running a whole class approach and involvements of the learners in the groups

1. At the start of the course, introduce the whole class approach and group work methods. Establish the ground rules for the whole class participation or the group work.
2. As Facilitator, you will put the learners in groups, considering the strength and weaknesses for the learners and make it balance of the various learners with various abilities. Then as they work, they will be an assess as using different skills in order to compete the task.
3. Carefully explain to the class the idea of a whole class work or the groups work. They need to be precise of understandings the group work elements and the whole classroom learning. On other hand the learners must understand the system of the milestones and activities and evaluation and very well so they can take responsibility for their learning. You should also stress to the learners that there is no competition or race to finish the activities! Instead, everyone should help each other to be as successful as they can.

4. **Grouping.** Most of the activities are developed working in groups. Before to begin your class, read carefully the Facilitator guide or the Facilitator Activity book for specific subjects. If you have a health, then read the health facilitator guide before to begin the class. **Note:** all learners should begin the Milestone at the same level.
5. To make the class run smoothly, you would first give proper instructions and make the instructions clear to all learners what to follow. Your instructions are followed in oral and written form (preferably). Some learners get confused of what to do and keep asking what to do and what to follow. For that, your instructions require to be clear, and precise. For example, if you wish to divide the class into 5 groups, your instructions will follow” Learners I want the class to be divided in five groups. “Then if you want to ask your learners to read the text in groups and do some discussion in the groups and the timing within all activities is 20 mins, only. Your instructions will be: “Group A, B, C read the text (indicates to the text, indicate the page, or if that is in the form of handouts, provide the handouts to the groups), discuss in your groups and make a presentation. You total time is 20 mins. Your instructions time is always at the beginning of the group setting. Always instruct the learners first and then you can begin to facilitate them. It is mistake when you give instructions one to one learners! Remain and keep your instructions clear to every body in the class. It is an also preferable if you write your instructions on the board, so every one can refer to it and in case they confuse about the task, they can check with the written instructions from the board.
6. Name the groups and encourage the groups to work together. Ground rules are necessary for the group work. Like, listening carefully, respecting each other ideas, and all members contribute one opinions is essential.
7. Group size. Remain with the groups size, which is indicated it the reading materials which LFL prepared for you. Very big group size or v very small group size, may not meet your objectives fulfilled.
8. Facilitation. Group 1 instruction and explain the Activity 4 to them. While they work on that activity, you will then go to Group 2 and explain Activity 4 to them. You will then go to Group 3 and explain the Activity 4 to them. All groups working on the same task.

Once the groups are working, you will then circulate and check on each group, answering their questions, listening to them work, or working more with one group that might need more help. Other more advanced learners can also help other groups or individuals.
9. When an individual has finished the activities of a milestone, request the learners to wait for other to finish hew work. In case if you have additional

- work for the learners to do, please give it. Remember, it is always good practice when you engage your learners in more work.
10. In health subjects you will have longer sessions and more work to do. Try to give time for a break, so your learners can be relaxed, rest and begin to work again. In case you do not see the break indication in the facilitator activity, you still can give them a break if you feel your learners got tired from the long hours work.
 11. Project work. In Bridging classes there are some activities that encourage learners to do surveys, interviews and do some inquire and data collection. For that it is always good to give them clear instructions, facilitate them in what level they wish and let them do the work. Do not underestimate you're your learners do not know what to look for. They are good and they are more keen to find the answers to there own task as long they get support from the facilitator.
 12. Your evaluation activities are for the whole class or group work. They are oral and written test. There is evaluation sessions one time per one week. (See the class time schedule). In that time you can do your evaluation sessions with the, or work with the groups or learners in case they need support or more work to do in specific task.
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RUNNING YOUR LFL CENTER

Facilitators' Support Materials:

Every Facilitator will receive support materials for the course:

1. *Curriculum chart for each subject:* This is a summary chart of all of the Units and activities for each subject. It is in the front of the Instructional Materials Guide for each subject.
2. *Instructional Materials Guides:* There is one for each subject: language, math, health, and communication. These books include all the Units, milestones and learning activities, and the evaluation activities i.e. some will have it for each milestone.
3. *Progress Card for facilitator:* These are used to record the progress of the learners, so that you can quickly see which milestone each learner is working on, and what her progress has been.
4. *Classroom Supplies:* Your LFL center will receive a set of classroom teaching materials and books to enable you to teach using active learning, following the activities in the Instructional Materials Guides. This includes things like maps, paper, library books, number and letter cards, etc.

Learner Support Materials

Every Learner will also receive materials:

1. *A Learner Resource Book* for language and math. These are notebooks that contain texts and information for the learners, as well as pages for the learners to write their work.
2. *Progress Card*: So that the learners can keep track of their own progress, they will each receive a Progress Card where they can mark the milestones they are working on. At first, if the women are not able to understand how to fill or write in the form, they will need help in using the progress card. But after they have learned how to use, they should take responsibility for themselves.

Sample Progress Card

The progress card is developed with the purpose to see the learner progress. The card will be given to each learner to record her progress in completing the milestones in each subject. The progress card has the subjects and milestones.

The progress card has two columns for each subject. One is for the start date (S) and one is for the date the milestone is finished. (F). When the learner starts a milestone, the facilitator writes the date in the milestone S column. When the learner finishes it successfully (completing the evaluation activities), she should write the finished date in the F column. This will show which milestone the learner is in, as well as how long she has worked on a milestone.

You can use the progress card to help the learners find others who are working on the same milestone and who can then form a group. All the learners who have a start date for a milestone but not an end date are working on the same milestone and so they can go in the same group. In this way, you make groups of learners at the same stage, and make lesson plans for the whole class accordingly. As the learners advance and become familiar with the progress card system, they will be able to get their progress cards.

As the session changes from one subject to another, it is likely that the groups will change, because those from one group may be at different milestones in the other subject. Once again, the facilitator can easily see how the learners' progress is recorded.

You should put the progress cards in a specific place every day and ask all the learners to collect their own progress card when they come to the class. Advanced learners can help the new learners find and write in their card, and then eventually the learners will be able to write in their card themselves.

If a student has been absent for a long duration (like for a week), you can see from her card where she was, and start her one step behind so she can review.

Sample Progress Card

Name:

Date :

Communication		Language		Math		Health	
S	F	S	F	S	F	S	F
M.1 Able to know and work with other colleagues in a groups		M.1 Able to identify where the punctuation marks are used in the text		M.1. Able to show understanding of numbers, names, quantities		M.1. Show an understanding of health	
M.2 Able to listen to each other and share ideas		M.2 Able to read fluently and summaries the text orally		M.2. Able to add and subtract up to 3 digit numbers		M.2 Able to know how infections are spread	
M.3 Able to articulate with self – confidence		M.3. Able to read and summaries text in written form		M.3. Able to multiply and divide up to 2 digits numbers		M.3. Show an understanding how human anatomy looks and works	
M.4 Able to find solutions to basic problem and use critical thinking skills		M.4. Able to put basic punctuation marks in written text		M.4. Able to know length by whole numbers		M.4 Understand how social factors (name two) impacts women health	
M.5. Show an understandings how interview is conducted		M.5. Able to listen to presentation and respond orally		M.5. Able to measure weight and volume by whole numbers		M. 5 Able to name basic food groups	
M.6 Able to read forms (2 simple forms) and articulate what the form means				M.6. Able to state basic fractions		M.6. Able to know how digestive system works	

Setting Up Your Center and Organizing Your Classes

- room arrangement
- furniture
- storage
- supplies, library

How to organize LFL classes

To be successful in teaching multi-level and group classes, it is very important to organize the class in such away that every one in the class participate in activities willingly and learn some things new.

The academic environment should be such that in the beginning of the class all learners should sit together. And they should present their homework in front of the class. You can divide them into groups. You can set a ground rule at the beginning of class discussions and debate. But before all you should have recognized the different level and capacity of learners.

In physical environment, you as a facilitator should try to put everything in the right place. For an example, the board should be in good place where every learner can see it easily. Where to hang the charts, how the students should sit in different activities and you should take in mind that the replacement of students in doing activities has a good effect on learners understanding because it makes them to be active and be physically and spiritually in the class.

In dividing learners in to groups you should not put the same learners in one group all the time. If you divide them by counting numbers you will prevent from it happen.

Setting up Daily Schedules of Classes and Subjects, Planning Classes

Your LFL classes will meet for 2.5 hours every day, 6 days every week.

WEEKLY STRUCTURE

A typical day will have 3 'sessions': language, math and communication. A full day health session is allocated in a schedule.

Division of time and subjects show below:

Session	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
1.(10 min)	Start up	Start up	Health 140 mins		Health 140 mins	
2. (45 min)	Language	Language		Language		Language
3. (45 min)	Math	Math		Math		Math
4. (45 min)	Communication	Communication		Comm/n		Evaluation

- Session 1: 10 minutes: This time is for start up. The first week will be to increase the participant familiarity with the approach, methods – “Breaking in” period. During this time the learners need to know each other better and work on some classroom rules. Whole class activities will be done more often, during which all students will work together. In this session there may be general discussion, role play, story telling and etc. The focus subject of these activities will not be the same every day. Activities done here can be used for further activities in Session 2 and 3, if possible and desirable.
- Session 2, 3 and 4: 45 minutes each: These sessions developed as whole class work or multi-level class. Groups are formed according to the Unit/ milestone, activities.
- Session-Health: 140 minutes: A full day health session allows time for greater discussions, more in depth information sharing, intense group discussions, debate, presentation of statements with the examples in particular topic. Different activities will allow not only discussions, but readings in groups, generating different ideas, challenging ideas and more presentations. The facilitator may allocate *BREAK TIME* during the full day health session. Break time should be managed in such a manner that learners finish one activity and moving to another activity can take a break time.
- Session – Evaluation: 45 minutes: This time is for evaluation of learners. Learners will have time to recap the whole week lesson learnt and have writing about lesson learnt.

Below is the schedule for time allocation for the sessions:

Subject	Time available	Number of Sessions per week
Health	280 mins	2 full day session (140 mins each)
Language	180 mins	4sessions (45 mins each)
Math	180 mins	4sessions (45 mins each)
Communication	135 mins	3 sessions (45 mins each)
Evaluation	45 mins	1 session (45 mins once a week)
Total	820 mins	13 sessions

This weekly schedule should be used to make daily lesson plans:

Using the Weekly Structure to Make Daily Plans

Consideration for making lesson plans:

- In each subject, students will work on one activity at a time. Once a Unit/ Milestones has been completed, only then will they move on to the next.

- The Curriculum Chart will function as a basis for decisions on who will do what. The Chart shows the activities and materials for each milestone. The groups will be organized by which milestones and activities they're working on in multi level class and what will be activities for whole class activities, so you can then look on the Curriculum Chart to see what activity the group should do. If an activity has been done before, it can be repeated if necessary, or do a new one.

How to Make a Lesson Plan

1. Fill out the form according to what day it is and what the schedule is for that day (which subjects and which sessions.)
2. **Refer to curriculum chart for more details, while developing your lesson plan.**
3. And then fill in this information either by writing the milestone and activity numbers or by going through the activity in detail and writing only a phrase or a name to remind you what should be done.
4. You should be familiar with the activities and make sure you have all the required materials **BEFORE** the class starts! Sometimes you might have to write instructions for the learners.
5. If you refer to Instructional Material Guide, there are sections within the activity that tells and supports facilitator during lesson teaching. Some aspects, if you read the Instructional materials guide carefully, can help to develop your lesson plan as well.
6. Your lesson plan need to be simple, not complicated and indicate the important aspects of your MILESTONE, which milestones, what topics you are teaching and how will you teach that lesson. (see the sample of daily lesson plan)

Sample Daily Lesson Plan Form

Date:

Session 1: 10 mns	Whole class activity (H/Comm/n) Multi level(M/ L)	
Session 2: 45 min	_____ MLS_ Activity Group 1 Group 2 Group 3	Description of how facilitator will teach
Session 3: 45 min	_____ MLS_ Activity Group 1 Group 2 Group 3	Description of how facilitator will teach
Session 4: 45 min	_____ MLS _ Activity Group 1 Group 2 Group 3	Description of how facilitator will teach

THE SUBJECT AREAS AND THE LIVES OF THE LEARNERS

LANGUAGE

Language is something that we often take for granted, because we all learned to speak at such a young age. But language means more than just speaking, and even more than just reading and writing. Language is how we communicate, how we express ourselves. Language is what makes us human beings, different from animals.

There are two reasons and ways that language develops:

- Experiences in life
- Need for communication

The more experiences we have had in life, the more things we have to think about and the more we have to express. This is what drives language to develop – we need language to describe what we see, how we feel, what we think, what we need, and with more experiences, these things change and grow.

In teaching women literacy, we must first draw upon the experiences they have had in their own lives, and then also give them new experiences, new things to talk about and think about and express. This is what will drive them to learn how to read and write their spoken language. By making life new and interesting for them, they will want to express themselves and communicate more.

This does not mean they have to travel or do different things. It means they can be shown new ways to see old things. In the texts in this course, stories are written about everyday life, but in ways that make life exciting, interesting and new. Stories about a broom, about a grinding mill, about a lost goat, are written so that women see new aspects to their lives. Discussions about the best way to make bread, or what is needed to plant wheat, or how to solve a health problem, make women reflect on their lives and drive them to express themselves. Learning about other people's lives gives them a new awareness about their own lives.

In other words, literacy and language teaching is about much more about than just letters, words and sentences. It is about being human; it is about our lives; it is about sharing experiences and making connections.

A Wall Newspaper: One activity that you can start in your LfL classroom is the production of wall newspapers. Wall newspapers are large sheets of paper posted on the walls of the classroom that are made by the students. They can put whatever they want on the newspaper – they can write news of their family, of guests that visit, of marriages and births and deaths, they can write poems or stories, they can draw pictures, they can ask questions and take a survey, they can write interviews of old people in the village – there are endless ideas of what can be written on a wall newspaper.

Organize your class into groups of 4 people each, and each group can produce a wall newspaper every 2-3 weeks. The room will become covered with these very interesting papers which everyone in the class will want to read. This is the kind of activity that will be the best for helping the women improve their skills in reading and writing, because it is a real-life activity that interests them deeply – sharing news of life.

MATHEMATICS

Just as language is more than just letters and sentences, math is more than just numbers. It is about relationships among sizes, amounts, numbers, and shapes. We may think that women don't know math just because they can't count very high, or can't write the numbers. But in fact, women are thinking mathematically when they estimate how much rice to make for their family, when they roll a ball of dough into the right size to make a loaf of bread, when they measure fabric to make clothes, when they serve food to guests, dividing and making sure everyone gets enough.

And it is likely that many women already know how to count, perhaps even how to add and subtract, etc. But they have probably learned by memorizing that 15 is 'fifteen', not by knowing why 15 is written with a 1 and a 5. They may have their own ways of counting, by using handfuls of walnuts or some other system. Please understand that these other systems that they might use ARE NOT WRONG! They are simply a different way. And we want to share with them another way, the way that most people in the world use.

So first, they will need learn about the numbers, how we write numbers, and the simplicity of our numbers. And using money to practice, they will be very motivated to learn about addition, subtraction, multiplication and division. Measurement is also an application of math that is relevant and useful for everyone.

By helping women understand the system behind the numbers we use, how to count and how the system works, women will start to see the relationships of shapes and numbers around them. They will see that the mathematical concepts of addition, subtraction, multiplication and division occur in our lives every day, even if there are no numbers involved, and will start to become aware of how they think mathematically even if they didn't even know it.

They will see that geometrical shapes are everywhere. In teaching geometry, we can begin to see beauty and art. The patterns on the tiles of a mosque are beautiful - and geometric. The designs that women weave into carpets are beautiful – and geometric.

In teaching math, the most important things to remember are:

- Math is more than just numbers. Math is about *relationships* among numbers, shapes, amounts.

- Make the math interesting and relevant (like having a ‘shop’ where the students can practice ‘buying’ things, making change, saving money, sharing money, etc, or measuring heights, weights, etc)
- As much as possible, make math concrete. Help the students learn by using real objects such as stones, beans, apples, number cards, etc to demonstrate and understand. Do not just write examples on the board.
- Have fun while learning– play games with numbers
- Do more than just numbers: look at carpet patterns, shapes in the room, and patterns on fabric – remember that geometry is also part of math.
- Make sure the learners are successful – don’t go too fast. Start with easy problems and very gradually give harder problems as the learners are ready. If you go too fast, the learners will get very frustrated and will want to quit. The most important thing is that the learners discover that *they can learn math successfully!* Encourage the learners.

The activities in the Instructional Materials Book are designed to do all of these things, and make learning math interesting and successful for all.

COMMUNICATION

One of very essential element in our day to day life is how we communicate. We encounter with this phenomena every minute in our life. We talk to each other, we read books, we watch television, listen to radio, read pictures, observe some one else, convey and forward on message, share own opinion, talk in our families, and etc. Many of our actions involved in whole range of communication. Communication then seem always continues.

Learning communication is more about skills. Skills of speaking, presentation, critical thinking, problem solving and etc. Participating in role play not only helps learners to act, but gradually express opinions, expressions, standing with confidence in class and be confident. Range of problem solving skills which are designed in this component, allows women not only hear the problem, but to be part of the problem, gather information by asking about the problems, thinking of alternative ideas for the problems and might initiate some creative solutions for the problem. This is process and it comes day to day active participation in communication activities. Sometime we do not listen to each other. As a result we have miscommunication and misunderstandings. Next we get not happy with very limited information. In this domain learners show respect to each other, listen to each other carefully and gradually to be as” active listeners”.

Debate, discussions, more open and free environment in the class let learners trust each other and share own opinion. If learners try to convince each other, try to elaborate their points to each other more, it is good! It is part of learning process and improving skills of communication.

As women express own ideas in class, they get more comfortable to share their experience with each other and feel similarities and difference of each individual life, they get more close to each other. More to it, they can easily express their problems with others, share and solve their worries at home, with families, children, community. They also get confident on how to approach hospitals and helping others how to communicate and solve their day to day problems by using communication skills.

HEALTH

Health about much more than just knows information about diarrhea or malaria or first aid. Health means knowing how the body works, what we need to lead a healthy life, what causes illness and pain, how to prevent illness, and the personal, family and social responsibilities involved in staying healthy and helping others stay healthy as well.

The health components allow learners to receive health related information, which will broaden learner's knowledge about health and give them more exposure to new information (and not insisting on remembering technical information). As well learners will expand to the understandings of social dimensions of health issues, enhancing learner's skills of processing health information and their abilities to ACT on the information.

In this course, women will learn about all of these things. Below is an outline of the health topics they will learn are:

- Conceptualizing the notion of health. This will allow learners to look at holistic understandings of notion of health. It will also allow analyzing the local beliefs around health and misconceptions hold by learners about health.
- What makes us sick? This component talks about social, cultural and economic dimensions of health.
- Mapping the body. These interactive sessions are for seeing and making visual understandings about human anatomy. Learners not only are encouraged to build and map the body but also to indicate parts of the body and name them.
- What impacts women health? This is critical area when women will learn about impact of social factors such a connection of women health and work, her status in family and in society.
- The food we eat. Of course the unit will talk about importance of good food and balance diet! But let's ask learners what food sources are available locally? Instead of prescribing to learners what is best for them to eat, it is much interesting to work on mapping the food courses where are available and affordable in particular area.
- Understanding the systems of digestive, respiratory, skeletal, and circulatory urinary and reproductive. These will help learners to learn how each system that, named above, works and what are common problems associated with each system.
- Health care system and role of health workers. Learners in this milestone will understand the structure of health care system through different exercises. Women do not access the health care system easily. This exercise will encourage women to openly talk of why health care facilities are inaccessible and discuss the barriers to access from within the family, community and the attitude of health care providers. Discussions are based from the examples from each context. As well, this exercise encourages learners to do project work outside the class, which enables them to interact with the health care system and health workers. For e.g. learners may visit CMW training sites or CMW s may visit LFL classes for sharing experiences.

- Safe motherhood. This is critical. Effort will be made to get women to share either own experience of their family members. Maternal mortality is a problem. Discussion around these topics, reading different case histories will be very useful.
- Building safe community. This will help learners to see roles and responsibilities of individuals, family, community and health care systems, governments.

All these topics are designed based on realities and difficulties of women in the regions, villages and etc.

Improving health is one of the first ways to help a person, a family, and a community becomes stronger, more positive, and able to withstand difficulties and live more peaceful and enjoyable lives.

Setting Up an LfL Classroom

Since the LFL centers will be held in remote villages, supplies and facilities will be given to the centers such as a blackboard, winter fuel, teaching materials, learning materials, stationeries, and a library which has many different books and magazines that will enhance learners' information and knowledge. There might not be desks or chairs in LFL centers, but they should have a carpet on the floor so that the learners feel very comfortable.

The facilitator should try to arrange seating in the center in such a way that everyone has access to the blackboard and can see it easily. The seating arrangement of the Learners may change according to the activities, but they should sit so that the facilitator can go to each group easily.

Monitoring

A monitoring team from the LFL NGOs will monitor the classes at least twice in a month. They will visit the classes to see the successes of the facilitators and learners and to evaluate the management of the center, and to help solve any problems. During the monitoring they will give feedback to the facilitator. If it is considered that some facilitators have not been able to manage or are not able to teach effectively, they will be monitored more than twice in a month so that they can be given more support to improve their classes.

For this purpose there is an observation book in each center. After each monitoring visit the monitor will record all the positive and negative points and in the next monitoring visit they will follow up on the earlier feedback.

The community involvement in running the centers

For an LFL center to run smoothly, community support is very important. The community should be involved from the beginning, meeting with the LFL staff and agreeing to support the LFL center and the Facilitator, help find a place to have the classes, and to help find women to take the classes.

The community should be seen as a source of help and support to the Facilitator and her LFL center. Community members can help solve problems, such as if there are problems with the building where the classes are held, or if some materials are needed for the classes then the community can help find and provide materials. The community can share in what the women are learning. Members of the community who are experienced can help in certain topics like religion or health by meeting with the Facilitator or the class to discuss issues or questions.

Links with community Health centers, midwife training cites, clinics

The LFL bridging classes are designed to have a link with the health centers, health posts, midwife training cites and clinics which is closest to the LFL- bridging classes.

LFL learners require visiting the health centers, post, clinics or midwife training cites closes to LFL bridging classes and do some task, which are assigned from the facilitators to the learners. There are different project works developed for the learners to work on. Each project has different topics, objectives and different strategies to learn from.

Since, Bridging program support women's to enhance the skills to be eligible for the community midwife programs, encourage students to take project work and to visit community midwife training programs cite, which are close enough to the classes. As well encourage midwife of the area to visit your class and do some presentation.